

FOCUS 7

SECOND EDITION

STUDENT'S BOOK

SUE KAY / VAUGHAN JONES / DANIEL BRAYSHAW BARTOSZ MICHALOWSKI / BEATA TRAPMBUL / DEAN RUSSELL / MARTA INGLOT







650: 30-40 CDFC-A2+-01

	VOCABULARY	GRAMMAR	LISTENING
1 Lives people live BBC © 61 p. 116 Student accommodation	pp. 4–5 Personality; un-, in-, im-, ir-, dis-; questions with like Reading: Charity p. 15 Word list	p. 6 Present tenses – question forms; subject and object questions; wh- questions GRAMMAR ANIMATION & p. 117 FOCUS VLOG & 62 63	 p. 7 Voluntary work Vocabulary: -ive, -ative, -able, -ing Exam Focus: Note completion Pronunciation Focus: Word stress – personality adjectives
2 Science and technology BBC 6 p. 118 Urban legends	pp. 18–19 Phones and computers; word building; collocationsListening: Famous scientistsp. 29 Word list	p. 20 Past Continuous and Past Simple GRAMMAR ANIMATION & p. 119 FOCUS VLOG & 67 &8	 p. 21 Becoming a scientist Vocabulary: Science and scientists; collocations Exam Focus: Matching Pronunciation Focus: Word stress – scientists
The arts BBC 6 611 p. 120 The Musketeers	pp. 32–33 TV programmes; adjectives; elements of a film/TV drama Reading: One episode is never enough p. 43 Word list	p. 34 Comparative and superlative adjectives GRAMMAR ANIMATION & 612	 p. 35 A street artist Vocabulary: Art and artists Exam Focus: Multiple choice Pronunciation Focus: Word stress – countries and nationalities
Home sweet home BBC © ©15 p. 122 Cave houses	pp. 46–47 Describing houses; inside a house; make or do Listening: The narrowest house in the world p. 57 Word list	p. 48 Present Perfect with for and since GRAMMAR ANIMATION & p. 123 FOCUS VLOG & 616 617	 p. 49 Teenagers' rooms Vocabulary: Phrasal verbs Exam Focus: Matching Pronunciation Focus: Long vowel sounds
5 Time to learn BBC © ©20 p. 124 South Korean schools	pp. 60–61 Education; phrasal verbs; collocations Reading: School systems around the world p. 71 Word list	p. 62 First Conditional GRAMMAR ANIMATION & 621	 p. 63 Dealing with exam stress Vocabulary: get Exam Focus: True/False Pronunciation Focus: Large numbers
Just the job BBC © 625 p. 126 Window cleaning	 pp. 74–75 Collocations; describing jobs; phrasal verbs Listening: The worst jobs p. 85 Word list 	p. 76 Second Conditional GRAMMAR ANIMATION & p. 127 FOCUS VLOG & 626 627	 p. 77 Becoming an airline pilot Vocabulary: Collocations; jobs Exam Focus: Multiple choice Pronunciation Focus: Stress in job names
7 Consumer society BBC © 630 p. 128 Cheap shopping	pp. 88–89 Shops and services; clothes and appearance; collocations Reading: The truth about shopping p. 99 Word list	p. 90 The Passive GRAMMAR ANIMATION & 631	p. 91 Buying presentsVocabulary: Word familiesExam Focus: MatchingPronunciation Focus: Silent letters
8 Well-being BBC © 636 p. 130 Keeping fit	pp. 102–103 Symptoms; health; phrasal verbs Reading: Apps to keep you fit p. 113 Word list	p. 104 Past Perfect GRAMMAR ANIMATION & p. 131 FOCUS VLOG & 637 638	 p. 105 Central Park Vocabulary: Places to do sport Exam Focus: Multiple choice Pronunciation Focus: Diphthongs

pp.116-131 Video worksheets

pp. 132–155 Grammar and Use of English reference and practice

READING	GRAMMAR	USE OF ENGLISH	WRITING	SPEAKING	FOCUS REVIEW
pp. 8–9 A brief guide to the generationsVocabulary: Verb + prepositionExam Focus: Matching	p. 10 Verb + -ing or verb + to infinitive Vocabulary: Clothes GRAMMAR ANIMATION &	p. 11 so and such Multiple-choice cloze	pp. 12–13 Writing Focus: A personal email/ letter Language Focus: Adjective + preposition	p. 14 Showing interest ROLE-PLAY &	pp. 16–17
pp. 22–23 Science at the South Pole Vocabulary: Nouns and verbs; the temperature Exam Focus: Multiple choice	p. 24 used to GRAMMAR ANIMATION &	p. 25 Linkers and time expressionsMultiple-choice cloze	pp. 26–27 Writing Focus: A story Language Focus: Informal linkers	p. 28 Telling a story ROLE-PLAY &	pp. 30–31
pp. 36–37 Superheroes Vocabulary: Books; cinema; phrasal verbs Exam Focus: Matching	p. 38 Present Perfect with just, already, (not) yet and Past Simple GRAMMAR ANIMATION & p. 121 FOCUS VLOG & 613	p. 39 too and not enoughKey word transformation	pp. 40–41 Writing Focus: A film review Language Focus: Adjectives to describe films, plots, screenplays etc.	p. 42 Describing a photo	pp. 44–45
pp. 50–51 People who don't live in traditional houses Vocabulary: Landscape features; describing places; collocations Exam Focus: Gapped text	p. 52 Future forms: Present Continuous, be going to and will GRAMMAR ANIMATION &	p. 53 Adverbs Multiple choice	pp. 54–55 Writing Focus: A blog entry Language Focus: Punctuation – commas	p. 56 Making suggestions ROLE-PLAY &	pp. 58–59
pp. 64–65 Different,not lessVocabulary: Nouns andverbs; of and forExam Focus: Matching	p. 66 Defining relative clauses GRAMMAR ANIMATION & p. 125 FOCUS VLOG & 622 623	p. 67 Future time and conditional clausesSentence transformation	pp. 68–69 Writing Focus: An enquiry Language Focus: Indirect questions	p. 70 Giving an opinion; agreeing and disagreeing ROLE-PLAY ©	pp. 72–73
pp. 78–79 Personality types and careers Vocabulary: Compound nouns; word families Exam Focus: Multiple matching	p. 80 Modal verbs for obligation and permission GRAMMAR ANIMATION &	p. 81 Adjectivesending in -ed and -ingMultiple choice	pp. 82–83 Writing Focus: A job application Language Focus: Formal language in a job application letter	p. 84 Asking for and giving advice ROLE-PLAY 6	pp. 86–87
pp. 92–93 The brains behind Amazon.com Vocabulary: Shopping Exam Focus: Multiple choice	p. 94 Quantifiers GRAMMAR ANIMATION & p. 129 FOCUS VLOG & 632 633	p. 95 Indefinite pronouns: someone, anything, nowhere, everybody, none, etc. Sentence transformation	pp. 96–97 Writing Focus: A formal written complaint Language Focus: Formal language	p. 98 Shopping ROLE-PLAY &	pp. 100–101
pp. 106–107 The tower that sucks in smog and spits out clean air Vocabulary: Pollution; word families Exam Focus: Openended questions	p. 108 Reported Speech GRAMMAR ANIMATION ©	p. 109 Phrasal verbs Gapped sentences	pp. 110–111 Writing Focus: A reader's comment – linkers Language Focus: Structures with make	p. 112 A doctor's appointment ROLE-PLAY &	pp. 114–115

p. 156 Prepositions p. 157 Phrasal verbs p. 158 Pronouns and numerals p. 159 Irregular verbs



people live
Life is really simple, but we insist on

Confucius

BBC

making it complicated.



STUDENT ACCOMMODATION

७1 Watch the BBC video.
For the worksheet, go to page 116.



VOCABULARY

Personality • un-, in-, im-, ir-, dis-

• questions with like

I can describe people's personality and emotions.

SHOW WHAT YOU KNOW

- 1 Match adjectives 1–6 with their opposites a–f.
 - 1 funny
- a boring
- 2 interesting 3 loud
- b stressedc negative
- 3 loud4 positive
- **d** unsociable
- 5 relaxed
- **e** serious
- 6 sociable
- **f** quiet
- 2 SPEAKING Use the adjectives in Exercise 1 to describe people you know.

GENERATION GAP?

YOUNG PEOPLE SAY ...

You do charity work because you're kind and **generous**, right? Well, that's a bit dishonest. In fact, I really enjoy spending time with older people.

Thanks to my visits, I hope she feels less lonely than before. Mitzi helped me a lot when I had some work problems.

She's a good listener. I talk to her about my worries and she gives me advice.

She's wise, sensitive and has a lot of experience. I'm talkative, and they like that.

My grandparents are very quiet and polite, but older people are not all like that. John's really loud and funny. We laugh a lot gether.





- 3 SPEAKING Look at the photos and discuss the questions. Then listen and check your ideas.
 - 1 What is the purpose of the charity organising these activities?
 - 2 What can young people do to help older people?
 - 3 What can older people do to help young people?
- 4 Read the comments in the text. Who benefits most: the young or the older people? Why?



OLDER PEOPLE SAY ...

He's adventurous – he travels to exciting places. I love hearing about his adventures.

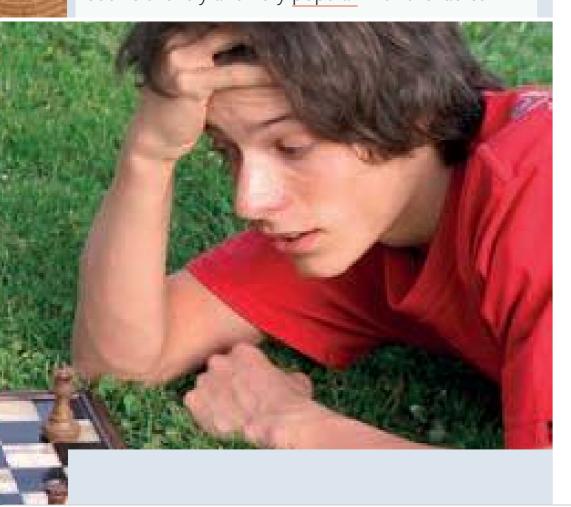
I can look after myself – I like to be independent but I look forward to the weekly visits.

She's **outgoing** and always **cheerful** – she makes me feel young again.

I like being with young people. I am more confident when I use the Internet now.

You read so many bad things about young people in the press – that they're selfish or irresponsible, but he's caring, sensible and hard-working.

He's got tattoos and long hair. He looks like a hippy, but he's lovely and very popular with the ladies!



/V	OKD 5	TORE TA	Personality	
_	43.4.0	~ 1	MODD STODE 4 A	• • •

5	1) 1.3 Complete WORD STORE 1A with the adjectives
	in red from the text. Then listen, check and repeat.

6	Replace the phrases in brackets with appropriate adjectives from WORD STORE 1A.
	1 Charity workers are(not selfish). They are kind and helpful.
	2 Teenagers are (not cheerful). They are lways in a bad mood.3 Young professionals are (not lazy). They
	want to be successful. 4 Many billionaires are(not mean). They give lots of money to charities.
	5 Most children are(not outgoing). They're not confident with strangers.
	6 Young people are often(not sensible). They make stupid decisions.
7	SPEAKING Discuss whether you think the statements in Exercise 6 are true.
W	ORD STORE 1B un-, in-, im-, ir-, dis-
8	1) 1.4 Complete WORD STORE 1B with the underlined adjectives in the text. Then listen, check and repeat.
9	Complete the sentences with adjectives from WORD STORE 1B.
	1 Gary is an guy. He never tells lies.
	2 Emma is very She knows everything.3 Paul's only eighteen, but he has a job and lives on his
	own. He's very
	4 Dan is very He always says 'please' and 'thank you'.
	5 Lucy is She doesn't like travelling or trying new experiences.
	6 Martha is very She is always the centre of attention.
10	SPEAKING Change three of the names in Exercise 9 to describe people you know. Then tell your partner.
W	ORD STORE 1C Questions with like
	◄) 1.5 Answer the questions in WORD STORE 1C with the highlighted sentences in the text. Then listen, check and repeat.
12	Rewrite the sentences with <i>like</i> if necessary. Then tick the sentences that are true for you.
	1 I look my dad. <u>I look like my dad.</u>
	2 My neighbours are kind and friendly
	3 My mum looks her mum.4 My parents always look cheerful.
	5 My grandmother looks Queen Elizabeth.
	6 I chocolate.
13	SPEAKING Complete these questions for the sentences in Exercise 12 with <i>you</i> or <i>your</i> . Then ask your partner.
	1 Do? 2 What? 3 Does? 4 Do?
	5 Does? 6 Do?

1 Do you look like your dad?



GRAMMAR

Present tenses – question forms I can ask questions in a variety of present tenses.

- **SPEAKING** Who are your role models? Think about famous people or people you know and tell your partner.
- 1) 1.6 Match questions 1–6 with answers a–f. Then listen and check.
 - 1 Who inspires you?
 - 2 Why do you admire him?
 - 3 Does he give money to environmental charities?
 - 4 Have you ever met him?
 - 5 What is he doing now?
 - 6 Are you following him on Twitter?



Read the GRAMMAR FOCUS. Complete the examples using the questions in blue in Exercise 2.

GRAMMAR FOCUS	

Present tenses – question forms

 To make questions, you put an auxiliary verb (do, be, have) before the subject of the main verb.

Present Simple $\rightarrow Why^1$ you admire him? **Present Continuous** → What ² he doing now? Present Perfect \rightarrow 3 you ever met him?

 When you ask about the subject, you don't use the Present Simple auxiliary do/does.

ı	,			
Who ⁴	you? NOT	Who does	inspire	you?

VIDEO © 2 ©
1) 1.7 Complete the questions for the interview about Michelle Obama. Then listen and check.
1 'Who <u>inspires you</u> ?' 'The person who inspires me is Michelle Obama.'
2 'Who ?' 'She's the ex-first lady of the United States.' 3 'Why ?'
'I admire her because she does a lot of good work with young people.'
4 'What <u>i</u> ?' 'She's trying to teach children about exercise and health.'
5 'Have ?' 'No, I haven't seen her in person, but I've watched her online.'
6 'What <u>i</u> ?' 'She is still working with young people.'
Complete the questions about the subject (a) and about the object (b) of each statement.
 1 *Emily and Peter like watching *science-fiction films. a Who <u>likes watching science-fiction films</u>? b What <u>do Emily and Peter like watching</u>?
2 a Noil has ising a b Amposty International

- 5
 - 2 ^aNeil has joined ^bAmnesty International. a Who_____ **b** Which organisation **3** ^aRosie can speak ^b three languages. a Who b How many languages _____ 4 ^aDave has visited ^bLondon. a Who **b** Which capital city _____ 5 a Tom is reading b Barack Obama's biography. a Who ______b What _____ **6** ^aViv admires ^bEmma Watson.
- 6 Complete the sentences to make them true for you.

a Who ______

1	I'm reading	_ at the moment.
2	It takes me	minutes to get to school
3	I go shopping for clothes	a month.
4	I've been to	_ foreign countries.
5	inspires me	<u> </u>

- 7 SPEAKING Ask and answer the questions about the information in Exercise 6. Use different question words, e.g. what, how long or how often.
 - **A:** What are you reading at the moment? B: A book about Steve Jobs.

FOCUS VLOG	6 3	About happines

6 3 Watch the Focus Vlog. For the worksheet, go to page 117.

Grammar page 132

1.3

LISTENING

Note completion

I can identify key details in a simple recorded interview.

1 1.8 Do you know the places in the box where people do voluntary work? If necessary use a dictionary. Then listen and repeat.

in a developing country in a nursery in a hospital in a library on a farm in an old people's home in a prison in a soup kitchen for homeless people

- 2 SPEAKING Discuss whether you would like to volunteer there. Explain why or why not.
- 3 1.9 Listen to two volunteers, Karen and Martin. Where do they do their voluntary work?
- 4 Read questions 1–8 in Exercise 5. Match the underlined words and phrases with the words and phrases in the box.

confident 7 people without a home	
two or three impresses people	
Saturday or Sunday chickens	
more likely to do something _ in a team	

5 Listen to Karen and Martin again and answer the questions. Write K (Karen) or M (Martin).

Who ...

- 1 helps <u>homeless</u> people in the local area?
- 2 works with farm animals?
- 3 volunteers a few hours a week?
- 4 does voluntary work every weekend?
- **5** thinks that volunteers are <u>more active</u> than other people?
- 6 enjoys working with other people?
- 7 thinks that voluntary work makes you <u>more</u> <u>sure of yourself?</u>
- **8** thinks that doing voluntary work <u>makes a good impression</u>?
- 6 (1) 1.10 Listen to Tim giving Becky some advice about international volunteering. Answer the questions.
 - 1 Where does Becky want to do voluntary work?
 - 2 Does Tim think she has the right personal qualities?
 - 3 Is Becky inspired by the conversation?
- 7 SPEAKING Imagine you could volunteer anywhere in the world. Which country would you choose? Why? Tell your partner.



EXAM FOCUS Note completion

- 8 (1) 1.10 Listen to Tim and Becky again and complete each gap with one or two words from the dialogue.
 - 5 Key Questions before you volunteer for work overseas
 - 1 Are you fit and healthy?

You often work in difficult conditions, and you sometimes need to work ¹ .

2 Can you adapt to new situations?
You need to adapt to
the food, the accommodation and a
new ³

3 Are you a good team player?

All volunteers work in teams so you need to have good 4 _____ skills. You need to be outgoing and above all 5 .

4 Are you sensitive to other cultures?

You need to be open to people and remember that your 6 life is not the only way there is.

5 Do you want to learn from the experience?

Volunteering can change your life and you as a person. It's an excellent opportunity to help people, learn 7 _____ and make new friends for life.

9 SPEAKING Discuss whether you are good candidates for international voluntary work. Ask and answer the questions in Exercise 8 and decide.

PRONUNCIATION FOCUS

10 (1) 1.11 Listen and put the adjectives into groups A, B, C or D depending on the stress.

adventurous ambitious fantastic optimistic passionate pessimistic responsible voluntary

A	B■■■	C	
	ambitious		

11 ◀୬ 1.12 Listen, check and repeat.

WORD STORE 1D -ive, -ative, -able, -ing

12 (1) 1.13 Complete WORD STORE 1D. Make personality adjectives from the verbs in the box by adding -ive, -ative, -able or -ing. Then listen, check and repeat.



READING

Matching

I can identify specific information in an article.

1 SPEAKING Complete the table with three names of people you know. Then talk about each person and discuss the questions.

X (Age 40–59)	
Y (Age 20–39)	
Z (Age 15–19)	

- 1 What are they like?
- 2 What do they like?
- 3 How often do they use technology?
- 2 Read the text. Compare your ideas in Exercise 1 with the information in the article.

EXAM FOCUS Matching

3 Read the text again. Match generations with the statements. Write X, Y or Z in the boxes.

Which	generation	
******	generation	• • •

- 1 enjoy new experiences?
- 2 often don't earn as much as they'd like to?
- 3 can do more than one activity at the same time?
- 4 are independent?
- **5** often appear self-centred?
- 6 are tolerant and believe in equality?
- 7 enjoy using social media?

4 SPEAKING Are you typical of Generation Z? Discuss with a partner.

WORD STORE 1E | Word families |

5 (1) 1.15 Complete WORD STORE 1E with the verbs in blue in the text. Then listen, check and repeat.

6	Complete the sentences with the correct preposition.	Check
	the verb + preposition structures in WORD STORE 1E.	

1	Amy is a cheerful kind of person. She always focuses	on	
	positive things.		

- **2** Billy believes _____ working hard and playing hard.
- **3** Carol never looks at a map. She depends _____her phone for directions.
- 4 David thinks _____ his health too much. He always thinks he's ill.
- **5** Emily has younger brothers and sisters. She has to deal _____ a lot of noise at home.
- **6** Fred doesn't care _____ the environment. He never recycles anything.
- **7** Gabrielle worries her grandparents because they're old.
- 8 Helen prefers to connect her friends face to face.
- **9** George always sings along when he listens ____ music. It's so annoying!
- 7 SPEAKING Change the names in Exercise 6 to make some true sentences about people you know. Tell your partner about them.
- 8 Complete the questions with the correct preposition.
 - 1 At the moment, what sort of music are you listening _____?
 - 2 At school, which subject is hardest to focus _____?
 - 3 What is the worst situation you have ever had to deal _____ ?
 4 In your family, who's the person you can most depend _____ ?
 - 5 Which global problems do you most worry ____ ?
 - **6** Before you fall asleep, what do you think _____ ?
- 9 SPEAKING Ask and answer the questions in Exercise 8.
- 10 1.16 Complete the table with the underlined adjectives in the text. Mark the stress. The listen, check and repeat.

Noun	Adjective
1 adventure	<u>adven</u> turous
2 ambition	
3 impatience	
4 independence	
5 Ioneliness	
6 passion	
7 popularity	



A BRIEF GUIDE TO THE GENERATIONS



GENERATION X

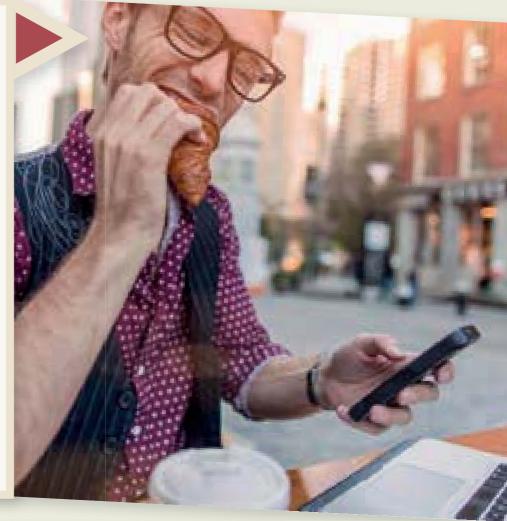
Born between 1965 and 1980, now in their forties and fifties.

- Generation X created the Internet. When they were teenagers, mobile phones were enormous, and not many people had computers at home. They had to deal with big changes in technology. But this generation is adventurous and adaptable they are not afraid of change. Now they use wearable technology to stay fit and healthy. Generation X believe in looking after themselves and staying young.
- Generation X grew up with both parents at work during the day. This is one of the reasons they are independent.
- Generation X are very sociable, but also hard-working. Even when they go out until late, they still get up for work.
- They're <u>passionate</u> about music. They invented punk, grunge and techno. When they were teenagers, they <u>listened to</u> music on cassette and CD players.

GENERATION Y / MILLENNIALS

Born between 1980 and 2000, now in their twenties and thirties.

- Generation Y, or Millennials, are the selfie generation, also known 15 as Generation Me Me Me. Some people say they focus on themselves too much.
- They grew up with technology and they depend on their smartphones. They download and listen to music on their phones all the time.
- Generation Y have FOMO or 'fear of missing out'. They like to share 20 experiences on social media, and they worry about being popular and having a good time. Fifty-three percent prefer to spend money on an experience than a possession.
- Lots of Generation Ys went to university, but because of unemployment they find it hard to get jobs that make them happy.
- Many of them live at home and depend on their parents. They get married later than Generation X the average age for women is twenty-seven and for men it's twenty-nine. They would like to be more independent, but they can't afford to be.



40



GENERATION Z

Born between 1995 and now.

- Generation Z are good at multi-tasking. They can use several screens at the same 30 time and this is why they're called Screenagers. They're fast thinkers, and when something doesn't happen quickly, they get impatient.
- Generation Z are the 'we' generation. They don't think about themselves too much. Instead they focus on global problems like terrorism and global warming.
- They're sociable and they enjoy connecting with friends on social media, but they can also feel very <u>lonely</u>. Generation Z love going to gigs or amusement parks. Eighty percent prefer to spend time with their friends in person than on the phone or online.
- Generation Z believe in getting a good education, but they worry about university fees. This generation is <u>ambitious</u> and want to start their own businesses.
- Generation Z don't care about where you're from or the colour of your skin.
- Music is an essential part of their day.

1 SPEAKING Match the words in the box with the

clothes in the pictures. Which of the clothes do



GRAMMAR

verb + -ing or verb + to + infinitive
I can use verbs taking to + infinitive
and -ing forms.

(1)	WHAT IS YOUR		
1	ATTITUDE TO CLOTHES?		
2	(SPEND) A I spend a lot of money on clothes.		
M			
- Day	B I can't afford ¹ to spend much money on clothes.		
2	C I prefer ² my money on going out.		
3	(GO)		
	A I enjoy ³ shopping for clothes.		
1/4	B I don't mind shopping for clothes.		
- 11	C I refuse ⁵ shopping for clothes.		
N.	3 (BUY)		
4533	A I love ⁶ new clothes every season.		
6	B I only buy clothes when I need them.		
A	C I avoid ⁷ new clothes for as long as possible.		
	4)		
	4 (WEAR)		
5	A I refuse ⁸ sweatpants.		
	B I love ⁹ sweatpants at home for comfort.		
	C I wear sweatpants all the time.		
M	(GET)		
91	A I hope ¹⁰ a job where I can wear all		
16	my favourite clothes.		
0	B I want ¹¹ a job where I can wear practical,		
-	comfortable clothes.		
	C I'd like ¹² a job where I can wear a uniform		
	or a suit.		
A	6 (THINK)		
6	A In the morning, I spend a lot of time ¹³		
	about my clothes.		
	B In the morning, I don't spend much time		
	¹⁴ about my clothes.		
	C I wear the same clothes every day.		
1	WHAT DOES IT MEAN?		
	Mainly As I LOVE THEM		
	You enjoy 15 (think) about clothes (perhaps		
	a bit too much), and the way you look is important for		
	your personal identity.		
	Mainly Bs I NEED THEM		
	You don't mind 16 (think) about clothes, but		
	they are not your priority. You prefer casual clothes		
	because you need ¹⁷ (be) comfortable.		
	Mainly Cs HATE THEM (think) shout clothes! You shouse		
	You hate ¹⁸ (think) about clothes! You choose		
	things. But don't forget, clothes can be fun.		
	J ,		

	you have? Tell your partner.
	hoodie jacket suit sweatpants uniform
2	Tick the sentence that best describes your opinion about clothes.
	1 I want to look good at all times.2 I enjoy wearing comfortable things.3 I'm not interested in clothes.
3	Read the GRAMMAR FOCUS. Complete the examples using the verb patterns in blue in Exercise 2.
G	RAMMAR FOCUS 64
	rb + -ing or verb + to + infinitive
•	After some verbs and verb phrases you usually use the <i>to</i> + infinitive.
	Examples: agree, can't afford, choose, decide, hope, manage, need, pretend, refuse, want, 'd like, 'd prefer
	I want ¹ good at all times.
•	After some verbs and verb phrases you usually use the <i>-ing</i> form of a verb.
	Examples: avoid, can't stand, consider, don't mind, enjoy, hate, like, love, miss, prefer, spend time
	I enjoy ² comfortable things.
4	Complete the questionnaire with the correct form of the verbs in brackets.
5	SPEAKING Do the questionnaire. What is your attitude to clothes? Tell your partner.
6	Complete the sentences with <i>to wear</i> or <i>wearing</i> . Which sentences are true for you?
	 1 I can't stand <u>wearing</u> formal clothes like suits. 2 I don't mind second-hand clothes. 3 I refuse skinny jeans. They're too
	uncomfortable. 4 I hateheavy winter coats.
	5 I can't afford designer clothes.
	They're too expensive. 6 I avoid anything yellow or pink.
7	Complete the sentences with information about yourself. Write five true sentences and one false.
	1 I love 4 I spend a lot of time
	2 I need3 I've decided5 I sometimes pretend6 I hope
8	Read your sentences in Exercise 7 to your partner for him/her to guess which sentence is false.
G	rammar page 133



USE OF ENGLISH

so and such

I can use so and such correctly.

- 1 SPEAKING Read the introduction. Then discuss the questions.
 - 1 Do you, or would you like to, live with three generations of your family?
 - 2 What advantages can you think of?
 - 3 What disadvantages can you think of?



One home, three generations

Around the world, many families live with several generations in the same house. This is because young people can't afford to move away from home. Also the older generation live longer now, and they want to be useful. These homes are crowded, but the generations help and support each other. So what's it like to have grandparents, parents and children living together? We asked members of three generations of the same family.

- 2 1.17 Listen to the father's views. Which of your ideas in Exercise 1 does he mention?
- 3 (1) 1.17 Listen again and choose the correct option.
 - 1 We have three generations in this house: it's so / such crowded!
 - 2 New Zealand is so / such a long way from the UK.
 - 3 Childcare is so / such expensive in London.
 - **4** We were *so / such* poor that we couldn't go on holiday.
 - **5** The house is very small for so / such a big family.

4 (1) 1.18 Read the LANGUAGE FOCUS. Complete the text below with the daughter's views. Use so or such. Then listen and check.

LANGUAGE FOCUS

so and such

- You use so to emphasise adjectives.
 so + adjective → It's so crowded!
- You use such to emphasise nouns.
 such + noun phrase → It's such a long way.
 We're such close friends. They give such good advice.



I don't mind living with my grandparents, they're ¹__so_lovely. I like talking to them – they're very experienced and give ²____good advice. Mum and Dad are __3__busy. They don't have time to listen to our problems. My parents are __4__lucky because grandma and granddad are very helpful in the house.

Grandma is _5___a good cook that she does most of the cooking, while granddad looks after the garden.

5 **1.19** USE OF ENGLISH Complete the text with the grandmother's views. Choose the correct option, A, B or C. Then listen and check.

We thought about it for a long time because we're 'such independent people. Some elderly people are lonely, but not us – we've got '____ friends that we never feel lonely. But we wanted to help with the children. We try to be useful and it's 's___ fun to spend time with my grandchildren. People say that teenagers are selfish and rude, but I must say my granddaughter's 's___ polite young lady and she's very kind. I worry about her little brother though. He's 's___ lazy!



1	A	SO	B such	C such an
2	Α	so many	B such many	C such a
3	Α	such	B such a	C so
4	Α	such	B so	C such a
5	Α	SO	B such	C such a

6 SPEAKING Which generation do you think benefits most from living in 'one home'? Discuss with a partner.

Use of English page 134



WRITING

A personal email/letter

I can write a short personal email to introduce myself.

1 SPEAKING Choose five qualities to describe the ideal exchange student. Discuss with a partner.

confident and independent friendly and outgoing generous good-looking good at sport honest interested in computers into the same music as me keen on the same hobbies as me sensible

2 Read the email from an exchange student. Tick the topics in the box that the student writes about.

\int family \bigcap food \int	hobbies	music
school sport		

3 SPEAKING Does the person in the email sound like your ideal exchange student? What details would you change? Tell your partner.

To: Jo

Subject: C U soon!

Hi Jo,

12

How are you doing? I'm really excited about coming to stay with you. I'm writing to tell you a bit more about myself.

As you know, I'm sixteen and I live in Venice. My brother and I go to the same school. I'm not crazy about studying but it's OK – my favourite subject is Art. What about you? What subjects are you good at?

In my free time, I'm keen on sports and I'm not bad at volleyball. I'm also passionate about music, especially British bands. At the moment I'm listening to Little Mix all the time. What kind of music are you interested in?

At weekends, my friends and I love going to the cinema. What do you enjoy doing at weekends?

I can't wait to see you next month! I'm sure we'll have fun.

OK, time to finish. Write soon ©

Carlo

Carlo

carlo

4 Put the sentences summarising the email in the correct order (1–5).

a basic information about yourself

b a greeting and information about why you are writing

c say you're looking forward to seeing him/

d finish with a friendly goodbye

e information about your likes/dislikes/ hobbies etc.

5 Read the WRITING FOCUS. Complete the examples with the phrases in purple in the email.

WRITING FOCUS

A personal email/letter

Start the letter/email with a friendly greeting:
 Dear Nick,/¹Hi Jo,

Don't use full forms. Use contractions:
 you're (not you are)/2

• Use emoticons (③) or abbreviations (but don't overuse them): Bye for now = Bye 4 now.

Ask questions to show you want a reply:
 What do you enjoy doing at weekends?/
 What ³
 ?

Finish the letter/email with a friendly goodbye,
 e.g. All the best/4
 .



6	Mark these phrases as F – usually used in the first	SHOW WHAT YOU'VE LEARNT	
	paragraph, or L – usually used in the last paragraph. 1 How are you? 2 I'd better stop now.	11 Read the email from your English-sp Jenny and the notes you have made	_
	3 Looking forward to hearing from you/ seeing you.		
	4 Give my love to/Say hello to		The second
	5 It was good to hear from you.	THE RESERVE OF THE PERSON	Townson.
	6 Cheers,		E 100 100 100
	7 Dear		
	8 I'm writing to tell you about/say sorry		0.000
	about/thank you for	200 0年,100年至100年至100年至100年	100
	9 C U (see you) soon/next week/in a few months.		A MAN TO SE
7	Replace the underlined phrases in the email with suitable phrases in Exercise 6.		
8	SPEAKING Which of these statements illustrate		
	good (G) or not good (NG) exchange students? Why? Discuss with a partner.		
	1 I'm obsessed with hiphop.		
	2 I'm mad about shopping. I spend lots of money on	· · · · · ·	
	clothes.	It's me. Jenny.	
	3 I watch a lot of DVDs, especially horror films.	Jenny	
	4 I'm serious about politics.	<i>y</i> .	m happy too!
	5 I love acting – I'm involved in a local theatre club.		\
	6 I'm afraid of animals, especially dogs.		
	7 I'm ambitious – I'm always disappointed with low	From: Jenny	
	marks at school.	Subject: Hello!	
	8 I'm useless at sport and I'm very unfit.	Subject. Hello:	
	The access at open and the very arms.	It's great to hear that you're going to	o come and
9	Read the LANGUAGE FOCUS. Complete the examples with the correct prepositions. Use the	stay with me and my family for two	
	examples in the email in Exercise 2 and in Exercise 8.	Please tell me something about you	rself.
		What subjects do you like at school?	,
L/	ANGUAGE FOCUS		
Λ.	djective + preposition	What music and films do you like?	\
		What do you do in your free time?	\
	Use an adjective + preposition to give information	I'd like to plan some cool activities f	or us 😊
	about yourself.		
	I'm crazy/excited/mad/passionate/serious/worried	Let me know if you have any question	ons for me.
	¹ about	Cooker on the	
	I'm bad/good/useless _2	See you soon,	<i> </i>
	I'm involved 3	Jenny	/
	I'm afraid 4	\	/
	l'm keen <u>5</u>		
	I'm disappointed/obsessed 6	Answer Jenny's Ask Je	enny about her
	ote: It's okay for questions to end in a preposition:	questions interes	•
WI	hat subjects are you good at?	questions	,,,,
10		Write your email to Jenny using all t	:he notes.
10	SPEAKING Complete the questions with the correct	Table	
	preposition. Then ask and answer the questions.	To: Jenny	
	1 What sort of things are you interested?	Re: Hello!	
	2 What after-school activities are you involved?	III laws	
	3 What bands and singers are you keen?	Hi Jenny,	
	4 What sports or games are you good?	Thanks for the email.	
	5 What sort of things are you serious?		
	6 What are you most passionate ?		



SPEAKING

Showing interest

I can show interest in a conversation and express similarity or difference.

1 SPEAKING Look at the activities in the box. Discuss the questions.

travelling eating and drinking doing sport listening to music shopping meeting new people socialising with friends watching films being online

- 1 How much of your free time do you spend on each activity?
- 2 What other things do you do in your free time?
- 3 How similar or different are you to your partner?



- 1) 1.20 Listen to two dialogues and answer the questions.
 - 1 What do Ed and Nick have in common?
 - 2 What do Rachel and Kate have in common?
- 1) 1.20 Listen again and complete the SPEAKING FOCUS with responses a-e.
 - a Do you? Right ...
- d Really? I love it.
- **b** Really? That's cool!
- e Me too.
- c Is she?

SPEAKING FOCUS

Statement B: ¹Really? That's cool! A: I've got loads of friends and they want to meet you. B: ² **A:** I've just got one sister. She's a model.

Statement

A: I love travelling and meeting B: 3_ new people.

A: She's training to be a pilot.

A: I don't really like rock or heavy metal.

Statement

A: I'm not very keen on tea.

A:		don't like travelling.
A:	I	play the violin.

Showing interest

B: Wow, that's interesting.

Saying you are similar

B:	Ме	neither.

			1000	
Savino	I VOU	are	ditte	rent

B:	4

B: Don't you? Oh, I do!

3	•	5_		

4	1) 1.21 Cross out the response that is NOT possib	ole
	in each case. Then listen, check and repeat.	

- **1 A:** I've got thousands of songs on my phone.
 - B: Have you? / Cool! / Is it?
- **2** A: I love Spanish and Italian food.
 - **B:** Really? / Are you? / Do you?
- **3** A: My parents have got an apartment in Paris.
 - **B:** Wow, that's interesting! / Have they? / Are they?
- **4** A: There are forty students in my class.
 - **B:** Is it? / Are there? / Really?
- **5** A: I can play the guitar.
 - **B**: Cool! / Are you? / Can you?
- **6** A: I'm passionate about politics.
 - **B:** Really? / Do you? / Are you?

1) 1.22 Listen and decide if the two speakers are similar (\checkmark) or different (X).

1 2 3 4 5 6	
-------------	--

Complete the table.

Statement	Say you're similar	Say you're different
a I'm worried about the world.	Me too.	Are you? 1 <u>I'm not.</u>
b I'm not worried about the world.		Aren't you? I am.
c I love reading poetry.	3	4? I don't.
d I don't like reading poetry.	Me neither.	Don't you?
e I've got lots of cousins.	6	7 ? I haven't.
f I haven't got any cousins.	Me neither.	Haven't you?

Complete the sentences to make them true for you.

- 1 I'm really into ...
- 2 I haven't got ...
- 3 I really like ...
- 4 I'm very interested in ...
- 5 I'm not very keen on ... 6 I'm not very good at ...
- **SPEAKING** Follow the instructions below to make dialogues.

Student A: Choose a statement from Exercise 7. Say it to Student B.

Student B: Say if you are similar or different. Use the SPEAKING FOCUS to help you.

ROLE-PLAY ©5 Showing interest

5 Watch the video and practise. Then role-play your dialogue.

1.1 Vocabulary (4) 4.1

adventurous /əd'ventʃərəs/
bad mood /ˌbæd 'muɪd/
be popular with /ˌbi 'pɒpjələ wɪð/
be successful /ˌbi sək'sesfəl/
be the centre of attention /ˌbi ðə

,sentar av a'tenʃan/
caring /'kearɪŋ/
charity /'tʃærəti/
cheerful /'tʃɪəfəl/
confident /'kɒnfədənt/
dependent /dɪ'pendənt/
dishonest /dɪs'ɒnəst/
experience /ɪk'spɪəriəns/
friendly /'frendli/

friendly /'frendli/
generous /'dzenərəs/
hard-working /ˌhaɪd 'wɜɪkɪŋ/

impolite /,Impə'laɪt/
independent /,Ində'pendənt/
insensitive /In'sensətIV/

irresponsible / Irri'sponsəbəl/

kind /kaɪnd/ lazy /'leɪzi/ lonely /'ləʊnli/ look after /ˌlʊk 'ɑːftə/

honest /'pnəst/

look cheerful/tired / luk 't [1əfəl/'taɪəd/

look forward to / luk 'forward to/

mean /mixn/

miserable /ˈmɪzərəbəl/
outgoing /ˌautˈgəuɪŋ/
polite /pəˈlaɪt/

popular /'pppjələ/
responsible /rɪ'sppnsəbəl/

selfish /'selfij/
sensible /'sensəbəl/
sensitive /'sensətiv/
serious /'siəriəs/

shy /∫aɪ/ silly /ˈsɪli/ sociable /ˈs

sociable /'səʊʃəbəl/
stupid /'stjuxpid/
talkative /'tɔːkətɪv/
tattoo /tə'tuː/

tell lies /,tel 'laɪz/
unadventurous /,Anəd'ventfərəs/

unpopular /\n'pppjələ/ unwise /\n'waiz/ wise /waiz/

1.2 Grammar **◄**) 4.2

admire /ədˈmaɪə/

be passionate about sth /ˌbi ˈpæ∫ənət əˌbaut ˌsʌmθɪŋ/

follow sb on Twitter / fpləu ,sambpdi pn 'twitə/

foreign country / forin 'kantri/ in person / in 'passən/

inspire /ɪnˈspaɪə/

it takes sb a minute/an hour to do sth

/it 'teiks 'symbodi e 'minet/en and te 'dux 'symbin/

role model /'rəul modl/

run a foundation / rʌn ə faun'deɪʃən/work on / wɜːk ɒn/

1.3 Listening **◄**) 4.3

accommodation /əˌkɒməˈdeɪʃən/ act /ækt/ active /'æktɪv/ adapt to /əˈdæpt tə/ adaptable /əˈdæptəbəl/ ambitious /æm'bɪʃəs/ communicate /kəˈmjuːnɪkeɪt/ communicative /kəˈmjuːnɪkətɪv/ developing country /dɪˌveləpɪŋ 'kʌntri/ difficult conditions / difikəlt kən'dijənz/ fantastic /fæn'tæstɪk/ farm /farm/ fit /fit/ healthy /'helθi/ homeless /'həumləs/ hospital /'hospitl/ imaginative /ɪˈmædʒɪnətɪv/ imagine /ɪ'mædʒɪn/ impress /im'pres/ inspired by /in'spared bai/ library /'laɪbrəri/ make a good impression / merk a god ım'pre∫ən/ nursery /'narsəri/ old people's home / ould 'pixpalz haum/ opportunity / ppə't juːnəti/ personal quality / parsonal 'kwplati/ pessimistic / pesə'mıstık/ prison /'prizən/ protect /prə'tekt/ protective /prə'tektɪv/ soup kitchen for homeless people /'surp _kitfən fə _həumləs _pirpəl/ sure of yourself /'sar av ja, 'self/ team player / tixm pleis/

1.4 Reading **◄**) 4.4

volunteer / volon'tio/

voluntary work /'vpləntəri waːk/

adventure /əd'ventʃə/ ambition /æm'bɪʃən/ average age /ˈævərɪdʒ eɪdʒ/ be afraid of /,bi ə'freid əv/ believe in /bəˈliːv ɪn/ belong to /bɪˈlɒŋ tə/ can't afford / kaint ə'fəid/ care about /'kear a,baut/ connect with /kəˈnekt wɪð/ deal with /'dixl wið/ depend on /di'pend on/ enormous /I'noxmos/ focus on /'faukas pn/ generation / dzenəˈreɪʃən/ get married / get 'mærid/ get up / get 'Ap/ gig /gɪg/ go out / gəʊ 'aʊt/ good at /'gud ət/ grow up / grəυ 'Λp/ impatience /Im'peifans/ impatient /im'per[ant/ independence / Inda pendans/ listen to /'lɪsən tə/ loneliness /'ləunlinəs/ miss out / mis 'aut/ passion /'pæʃən/

popularity /ˌpɒpjəˈlærəti/
share /ʃeə/
spend money on /ˌspend ˈmʌni ɒn/
spend time /ˌspend ˈtaɪm/
think about /ˈθɪŋk əˈbaʊt/
unemployment /ˌʌnɪmˈplɔɪmənt/
worry about /ˌwʌri əˈbaʊt/

1.5 Grammar **(4**) 4.5

/bicv'e/ biova can't stand / kaint 'stænd/ casual clothes / kæʒuəl 'kləuðz/ consider /kən'sıdə/ decide /dɪˈsaɪd/ don't mind / dount 'maind/ enjoy /ɪnˈdʒɔɪ/ get a job / get a 'dʒpb/ hate /heit/ hoodie /'hudi/ identity /ar'dentati/ jacket /'dzækət/ look good / luk 'gud/ prefer /pri'f3:/ pretend /pri'tend/ priority /prai'priti/ refuse /rɪˈf juːz/ second-hand clothes / sekand hænd 'kləuðz/ skinny jeans / skini 'dʒiːnz/ suit /suxt/ sweatpants /'swetpænts/ tie /taɪ/ uniform /'jumeform/ winter coat / wintə 'kəut/

1.6 Use of English (4) 4.6

be lucky /ˌbi 'lʌki/
busy /'bɪzi/
cook (n) /kʊk/
crowded /'kraʊdɪd/
elderly /'eldəli/
experienced /ɪk'spɪəriənst/
poor /pʊə/
rude /ruɪd/
useful /'juɪsfəl/

1.7 Writing **◄**) 4.7

bad at /'bæd ət/
be crazy about /,bi 'kreızi ə,baut/
be into/keen on /,be 'ıntə/'ki:n ɒn/
be involved in /,bi ɪn'vɒlvd ɪn/
be mad about /,bi 'mæd ə,baut/
be obsessed with /,bi əb'sest wið/
be serious about /,bi 'sıəriəs ə,baut/
disappointed with /,dısə'pɔɪntɪd wið/
excited about /ɪk'saɪtɪd ə,baut/
interested in /'ɪntrəstɪd ɪn/
unfit /ʌn'fɪt/
useless at /'juɪsləs ət/

1.8 Speaking **◄**) 4.8

can't wait /kaɪnt weɪt/
do sport /ˌduɪ 'spɔɪt/
have sth in common /ˌhæv ˌsʌmθɪŋ ɪn
 'kɒmən/
play the violin/guitar /ˌpleɪ ðə ˌvaɪə'lɪn/
gɪ'taɪ/
socialise with /ˈsəʊʃəlaɪz wɪð/

VOCABULARY AND GRAMMAR

	Complete the sentences with personality adjectives. The first letters are given.
	1 Shona never smiles and is always depressed.
	She's a really m person.
	2 Tim looks after his younger brother when their
	parents are out. He's so r
	3 Zina is such a s girl. She cares only about herself.4 Neil's never made a silly decision. He's such a
	s boy.
	5 Has Marion always been so I ?
	She always stays in bed until midday!
	6 My grandparents often give me money for the cinema or CDs. They're so g
2	Complete the sentences with the correct form of the
	words in capitals.
	1 My brothers are very They play sports
	every day! ACT 2 Gino makes new friends easily. He's so
	COMMUNICATE
	3 Carla is sometimes, so I don't believe
	in her stories. HONEST
	4 Volunteers work in different conditions, so they must
	be to changing situations. ADAPT
	5 Leslie is such an girl. She comes up
	with stories and writes songs. IMAGINE
	6 A lot of people decided to help this poor family after thatTV programme. INSPIRE
	triat iv programme. INST INC
3	Complete the questions with the correct form of the
	·
	verbs in brackets.
	verbs in brackets. 1 you ever any problems
	verbs in brackets. 1 you ever any problems with your smartphone? (have)
	 verbs in brackets. 1 you ever any problems with your smartphone? (have) 2 What your new friend?
	<pre>verbs in brackets. 1 you ever any problems with your smartphone? (have) 2 What your new friend ? (look like)</pre>
	<pre>verbs in brackets. 1 you ever any problems with your smartphone? (have) 2 What your new friend ? (look like) 3 Who my tablet? It's not on my desk.</pre>
	<pre>verbs in brackets. 1 you ever any problems with your smartphone? (have) 2 What your new friend ? (look like) 3 Who my tablet? It's not on my desk. (use)</pre>
	<pre>verbs in brackets. 1 you ever any problems with your smartphone? (have) 2 What your new friend ? (look like) 3 Who my tablet? It's not on my desk.</pre>
	<pre>verbs in brackets. 1 you ever any problems with your smartphone? (have) 2 What your new friend ? (look like) 3 Who my tablet? It's not on my desk. (use) 4 your grandparents listening to heavy metal? (like) 5 What Amy at the</pre>
	<pre>verbs in brackets. 1 you ever any problems with your smartphone? (have) 2 What your new friend ? (look like) 3 Who my tablet? It's not on my desk. (use) 4 your grandparents listening to heavy metal? (like) 5 What Amy at the moment? Is it a TV show? (watch)</pre>
	<pre>verbs in brackets. 1</pre>
	<pre>verbs in brackets. 1 you ever any problems with your smartphone? (have) 2 What your new friend? (look like) 3 Who my tablet? It's not on my desk. (use) 4 your grandparents listening to heavy metal? (like) 5 What Amy at the moment? Is it a TV show? (watch) 6 Who your dog when you're on holiday? (look after)</pre>
4	<pre>verbs in brackets. 1 you ever any problems with your smartphone? (have) 2 What your new friend ? (look like) 3 Who my tablet? It's not on my desk. (use) 4 your grandparents listening to heavy metal? (like) 5 What Amy at the moment? Is it a TV show? (watch) 6 Who your dog when you're on holiday? (look after) Use the prompts to write sentences.</pre>
4	<pre>verbs in brackets. 1 you ever any problems with your smartphone? (have) 2 What your new friend? (look like) 3 Who my tablet? It's not on my desk. (use) 4 your grandparents listening to heavy metal? (like) 5 What Amy at the moment? Is it a TV show? (watch) 6 Who your dog when you're on holiday? (look after)</pre>
4	<pre>verbs in brackets. 1 you ever any problems with your smartphone? (have) 2 What your new friend ? (look like) 3 Who my tablet? It's not on my desk. (use) 4 your grandparents listening to heavy metal? (like) 5 What Amy at the moment? Is it a TV show? (watch) 6 Who your dog when you're on holiday? (look after) Use the prompts to write sentences.</pre>
4	<pre>verbs in brackets. 1</pre>
4	<pre>verbs in brackets. 1 you ever any problems with your smartphone? (have) 2 What your new friend ? (look like) 3 Who my tablet? It's not on my desk. (use) 4 your grandparents listening to heavy metal? (like) 5 What Amy at the moment? Is it a TV show? (watch) 6 Who your dog when you're on holiday? (look after) Use the prompts to write sentences. 1 My sister / avoid / buy / second-hand clothes. 2 you / ever / refuse / help / your friend?</pre>
4	<pre>verbs in brackets. 1 you ever any problems with your smartphone? (have) 2 What your new friend? (look like) 3 Who my tablet? It's not on my desk. (use) 4 your grandparents listening to heavy metal? (like) 5 What Amy at the moment? Is it a TV show? (watch) 6 Who your dog when you're on holiday? (look after) Use the prompts to write sentences. 1 My sister / avoid / buy / second-hand clothes. 2 you / ever / refuse / help / your friend? 3 We / not need / wear / a school uniform.</pre>

USE OF ENGLISH

Choose the correct answer, A, B or C.
1 Johann is boy that he has never been
to a school party.
A so shy
B such shy
C such a shy
2 with the project today?
A Who helps Mary
B Who is helping Mary
C Who does help Mary
3 X:1 don't enjoy shopping for clothes.
Y:
A Me too. B Me neither.
C Not me.
4 Sally is She's been to Thailand twice.
A such an adventurous
B such adventurous
C so adventurous
5 X:My older sister is a charity worker.
Y:
A Is she?
B Does she?
C Has she?
Choose the answer, A, B or C that is closest in meaning to the underlined words. 1 Agnes is so friendly and sociable. A outgoing B lucky C responsible 2 What is she like? A What kind of person is she? B What is her appearance? C What is her hobby? 3 Jasper can't stand buying unimportant things. A doesn't mind buying B doesn't want to buy C can't afford to buy 4 Their grandmother is so caring. A such a caring woman B such caring woman C always caring 5 Drake is crazy about sports cars. A useless at B obsessed with C afraid of

LISTENING

7 1.23 Listen to a conversation with Tony, who has taken part in an experiment. Then complete the summary with the missing information. Do not use more than three words in each gap. Listen to the recording twice.

Miller, who studies ¹ in Zurich. Tony volunteered to help a team of ² to do a unique experiment. In the experiment, fi fty participants received an amount of money and were divided into two groups. People in Group 1 could only spend the money on themselves, while people in Group 2 – on any ³ During the experiment, the researchers observed those parts of participants' ⁴ which are responsible for making decisions and feelings. Before, during and after the experiment, the participants from both groups were asked how happy they were. The results of the experiment show that when people do not share what they have with	Today's guest of the we	eekly programme is Tony
to do a unique experiment. In the experiment, fi fty participants received an amount of money and were divided into two groups. People in Group 1 could only spend the money on themselves, while people in Group 2 – on any 3 During the experiment, the researchers observed those parts of participants' 4 which are responsible for making decisions and feelings. Before, during and after the experiment, the participants from both groups were asked how happy they were. The results of the experiment show	Miller, who studies ¹	in Zurich.
In the experiment, fi fty participants received an amount of money and were divided into two groups. People in Group 1 could only spend the money on themselves, while people in Group 2 – on any 3 During the experiment, the researchers observed those parts of participants' 4 which are responsible for making decisions and feelings. Before, during and after the experiment, the participants from both groups were asked how happy they were. The results of the experiment show	Tony volunteered to hel	p a team of
of participants' ⁴ which are responsible for making decisions and feelings. Before, during and after the experiment, the participants from both groups were asked how happy they were. The results of the experiment show	In the experiment, fi fty amount of money and v groups. People in Group money on themselves, v	participants received an vere divided into two of 1 could only spend the while people in Group 2 – on
for making decisions and feelings. Before, during and after the experiment, the participants from both groups were asked how happy they were. The results of the experiment show	experiment, the researc	hers observed those parts
for making decisions and feelings. Before, during and after the experiment, the participants from both groups were asked how happy they were. The results of the experiment show	of participants' 4	which are responsible
participants from both groups were asked how happy they were. The results of the experiment show		
that which become at his shale what they have with	participants from both g happy they were. The re	roups were asked how sults of the experiment show
others, they feel ⁵ generous people.		•
		goo. o do poopioi

SPEAKING

8 Do the task in pairs.

Student A

Your friend and you want to create an Internet comic book about matters which interest young people. You're thinking about who the hero should be. Read the role card and have a discussion. You start the conversation.

- Say if you think the hero is a man or a woman and what he/she looks like
- Accept Student B's suggestions about the hero's appearance and say what personality the hero would have
- Add more detail about the superpower
- Suggest a name for the hero.

Student B

Your friend and you want to create an Internet comic book about matters which interest young people. You're thinking about who the hero should be. Read the role card and have a discussion. Student A starts the conversation.

- Disagree with the description of the hero's appearance and suggest a change
- Add some more features of the character of the hero and suggest a superpower he/she has
- Say what he/she is interested in
- Discuss Student A's name of the hero and agree on the name.

9 Look at the photo and choose the most suitable words in the box to describe it. In pairs, describe the photo and answer the questions.

Verbs: belong, carry, clean up, communicate, earn, pick up, protect, run, sing, watch, wear Nouns: bags, gloves, outfit, phone, rain, rubbish, screen, trees, volunteers, wood

- 1 Do you think the people in the photo are good voluntary workers? Why?/Why not?
- 2 Do you get involved in voluntary work? Why?/ Why not?
- **3** Describe a school charity action you took part in or heard of.



WRITING

10 Do the task in pairs.

This semester you're taking part in a student exchange programme in the UK. Write an email to a friend in the USA. Include the following information:

- explain where you are and express your opinion about this place
- talk about the family you're staying with
- describe a friend you met at the new school
- write how you spent the last weekend.



Necessity is the mother of invention.

A proverb

B B C



URBAN LEGENDS

Watch the BBC video.
For the worksheet, go to page 118.

VOCABULARY

2.1

Online • phones and computers • word building • collocations

I can use language related to science, technology and inventions.

SHOW WHAT YOU KNOW

- 1 Choose the correct verb. Then complete the sentences to make them true for you.
 - 1 The first thing I do when I visit / go online is ...
 - 2 The person I'd like to watch / follow on Twitter is ...
 - 3 The website I visit / go in most is ...
 - 4 The last music I downloaded / followed was ...
 - 5 The last comment I posted / sent on social media was ...
 - 6 The last time I updated / revised my social media profile was ...
- 2 SPEAKING Compare your sentences with a partner. How much time do you typically spend online each day?

SCIENCE AND OUZ TECHNOLOGY

1 Match the years with these digital inventions.

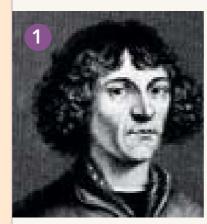
(1977 - 1984 - 1990 - 1993 - 1994)

- 1 The first web browser
- 2 The first search engine____
- **3** The f irst laser printer
- 4 The f irst desktop computer with keyboard and mouse_____
- **5** The first smartphone

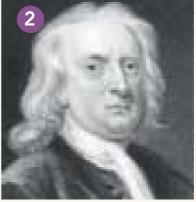
BONUS QUESTION: Which company made the first computer with a mouse?

Which sciences were these great scientists mostly involved in?

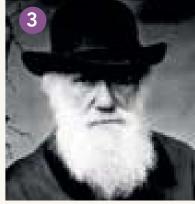
astronomy, biology, chemistry, computer science, mathematics, physics



Nicolaus Copernicus



Isaac Newton



Charles Darwin

- 3 1.24 Do the Science and Technology Quiz. Then listen and check your answers.
- 4 1) 1.25 Complete sentences 1–5 with the correct scientist in the quiz. Then listen to Part 2 again and check your answers.

did experiments with radioactive materials and <u>discovered</u> polonium and radium.

<u>did</u> research into gravity, light and many areas of physics, maths and astronomy.

invented the idea of a 'Universal Machine' or a computer in 1936.

4 _____ developed the theory that the Earth move around the Sun.

the Earth move around the Sun.

5 ______ observed nature. He took notes and measurements and collected specimens from around the world.

3 Are statements 1–3 true (T) or false (F)?

- 1 Albert Einstein failed Mathematics at school. T / F
- 2 An earthquake can shorten the length of a day. T/F
- **3** Some people are left-brained, others are right-brained. **T/F**



BONUS QUESTION: What percentage of our brain do we normally use?



Marie Sklodowska-Curie

Alan Turing

WORD STORE 2A | Phones and computers |

- 5 (1) 1.26 Complete WORD STORE 2A with the compound nouns in red in the quiz. Then listen, check and repeat.
- 6 Complete the questions with compound nouns in WORD STORE 2A.

1	How many	_messages do you usually
	send in a day?	
2	Do you always use the s	amename and password
	online?	
3	Have you got a	computer or a laptop?
4	Which is the most popul	ar searchin you
	country?	
5	Which bro	owser do you normally use?
6	Have you got a reliable	connection with
	fast download speeds?	
7	Do you like typing on a	smartphone or do you prefer
	to use a key?	,

7 SPEAKING Ask and answer the questions in Exercise 6.

WORD STORE 2B | Word building)

- 8 1.27 Complete WORD STORE 2B with the science subjects in the quiz. Then listen, check and repeat.
- 9 SPEAKING Discuss the questions.
 - 1 Would you like to be a scientist? Why?/Why not?
 - 2 Which science subject do you find easiest/most difficult to understand?
 - 3 Which science subject do you think will be most useful to you in the future? Why?

WORD STORE 2C | Collocations

- 10 1.28 Complete WORD STORE 2C with the infinitive form of the underlined verbs in Exercise 4. Then listen, check and repeat.
- 11 Complete the sentences with the correct verb in Word Store 2C in an appropriate form.

1	Tim has	a new program. It will cha	ınge
	how people manag	e databases.	
2	Rowena	the sky at night. She hope	es to
	a new	planet.	
3	Lucie	wild plants to develop new	drugs.
4	Fred is	_ research into laser technol	ogy for
	his doctorate.		
5	Lena	experiments on plastics to m	neasure
	how strong they are	<u>.</u>	
6	George looks at big	g numbers and	notes.
	He produces formu	las to solve problems.	

- 12 SPEAKING What kind of scientist is each person in Exercise 11? Discuss which science you think is the most/least important to society.
 - 1 Tim = a computer scientist

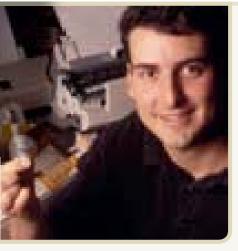


GRAMMAR

Past Continuous and Past Simple

I can use the Past Simple and Past Continuous to describe past events.

- 1 SPEAKING Read what people say about e-books and printed books. Which comments do you agree with? Think of more advantages and disadvantages. Discuss with a partner.
- When I go on holiday, I don't have to pack heavy books.
 - (2) I like the feel of a real book in my hands.
- (3) I work with computer screens all day I don't want to read books on a screen too.
 - Books are so expensive. E-books are cheaper.
 - 2 Read about E ink. Who was Joe Jacobson and why did he have a 'Eureka' moment?



In 1997 Joe Jacobson was working as a researcher for the Massachusetts Institute of Technology (MIT). One summer, he went on holiday to the coast. He was lying on a beach when he finished his book. Unfortunately, he didn't have another one with him. At that moment, he imagined

an electronic book that he could download any time he wanted and read in direct sunlight. It was a 'Eureka' moment. His vision became E ink technology and helped develop the e-readers that we have today.

3 Read the GRAMMAR FOCUS. Complete the examples using the past forms in blue in Exercise 2.

GRAMMAR FOCUS

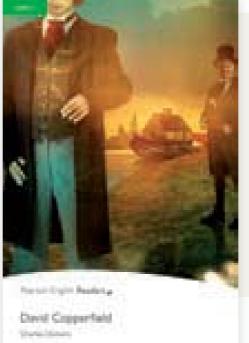
Past Continuous and Past Simple

- You use the Past Continuous to talk about longer actions in progress at a time in the past. In 1997 Joe Jacobson ¹ as a researcher for MIT.
- You often use the **Past Continuous** with the **Past Simple** – usually when a short action (Past Simple) interrupted a longer action (Past Continuous). on a beach when he his book.

Past Continuous: was/were + -ing form

+	I was working etc.
_	She wasn't working etc.
?	Were you working? etc.

4 Complete the beginnings of two stories with the Past Simple or the Past Continuous form of the verbs in brackets.



It was a terrible stormy night six months after my father's death. My mother 1 was sitting (sit) alone by the fire, waiting for her baby to arrive. She 2 (feel) sad and ill. Suddenly (hear) she a noise outside. 'There's someone at the door, Peggotty,' my mother 4 (call). 'Who is it?' Peggotty was her servant and her only real friend. 'I'll go and see,' Peggotty (reply). She ⁶ (go) and (open) the door.

As the carriage moved quickly along the roroad, Jonathan Harker 8	ugh dry
(look out) at the changing view. Behind him	was a
land of small, green hills and colourful field	s of
fruit trees. Now he ⁹ (drive)	into the
Transylvanian mountains through a thick fo	
in the carriage ¹¹ (get) dark, and the other (be) quiet afraid. A woman opposite him ¹²	people and
(reach) towards him and	(put)
something in his hand. It ¹⁴	(be)
a small, silver cross. 'Wear it around your ne she said. 'You'll be safe.'	ck,'



- 5 SPEAKING Which story would you like to continue reading and why? Tell your partner.
- 6 Complete each sentence with one Past Simple and one Past Continuous verb form. Which sentences are true for you?

1	My parents were stud	<u>ying</u> (study) when	they <u>met</u> (meet).
2	My computer	(crash) whe	n l
	(do) my homework las	t night.	
3	l (w	atch) a film when	my mum
	(get) ho	me yesterday.	
4	It(rain) \	when I	(wake up) this
	morning.		
5	[(burn) n	nyself when I	(make)
	breakfast.		
6	A friend	(text) me when I	
	(walk) to school.		

Write questions for the sentences in Exercise 6. Change pronouns where necessary. Then ask your partner as in the example.

A: Were your parents studying when they met? **B:** No, they weren't.

FOCUS VLOG	6 8	

About technology

8 Watch the Focus Vlog. For the worksheet, go to page 119.

Grammar page 135

LISTENING

Matching

I can identify key details in a simple recorded narrative about scientists.

1 1.29 Label the photos with the words in the box. Then listen, check and repeat.

linguistics geology marine biology archaeology psychology conservation

		Matching
$\mathbf{E} \times \mathbf{A} \mathbf{N}$	// F()(\	IVIATCHING
		IVIACCIIIII

2	1) 1.30 Listen to two conversations and choose the correct answer.
	1 What does the girl want to study in the future? photo A photo B photo D
	2 The girl and the boy have both seen one of the documentaries. What was it about? photo B photo E photo F

SPEAKING Complete the job descriptions with the jobs in the box. Then listen, check and repeat. Do you know anybody who does one of these jobs? Tell your partner.

A linguist A geologist A marine biologist A psychologist An archaeologist A conservationist

1	studies and often speaks a lot of
	languages.
2	studies ways of protecting the
	environment.
3	studies rocks and the history of the Earth.
4	studies how people behave and how
	their minds work.
5	studies people who lived thousands
	of years ago.
5	studies, observes and protects
	oceans.

- 1) 1.32 Listen to five speakers talking about why they became scientists. Which job in Exercise 3 does each person do?
- 1.32 Listen again. Match speakers 1-5 with

	There is one extra statement.
Speaker 1: Speaker 2:	Speaker 3: Speaker 5: Speaker 4:
A I want to under	rstand how early childhood affects

- behaviour.
- B I'm keen on studying how machines can communicate.
- C I want to explore oceans and preserve the ocean environment.
- **D** I'm interested in studying our prehistoric ancestors.
- **E** I want to study the evolution of our planet.
- **F** I want to find solutions to nature's problems.



PRONUNCIATION FOCUS

◄) 1.33 Complete the table. Then listen, check and repeat. Mark the stress.

Subject	Job
1 archae <u>ol</u> ogy	archae <u>o</u> logist
2	<u>an</u> alyst
3 conser <u>va</u> tion	
4 ge <u>o</u> logy	
5	<u>ling</u> uist
6	psy <u>chol</u> ogist

7 SPEAKING Practise the words in Exercise 6 as in the example. Pay attention to the stress.

A: What does an archaeologist do? **B:** Archaeology.

WORD STORE 2D | Collocations |

- 1) 1.34 Complete WORD STORE 2D with the words in the box. Then listen, check and repeat.
- 9 Complete the statements about the speakers with the words and phrases in WORD STORE 2D.

1	The marine biologist wants to collect
	about global warming.
2	The linguist has published on robot
	communication.
3	The psychologist loves doing research and analysing
	·
4	The archaeologist spent in the
	Egyptian room in the Louvre.
5	The conservationist is doing research into climate

10 SPEAKING How common is it to study the same subjects as your parents? Think about your friends and family. What will you do? Discuss with a partner.

change to help protect _______ .

2.4

READING

Multiple choice

I can scan an interview to locate specific information.

- 1 SPEAKING Look at the photos of Antarctica. Discuss the questions.
 - 1 What do you think it's like working there?
 - 2 What kind of jobs do you think people do?
- 2 Look at comments from people interested in working in Antarctica. Tick the people who you think are suitable.

1	'I don't mind working long hours.'	
2	'I don't like the dark.'	
3	'I need my own space.'	
4	'I'm very fit and healthy.'	
5	'I expect to earn lots of money.'	
6	'I want to save the planet.'	

- 3 (1) 1.35 Listen to a talk about working in Antarctica. Check your ideas in Exercises 1 and 2.
- 4 SPEAKING Discuss whether you would like to work in Antarctica. Explain why or why not.
- 5 Read an interview with a research scientist and answer the questions.
 - 1 What is the population of Antarctica?
 - 2 What did Jane Roberts do in her free time in Antarctica?
 - 3 What did she miss most when she was there?

EXAM FOCUS Multiple choice

- 6 Read the text again. For questions 1–5, choose the correct answer, A, B, C or D.
 - 1 The South Pole Station is named after
 - A the first person to reach the South Pole.
 - **B** the first person who died after reaching the South Pole.
 - **C** the five people who died after reaching the South Pole.
 - D the first two explorers to reach the South Pole.
 - 2 People who work in Antarctica
 - A are residents of Antarctica.
 - B live in small towns.
 - **C** stay for a period of time in research stations.
 - **D** return to their country in winter.
 - 3 Jane discovered that
 - A she likes working in a laboratory.
 - **B** millions of years ago dinosaurs lived on ice.
 - C the Antarctic wasn't always cold.
 - D research is like doing a jigsaw.
 - 4 The temperature at the South Pole
 - A is -80 degrees all year round.
 - **B** is usually above zero in summer.
 - C never rises above zero.
 - **D** is too cold to go outside.
 - 5 In the interview, Jane
 - A describes her experience of working in Antarctica.
 - **B** encourages tourists to visit Antarctica.
 - C explains how researchers apply for jobs in Antarctica.
 - $\ensuremath{\textbf{D}}$ presents her research into the weather in Antarctica.

1) 1.37 Match the words in blue in the text with the definitions in the box. Then listen, check and
repeat.
1 several sheets of material on top of one another = <u>layers</u>
2 the skeleton =
3 a place where planes can land =
4 organise and manage =
5 a place to eat, usually in a school or factory
6 a picture cut into small pieces that you put together =
7 arrived (at a place) =
SPEAKING Complete the questions with the correct form of the words in Exercise 7. Then ask and answer the questions.
1 How long does it take you to home after school?
2 Do you usually have lunch in the school ?
Have you ever completed a 1,000-piece ?
Would you like to your own
business one day?
5 How many of clothing do you wear
5 How many of clothing do you wear
when you go outside in winter?

9 1.38 Listen to the words and phrases in the box and repeat them. Then complete the text.

above/below zero average temperature (0°) degrees centigrade (Celsius) plus/minus 10°C The temperature rises/falls to (+40°/-80°) degrees.

Antarctic weather

The interior of Antarctica is the coldest place on Earth. The hottest month at the South Pole is January with an average temperature of minus 25 1______ centigrade. This is the summer in Antarctica. In fact, the temperature in Antarctica has never risen 2_____ zero. The warmest temperature ever recorded at the South Pole (on December 25, 2011) was 3_____ 12.3 degrees 4______ . In winter, temperatures 5______ to 80 degrees centigrade 6_____ zero. The coldest month is September.

- 10 SPEAKING Tell your partner about the last time you experienced an extreme temperature, hot or cold. Use the questions to prepare.
 - 1 When did you experience an extreme temperature?
 - 2 Where were you and what were you doing at the time?
 - **3** What was the temperature? How long did it last?
 - 4 How did you manage and what did you do?
 - 5 Do you like extreme temperatures? Why?/Why not?

WORD STORE 2E The temperature

11 1.39 Complete WORD STORE 2E by arranging the adjectives in order from coldest to hottest. Then listen, check and repeat.



Jane Roberts is a marine biologist. She worked for two years in Antarctica. Here, she answers your questions.

Is there really a pole at the South Pole?

Yes, there is. It's in front of the Amundsen-Scott South Pole Station. In 1911 a Norwegian explorer called Roald Amundsen was the first person to get there, followed by a British man, Robert Falcon

- 5 Scott, thirty-four days later. Unfortunately, Scott and his team of five all died on the return journey. When the first explorers reached the South Pole there was nothing there. Now, several hundred people work at the Station. There's an airstrip for small planes, a canteen, hot showers, a post office, a tourist shop, a basketball court and a movie theatre.
 - Who does Antarctica belong to?

Antarctica doesn't belong to any nation. There's no permanent population, but there are bases that look like small towns. Thirty different countries run about seventy research stations in Antarctica. People stay there between three and eighteen months. Most people

there between three and eighteen months. Most people work only in the summer months, but some stay all year round. The population is around 4,000 in summer and 1,000 in winter.

20 I was studying in London and I read about an exciting research project in Antarctica. I applied for the job, but thousands of other people also applied. I was lucky!

What exactly were you doing there?

I was doing research into marine life. I collected specimens of ice and examined them in the laboratory. There are layers of ice thousands of years old! We found the remains of a dinosaur. It was in millions of pieces and we had to put all the pieces together like a jigsaw. Our research showed us that millions of years ago the Antarctic was much warmer.

What did you wear in Antarctica?

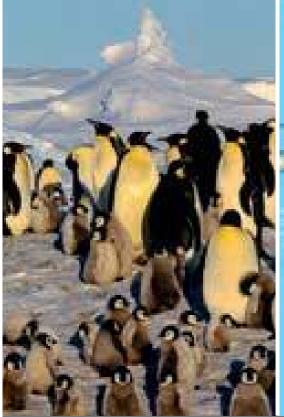
It's extremely cold all year round. When I was doing 30 experiments outside, I wore three pairs of socks and often five layers of clothing. Winter temperatures fall to -80°C and even summer temperatures are below zero at the South Pole. For several months, there's no sunlight at all. Sometimes it's too cold to go outside.

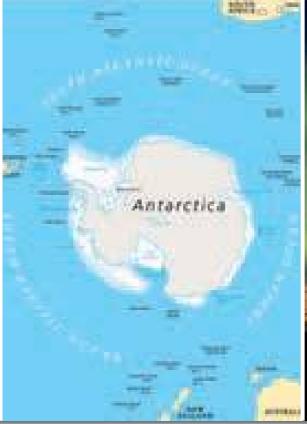
What did you do in your free time?

When it was snowing, we read lots of books and played games. There isn't much to do in Antarctica, but I enjoy reading and I made some good friends there too.

Did you miss home?

No, but I missed colours – it's very white in Antarctica! But I was working all day and it was really interesting work.





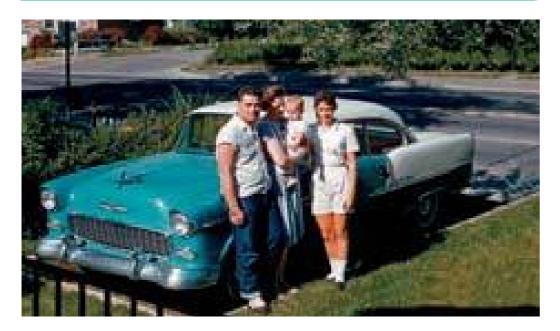




GRAMMAR

used to

I can use used to to refer to past habits and routines.



SPEAKING Look at the photos. In what way are these things different today? Discuss with a partner.

fashion friends music relationships school technology travel

- 1) 1.40 Listen to a dialogue between Chris and his granddad. Are the sentences about Chris's granddad true (T) or false (F)?
 - 1 He used to phone people from the phone in the sitting room.
 - 2 He used to message people.
 - 3 He didn't use to live near his friends.
 - 4 His mum didn't use to like the loud music in his bedroom.
 - 5 His parents bought him a camera for his sixteenth birthday.
 - 6 He used to have five or six good friends.
- Read the GRAMMAR FOCUS. Complete the examples using the past forms in blue in Exercise 2.

GRAMMAR FOCUS 69



used to

- You use used to + verb to talk about past states that are
 - He ¹____have five or six good friends.
- You use **used to + verb** to talk about regular past actions that don't happen anymore.
 - phone people from the phone in the He² sitting room.
- You don't use used to + verb to talk about a past action that only happened once. You use the Past Simple. His parents ³ him a camera for his sixteenth birthday. (NOT used to buy)

used to + verb

- I used to work ...
- He didn't use to work ...
- Did they use to work ...? Yes, they did./No they didn't.



- Complete the sentences with the correct form of the verbs in brackets. Use used to + verb or the Present Simple.
 - 1 People <u>used to read</u> (read) maps but now they use (use) GPS.
 - 2 People _____ (not/use) their cars much but now they _____ (drive) everywhere.
 - 3 People _____ (update) their online profiles now, but they _____ (write) letters.
 - 4 Children _____ (play) inside now but in
 - the past they _____(play) outside.

 5 Teachers _____ (suggest) books but now they _____ give out) website addresses.
 - 6 Families _____ (watch) the TV together but now they _____ (watch) it individually.
 - 7 Students _____ (use) Google now, but they _____ (look up) things in encyclopedias.
 - 8 Parents _____ (not/worry) so much but now they _____(give) children less freedom.
- **SPEAKING** Discuss the statements in Exercise 4. Do you think they are all true?
- 6 Replace the Past Simple with used to + verb if possible. Which sentences are true for you?

When I was at primary school, ...

- 1 my parents took me to school every day.
- **2** I didn't go online much.
- **3** I went on a school trip to the Science Museum.
- 4 I didn't like school dinners.
- 5 my parents bought me my first mobile phone. 6 I wanted to be an astronaut.
- Make questions for the sentences in Exercise 6. Then ask and answer as in the example.

A: Did your parents use to take you to school? **B:** Yes, they did.

Grammar page 136

2.6

USE OF ENGLISH

Linkers and time expressions

I can use a range of common linking words and time expressions.

1 SPEAKING Look at the photo. Discuss what you think the film is about. Use the ideas in the box. Then listen and check.

civil rights for black women computers mathematicians American space projects robots

- 2 (1) 1.41 Listen again and choose the correct option.
 - 1 The three women worked for NASA as mathematicians / astronauts during the 1950s and 60s.
 - **2 While** they were working for NASA, they earned more / less than their white colleagues.
 - 3 Segregation between blacks and whites continued until the *mid- / late* 1960s.
 - **4 When** the film came out, Katherine Johnson now 78 / 98 years old met the actress who played her.
 - **5** As soon as Johnson arrived at the 2016 / 2017 Oscars ceremony, everyone stood up and cheered.
- 3 Read the LANGUAGE FOCUS. Complete the information with the words in blue in Exercise 2.

LANGUAGE FOCUS

Linkers and time expressions

- You use conjunctions when/while to link things that happen at the same time. [conjunction + subject + verb]
 1While they were working for NASA, they earned less than their white colleagues
- You use conjunctions **after**/²_____/**before/when** to link things that happen in an order. [conjunction + subject + verb]
- ³_____ the film came out, Johnson met the actress who played her.
- You use prepositions during/for/until (till)/by as follows:
 during + noun phrase to say when something happens -

4_____ the 1950s and 60s
until (till) + noun phrase to talk about a state that
continues up to a point in time –

Segregation continued 5 _____ the mid-1960s**by** + noun phrase to talk about an action that happens at or before a point in time –

Segregation stopped by the late 1960s.

- 4 Choose the correct option. Then change the information to make the sentences true for you.
 - 1 I haven't been to the cinema(for) during several weeks.
 - **2** I saw Hidden Figures during / while I was on holiday.
 - 3 I learnt a lot about American Civil Rights *during / while* the film.
 - **4** I didn't know that segregation in the USA continued until / by 1964.
 - 5 I ate some popcorn when / after I was watching the film.
 - 6 As soon as / While the film finished, I went home.



5 (1) 1.42 USE OF ENGLISH Read the text. Choose the correct answer, A, B or C. Then listen and check.



KATHERINE JOHNSON

¹When Katherine Johnson was a child, she was a maths genius. ²____ she was only 14, she went to university to study Maths. ³___ she was studying at university, her Maths professor told her she should become a research mathematician. ⁴___ she graduated from university she became a teacher. ⁵__ the 1940s she got married and had children.

She didn't become a research mathematician 6____ she was 35. She got a job as a 'computer' with NASA. Katherine was different from other 'computers' – 7___ she was at NASA, she asked a lot of questions. 8___ Katherine Johnson started work at NASA, only men went to important meetings. She changed that!

1 (A When) **B** Before **C** During 2 A While **C** Until **B** When **C** After 3 A During **B** While **B** While **4** A Before C As soon as 5 A Till **C** While **B** During 6 A until **B** by **C** during 7 A during **B** while C after 8 A Before C As soon as **B** During

- 6 Complete the sentences. Write five true sentences and one false.
 - 1 While I was going home yesterday, I ...
 - 2 As soon as I got home, I ...
 - 3 During the evening I ...
 - 4 I didn't go to bed until ...
 - **5** I was fast asleep by ...
- 7 SPEAKING Read your sentences in Exercise 6 to your partner for him/her to guess which sentence is false.

Use of English page 137



WRITING

A story

I can write a story with a simple linear sequence.

1 SPEAKING Tell your partner about a surprising or interesting thing that happened to you on holiday.

Say:

- 1 where and when it happened.
- 2 how old you were.
- 3 what you were doing when it happened.
- 2 Read Paul's story and choose the best title, A, B or C.
 - A The Holiday of a Lifetime
 - **B** Surprise by the Sea
 - C Beautiful Cornwall

I was twelve years old and my parents and I were on holiday in Cornwall. They are both biologists and we all love nature. One morning, Dad suggested walking along the beach to a distant village.

It was a lovely day for a walk, but after an hour, I noticed some dark clouds. I asked my parents if they thought we should go back. They smiled at each other, and then Mum said we were nearly there.

What was going on? Mum usually made me go indoors during storms. What's more, we were still far away from the village. <u>Anyway</u>, suddenly, there was loud thunder and it started to rain. "Come on, quick!" my father said. "We're almost there."

I noticed a cottage not far away. Dad started running towards it <u>so</u> we ran after him. When we got there, he seemed really excited, which I must admit was a bit strange. **Unfortunately**, there was no one home. 'That's unlucky,' said Dad 'but wait...' **Suddenly**, he took a key from his pocket, unlocked the door and pushed it open. He was silent for a moment. Then with a smile he said: "Come in. And welcome home!" What a surprise!

<u>In fact</u>, thinking back to my parents' behaviour <u>during</u> the first part of our holiday, I knew something strange was going on – but I had no idea what! Our new holiday home was the perfect place for nature lovers. **It was** awesome!

We still live in London, but our cottage in Cornwall is our dream house, and I will never forget the day I first saw it.

- 3 Read the story again and put events in the correct order.
 - a Nobody answered the door.
 - **b** The weather changed.
 - **c** The family went into their new holiday home.
 - **d** The family went to Cornwall on holiday.
 - e Paul saw a cottage in the distance.
 - **f** The family went for a walk along the coast.
- 4 Read the WRITING FOCUS. Complete the examples with the words in purple in the story.

WRITING FOCUS

A story

• Set the scene:

I ¹<u>was twelve years</u> old when ... It was late in the evening when ...

lt²_____ a walk.

I was in the classroom when ...

 Use questions, short dramatic sentences and occasional exclamation marks to show surprise or excitement:

What was ³ on? What a ⁴ !

What a nightmare!

It was _____ !
We were in trouble.

• Use adverbs to add interest:

Abf a sudden, /6_____/

7______, / Luckily,

... really (good)

... incredibly (beautiful)

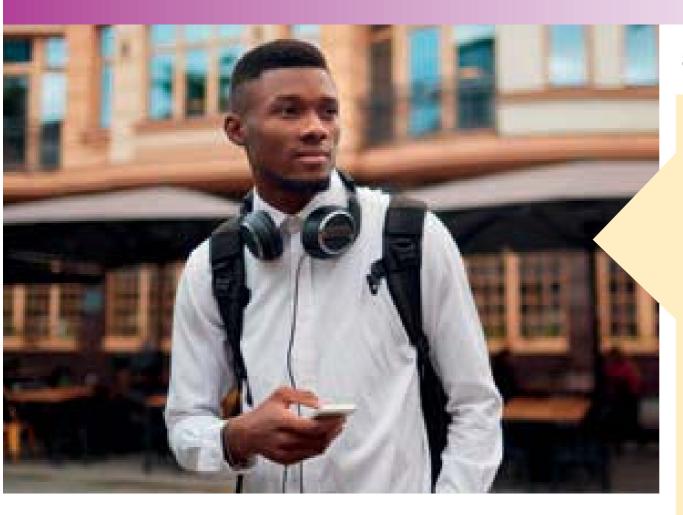
... completely (lost)

• Use a summarising statement to begin or end your story:

I'll never forget 8_____ I first saw ... / the time I decided to ... / when I first went ... /

... was an event I'll never forget.





- 5 Read the extracts from different stories. Find and correct three mistakes in each.
- 1 I was 14 years old then I first became interested in archaeology. I was looking for fossils one Sunday afternoon when I made the discovery that made me famous. I am never forget the feeling of seeing it there in the ground for the first time. It was awesome?
- We were in the Chemistry lab at school when we noticed the strange smell. All of a suddenly, there was a loud bang. What is going on? Our teacher walked in from a lab next to ours. Her hair was a mess and her glasses were black with smoke. Lucky, she was more shocked than hurt. 'What happened, Miss?' asked one of my classmates.
- 3 The school trip to the science museum is a day I'll never remember. We had a great time at the museum. When we were going back to meet the others at the bus to go home, my friend and I got stuck in a lift. The lights went off and the alarm didn't work. We were on trouble. What we were going to do?
- 6 SPEAKING Choose one of the extracts in Exercise 5 and say what you think happened next.
- 7 Complete the LANGUAGE FOCUS with the underlined linkers in the story.

LANGUAGE FOCUS

Informal linkers

In narrative stories we often use:

- I have to say or ¹I must admit to emphasise the next piece of information.
- Anyhow or ²______ to change the subject or move the story on.
- Actually or ³______ to show that the next piece of information is surprising.
- And, but, because, ⁴_______to join parts of sentences.
- Then, when, while, ⁵ _____ to make the order of events clear.

8 Read the story and choose the correct option.

'This is a bad start', I thought and looked again at the directions on my phone. I was trying to find the city hospital for my first day of work experience in the IT department there. Unfortunately, I was very late and totally lost.

¹ I have to say /Anyhow it was my fault. I forgot to check the route the day before. ² During/ Anyway, my phone said to turn right, but ³ in fact /I have to say there was no right turn, just a wall! What was I going to do? I was already ten minutes late. 'Go back to the main road and try again,' I thought 'and go quickly!' I hurried along as fast as I could. I was turning a corner ⁴then/ when suddenly there was a bang ⁵ and /so everything went black.

⁶ When /I must admit I opened my eyes, there were four worried faces looking down at me. 'Are you alright?' 'Yes, I think so', I said. My head hurt. ⁷ Then /While I remembered the bang and the darkness. 'What happened?'

'Well, you were hurrying along looking at your phone, and you bumped into that tree. We thought you should go to hospital so we've called an ambulance.'

Luckily, the doctor said I was fine. ⁸Anyway/ I must admit that was not how I expected to arrive at the hospital for my first day of work experience!

SHOW WHAT YOU'VE LEARNT

9 Do the writing task. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.

Your teacher has asked you to write a story ending with: I was so relieved. It was finally over!

Use the questions below to help you.

- Where were you?
- When was it?
- Who was with you?
- What happened?
- What could you see and hear?
- How did you feel?
- What did you do next?
- How did it end?

Remember to:

- give your story a title.
- make your story interesting for the reader.
- give your story a strong ending.

It was a chilly autumn morning ...



SPEAKING

Telling a story

I can tell a story and show interest in someone's story.

- SPEAKING Look at the photo of Tom. Then ask and answer the questions.
 - 1 Where was Tom?
 - 2 What was he doing?
 - 3 What was the problem?
- 2 (1) 1.43 Read and listen to the story. Compare your ideas in Exercise 1.



Lisa: Hi Tom. How was your holiday in Australia? **Tom:** It was really good, thanks ... except for the day I nearly died.

Lisa: What happened?

Tom: I was doing some climbing. At first the sun was shining and I was enjoying myself. But <u>all of a sudden</u> the weather changed. It became really foggy and I couldn't see the path.

Lisa: Oh dear, that sounds frightening.

Tom: I was pretty worried. I continued for a while, but finally I realised I was lost.

Lisa: What did you do?

Tom: Fortunately, I had my phone with me so I called my father – 9,000 miles away in England! He called the Australian police and told them where I was. Then they called me. <u>Unfortunately</u>, my battery went dead after five seconds. It was dark and cold. I sat under a rock, put on my torch and waited.

Lisa: Oh no, what a nightmare!

Tom: Eventually, they found me. I was so relieved. I used to go climbing on my own all the time, but I'll never do it again.

There are often five stages in a story. Match stages 1-5 in Tom's story with headings a-e below.

a	background
b	final comment

d problem e main even

c introduction

nts	

4 Read the SPEAKING FOCUS. Complete the examples with the underlined phrases in the story in Exercise 2.

SPEAKING FOCUS

Telling a story

Use the right tenses

- Past Continuous for the 'background': The sun ¹was shining and I was enjoying myself.
- Past Simple for the 'problem' and the 'main events': The weather changed. I couldn't see the path.

Use linkers

Beginning: To start with/At		
• Middle: Suddenly/All of a	3	/Luckily/
Fortunately/4		

• End: In the end/Finally/⁵____

Say how you felt

I was excited/frightened/surprised/shocked/worried, etc.

Make a 'final comment'

It was the best/worst day of my life!I'll never forget the look on his face!I'll never 6

Listening to a story

Neutral response

Really?/Oh dear./Oh no.

Strong response

That sounds amazing/funny/7_____ What a great story/8a _____

Respond with questions

What happened? What did you do?

- Follow the instructions to prepare your story.
 - 1 Choose a topic from the box or one of your own ideas.

a dangerous situation a mistake some good or bad news some good or bad luck a nice surprise something that happened on holiday a problem with technology

- 2 Think about what you are going to say and make notes under the headings for the five stages of a story in Exercise 3.
- **SPEAKING** Follow the instructions below to practise telling your stories. Then act out your dialogue to the class.

Student A: Use your notes in Exercise 5 to tell the

Student B: Use the SPEAKING FOCUS to respond to what Student A says.

ROLE-PLAY ७10 Telling a story

(6) 10 Watch the video and practise. Then role-play your dialogue.

2.1 Vocabulary (◄) 4.9

astronomer /əˈstrɒnəmə/ astronomy /əˈstrɒnəmi/ biologist /bar'plədʒist/ biology /bar'pladzi/ /bradband/braidbænd/ camera /ˈkæmərə/ chemist /'kemist/ chemistry /'keməstri/ collect specimens /kəˌlekt 'spesəmənz/

computer science /kəmˈpjuɪtə ˌsaɪəns/ computer scientist /kəmˌpjuɪtə

'saiantist/

desktop computer / desktop kəm'pjuxtə/

develop a theory /dɪˌveləp ə 'θɪəri/ digital /'dɪdʒətl/

discover /dis'kavə/

do an experiment / dux ən

ik'speriment/

do research / dux ri'saxts/

download music / daun loud 'mjurzik/

gravity /'grævəti/ invent / in'vent/ keyboard /'kizbozd/ laptop /'læptop/

laser printer /'leizə printə/ mathematician / mæθəmə'tɪ[ən/

mathematics / mæθə mætiks/

mouse /maus/ observe /əb'zaxv/ password /'pasward/ physicist /'fɪzəsɪst/ physics /'fiziks/ planet /'plænət/ science /'sarəns/

scientist / 'saiantist/ screen /skrin/

search engine /'saxtʃ endaən/

smartphone /'smaxtfaun/ take measurements / teik 'megamants/

take notes / teik 'nouts/ text message /'tekst messd3/ update your profile /Ap, deit joi

'prəufail/

username /ˈjuːzəneɪm/

visit a website / vizət ə 'websait/ web browser /'web brauzə/

2.2 Grammar **◄ ♦ 10 4.10**

arrive /əˈraɪv/

burn yourself /'barn jə,self/

carriage /ˈkærɪdʒ/ coast /kəust/ crash /kræf/

direct sunlight /daɪˈrekt ˈsʌnlaɪt/

e-book /'iz buk/ E ink /'ix ɪŋk/

electronic / elik'tronik/ e-reader /'ix ˌrixdə/ get dark / get 'dark/

get home / get 'həum/

hill /hɪl/

imagine /ı'mædʒɪn/

reach towards / rist f to wordz/

reply /rɪˈplaɪ/

researcher /ri'saxt ʃə/

rough /rʌf/

servant /'sarvant/

silver cross / silvə 'krps/

text sb /'tekst sambodi/

thick forest / θιk 'fprəst/

vision /'vɪʒən/

wake up / weik 'Ap/

2.3 Listening (**◄**) 4.11

affect /ə'fekt/

analyse data/evidence / ænəlaiz 'deitə/

'evadans/

analysis /əˈnæləsəs/

ancestor /'ænsəstə/

archaeologist / aːkiˈɒlədʒɪst/

archaeology /ˌɑːkiˈɒlədʒi/

collect data/evidence /kəˌlekt 'deɪtə /

'evadans/

conservation / kpnsə'vei[ən/

conservationist / kpnsə'veifənist/

discovery /dɪsˈkʌvəri/

environment /in'vairanmant/

evolution / ixvəˈluxʃən/

exploration / eksplə'reifən/

explore /ik'sploi/

find a solution / faind ə sə'luːʃən/

geologist /dʒi'plədʒɪst/

geology /dʒi'plədʒi/

global warming / glaubal 'warmin/

linguist /'lɪŋgwɪst/

linguistics /linjgwistiks/

marine biologist /məˌriɪn baɪ'plədʒəst/

marine biology /məˌriɪn baɪˈɒlədʒi/

observation /ˌɒbzəˈveɪ∫ən/

protect the environment /prəˌtekt ði

in'vairenment/

protection /prə'tekfən/

psychologist /saɪˈkɒlədʒɪst/

psychology /sar'kplədʒi/

publish a research paper/evidence

/phblif a ri'satf peipa/'evadans/

solution /səˈluːʃən/

solve /splv/

spend hours / spend 'auəz/

technology /tek'nplədʒi/

2.4 Reading (**4**) 4.12

above zero /əˌbʌv ˈzɪərəu/

airstrip /'eəstrip/

average temperature / ævərɪdʒ

'temprat [a/

below zero /bi,ləu 'zıərəu/ /gilicd/ poiling/

canteen /kæn'tixn/

chilly /'tʃɪli/

cold /kəuld/

degree centigrade /dr.grix

'sentagreid/

fall /foxl/

freezing /'frizzin/

hot /hpt/

/icapith/ waspij

layer /'leɪə/

own (adj) /əບn/

permanent /'parmanant/

plus/minus 25 degrees /'plas/'mainəs 'twenti 'faiv di 'grizz/

reach home/the South Pole / rixt f

'həum/ðə sauθ 'pəul/

recorded /ri 'kɔɪdɪd/

remains /rɪˈmeɪnz/

return to /rɪˈtɜːn tə/

rise /raiz/

run a business/research station / rʌn ə

'biznəs/ri'sattʃ 'steifən/

save /seiv/

the dark /ðə dark/

warm /wɔːm/

2.5 Grammar **◄**) 4.13

astronaut /ˈæstrənɔɪt/

give out / grv 'aut/

GPS / dʒix pix 'es/

mobile phone / məubail 'fəun/

inside /in'said/

outside /aut'said/

2.6 Use of English (◄) 4.14)

cheer /tʃɪə/

civil rights / sıvəl 'raıts/

fast asleep / farst ə'slirp/

graduate from /'grædzueit from/

look up / luk 'Ap/

space /speis/ stand up / stænd 'Ap/

2.7 Writing **■** 3.15

distant /'distant/

loud thunder /laud 'θληdə/

fossils /'fosəlz/

get stuck /get stak/

lift /lift/ directions /dai'rekʃənz/

route /ruxt/

turn a corner /tɜɪn ə 'kɔɪnə/

2.8 Speaking (**◄**)) 4.16

all of a sudden / oxl av a 'sadn/

frightened /'fraitnd/ go dead / gəu 'ded/

nightmare /'nartmeə/

put on / put 'pn/

torch /toxt∫/

shocked /fpkt/ surprised /sə'praizd/

VOCABULARY AND GRAMMAR

1 Complete the sentences with the correct form of the verbs in the box. There is one extra verb.

	collect develop discover o observe take	ob	invent		
1	Edwin Hubble (1889–1953), ar	n An	nerican a	stron	omer,
	galaxies throug	h a t	telescope	∋.	
2	Last month the scientists		spe	cime	ns of
	some sea spiders from Antarct	tica.	·		
3	Make sure your	note	s when w	ve are	e at
	the museum.				
4	l Do you know who	th	ne electri	c gui	tar?
5	This month two teams of archa	aeol	ogy stud	ents	
	research in Sou	th A	frica.		
6	Linguists and psychologists are	cod	perating	g to	
	a new theory of	lan	guage le	arnin	ıg.

2 Complete the sentences with the correct form of the words in capitals.

	•	
1	Mr Marco works as a	at the University
	of Alaska. PHYSICS	
2	We all tried to find the best	to the
	problem. SOLVE	
3	I want to study	at university. CHEMIST
4	A is someone	who works to protect
	plants and animals. CONSE	RVE
5	Take of your	desk before you buy
а	new computer screen. MEA	SURE
6	The cost of space	is very high.
	EXPLORE	

Use the prompts to write sentences.

- 1 My computer / crash / while / I / download / a song.
- 2 Tom / lose / his smartphone / when / he / run / in the park.
- 3 The first international Internet chat / take place / in February 1989.
- 4 It / be / so hot yesterday. The temperature / rise / to 38 degrees Celsius.
- 5 What / you / do / this time last year?
- 6 I / wait / for the photos from Sandra / last night / but / she / not / send / me any.

4 Choose the correct option.

- 1 Broadband Internet didn't use to be / weren't so popular in the 1980s.
- 2 Did your grandparents use to buy / buy a black and white television in the 1960s?
- 3 We did / used to do a lot of exercises last weekend.
- 4 My brother used to spend / was spending a few hours a day online.
- 5 Last winter the temperature used to fall / fell to minus 28 degrees Celsius.
- 6 Did they use to use / Did they use GPS when they were climbing in the Alps?

USE OF ENGLISH

	hoose the answer, A, B or C, that is closest in eaning to the underlined words.
1	NASA <u>is running</u> a project on using 3D printers to
	make food in space.
	A is analysing B is organising
	C is planning
2	When Anton was a student, he applied for his first
	job.
	A studied B was studying
	C used to study
3	Lack of water is a permanent problem in this country
	A a problem that is always there
	B a problem that is sometimes there
	C a new problem
4	X: When I was a child, I was in a serious car accident
	and I spent a month in hospital.
	Y: What a nightmare!
	A What a great story!
	B That sounds frightening!
_	C Really? That's cool!
5	My sister got lost in the forest, but, <u>luckily</u> , she
	managed to phone for help.
	A suddenly
	B eventually
,	C fortunately
0	We analysed the data <u>while we were talking online</u> . A before the online talk
	B after the online talk
	C during the online talk
C	hoose the correct answer, A, B or C, to complete
	oth sentences.
1	She for her bag and took out the phone.
·	We home late in the afternoon.
	A asked
	R arrived

She for her bag and took out the phone. We home late in the afternoon.
A asked
B arrived
C reached
They haven't published their research yet.
How much do we need to print the documents
A paper
B report
C ink
The radio has warned of temperatures today.
Cook the pasta in water for about 10 minutes.
A freezing
B boiling
C high
I can't believe you've bought a desktop!
To be a scientist you have to be good at maths.
A rocket
B computer
C space
As as they discovered the cave, they started
exploring it.
They reached the top too and spent hours
waiting for the sunrise.
A soon
7. 30011

B early **C** fast

READING

7 Read three texts about science and technology. Choose the correct answer, A, B or C.

Underwater forest

Several years ago, scuba diver Chas Broughton discovered an underwater forest of massive ancient cypress trees. Located twenty kilometres from the coast of Alabama, in the Gulf of Mexico, it is home for thousands of sea animals. Chas told a local journalist about the discovery, but they kept it secret until 2004, when Hurricane Ivan uncovered some of the trees. Then scientists started exploring the area.

They have suggested that the forest is more than 50,000 years old. In the past, the ocean level in the area was 125 metres lower than today, but when it rose, the water swallowed the trees up. The forest is so unique that conservationists are now working to make it a marine protected area.

1 The scientists

A found out about the discovery from a local journalist.

- **B** started visiting the area after the 2004 hurricane.
- **C** are trying to protect the forest.

Your ideas in 3-D

Are you interested in 3-D printing but don't want to buy another expensive gadget?

Then this offer is for you! Our 3-D printing service will help you produce a figure from your favourite video game, parts for a robot you are building in your basement, beautiful jewellery or decorations for your home. Just choose a design from our catalogue or create your own, decide what material, size and colour you want and send your project to us.

We will print the object and send it to you in no time!
For more information visit our website at:
www.weprint3d.com

- 2 The advertisement is addressed to people who
 - A want to buy a 3-D printer.
 - B are professional designers.
 - **C** want to use 3-D printing technology.

Last week I took part in an unusual survey. A psychologist invited forty-four families and asked us different questions about eating habits now and in the past. She wanted to find out why fathers give children less healthy food than mothers. Strange, isn't it? But it's true in my family.

When my mum isn't at home for dinner, Dad orders a pizza. Mum doesn't accept unhealthy food because she feels responsible for what we eat. Dad cares more about my education or hobbies.

According to the survey, in most families the situation was and is similar. Teenagers observe their parents and learn how to behave in the future. My parents used to observe their parents and now I am observing them.

- 3 The survey the writer took part in shows that
 - A mothers and fathers look after families in different ways.
 - **B** fathers don't care about families as much as mothers.
 - C teenagers would like to change eating habits in their families.

SPEAKING

- 8 In pairs, complete the questions with one word in each gap. The first letters are given. Then ask and answer the questions.
 - 1 W__ do you use the Internet for?
 - 2 Do you use **s**____ media? Why?/Why not?
 - **3** What **i**_____ do you find the most useful? Why?
 - 4 What were you doing y____at 8 p.m.?



- 9 In pairs, write down five words to describe the photo.
- 10 Imagine you are one of the people in the photo. Answer the questions.
 - 1 When was it?
 - 2 What was the weather like?
 - 3 Who were you with?
 - **4** What were you doing? What happened?
 - 5 How did you feel about it in the end?
- 11 When was the last time you got lost? What happened? Discuss with a partner.

WRITING

12 Read the writing task and write the story.

You agreed to write a story for the *Me and Technology* section of your school newspaper. The title of your story is: *The day technology saved me*. Remember to:

- explain when and where the situation happened.
- describe the events and show their sequence using the correct past tenses.
- make the story interesting for the reader.
- give your story an interesting ending.



Beauty is in the eye of the beholder.

A proverb

BBC



THE MUSKETEERS

७ 11 Watch the BBC video. For the worksheet, go to page 120.

VOCABULARY

3.1

Watching habits • TV programmes• adjectives • elements of a film/TV drama

I can use language related to films, film-making and TV.

SHOW WHAT YOU KNOW

1 Put the words and phrases in the box under an appropriate verb.

the telly Internet radio stations my favourite rock album blogs on my laptop fashion magazines horror movies music on my mobile e-books YouTube clips

Read	Watch	Listen to
blogs on my laptop		

2 SPEAKING Think of three more words and phrases for each verb. Which of them do you do? Tell your partner.

I read blogs on my laptop.

One episode is never enough

I have an embarrassing confession to make – I am a TV binge watcher! Of course I don't mean traditional TV programmes – **documentaries**, **chat shows**, **reality TV** and the old **soap operas** my grandmother likes to watch. They're boring. No – I mean the on-demand TV series that are so engaging and addictive.

When I was a teenager, before on-demand TV, I was a bookworm. I used to sit down with a gripping novel, and read chapter after chapter, sometimes a whole book in a day. Now, I'm twenty-seven and



- 3 SPEAKING Complete the sentences to make them true for you. Then discuss your TV habits with a partner.
 - 1 I usually watch TV with my family / on my own / ...
 - 2 I watch most TV programmes live / on demand / ...
 - 3 I usually watch TV programmes on my phone / the TV / ...
 - **4** Each day I watch TV for around fifteen minutes / one hour /...
 - **5** I also watch other things such as YouTube clips / music videos / ...
 - 6 My favourite TV programme at the moment is
- 4 Read the text. What is a 'TV binge watcher'?
- 5 SPEAKING Discuss the questions.
 - 1 Are you a TV binge watcher?
 - 2 What's the longest single time you've ever spent watching TV?
 - 3 What is the best TV series you've ever seen?

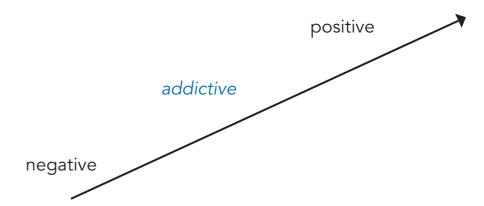
TV audiences are becoming more difficult to please, so TV channels are producing better dramas more quickly. The best drama series have complex plots and fascinating characters. I just have to watch the next episode. My greatest weakness? I really like dramas that are funny and moving with brilliant acting. But my absolute favourite type of series is fantasy or science fiction. I love the imaginative costumes and amazing special effects. The series I watch on TV are excellent. I never go to the cinema these days.

WORD STORE 3A TV programmes

- 6 1) 1.44 Complete WORD STORE 3A with the words in red from the text. Then listen, check and repeat.
- 7 SPEAKING Think of an example of each type of TV programme in WORD STORE 3A. Which programmes do you never/rarely/sometimes/often binge watch? Tell your partner.

WORD STORE 3B Adjectives

- 8 1.45 Complete WORD STORE 3B with the underlined adjectives in the text. Add a translation. Then listen and repeat.
- 9 Put the adjectives from WORD STORE 3B on the line according to how positive or negative you think they are. Some can be both, depending on the context.



WORD STORE 3C Elements of a film/TV drama

- 10 (1) 1.46 Complete WORD STORE 3C only with vowels. Use these definitions to help you. What is the mystery word? Listen, check and repeat.
 - 1 artificially created images or sound in a drama
 - 2 what actors do in a drama
 - 3 clothes an actor wears
 - 4 the events in the story of a drama
 - 5 the written words of a drama
 - 6 the main people in a drama
 - 7 the place where or time when a drama happens
 - 8 the music that is played during a drama
 - 9 the way a drama finishes
- 11 1.47 Listen to Lucy talking about her favourite TV series and write her answers. Then listen again and check.
 - 1 What is your favourite TV series?
 - 2 How or where do you watch it?
 - 3 How many episodes have you watched?
 - **4** What kind of series is it?
 - **5** What is the setting?
 - **6** What is the plot or main storyline?
 - 7 What do you like most about it?
- 12 SPEAKING Discuss your favourite TV series using the questions in Exercise 11.



GRAMMAR

Comparative and superlative adjectives

I can use all forms of comparative and superlative adjectives to make comparisons.

1) 1.48 Do the Quick Culture Quiz. Then listen and check.

QUICK CULTURE QUIZ	
The state of the s	Line of
	1 图 图
True or False?	
1 Shakespeare's play <i>Romeo and Juliet</i> isn't	
as long as Hamlet.	
Singer Mariah Carey has a better vocal range	<u> </u>
than Christina Aguilera.	
3 The biggest music festival in the world is the	e
Glastonbury Festival in the UK.	
4 The best-selling film soundtrack of all time	is
The Bodyguard.	
5 The Palace Museum in Beijing is a bit busien	
than the Musée du Louvre in Paris.	
6 The Harry Potter films were far more expens	ive
to make than Pirates of the Caribbean.	

2 Read the GRAMMAR FOCUS. Complete the examples using the comparative and superlative adjectives in blue in Exercise 1.

GRAMMAR FOCUS 612

Romeo and Juliet isn't 5

= Hamlet is longer than Romeo and Juliet.

• You use **a bit** or **much/far** to modify comparisons.

Comparative and superlative adjectives

	Comparative	Superlative
Short adjectives long big busy	longer (than) bigger (than) (than)	the longest the busiest
Long adjectives expensive	aexpensive (than)	the most expensive
Irregular adjectives good bad far	(than) worse (than) further (than)	the best the worst the furthest
•	adjective + as to sa not as + adjective - ons.	, 0

long as Hamlet.

3 Complete the table with the comparative and superlative forms of the adjectives in the box.

bad far fat funny high lucky popular simple talented thin

SPELLING RULE	COMPARATIVE ADJECTIVES	SUPERLATIVE ADJECTIVES
Add -er/-r	higher	
Double letter + -er		
Delete -y, add -ier		
more + adjective		
Irregular		

4 SPEAKING Complete the questions with the comparative or superlative forms of the adjectives in brackets. Then discuss the questions.

1	What is the	worst	(bad) song you've ever heard?
2	What band is	S	(great) than the Beatles?
3	What is		(thick) book you've ever read?
4	Where is		(near) theatre to your house?
5	ls it		(good) to watch a concert live
or	on telly?		
6	Where is		(exciting) nightlife in your
	city?		
7	Who is	(<u>f</u> unny) – your mother or your
	father?		

5 SPEAKING Complete the statements with as, more, the or than. Then discuss the statements.

1	Music downloads are a bit cheaper <u>than</u> CDs.
2	Jazz is not as popularrock.
3	American pop music is best in the world.
4	Live music is far exciting than recorded
	music.
5	Lady Gaga is just talented as Adele.
6	Male actors usually have much more interesting roles
	female actors.
7	The violin is most difficult instrument to
	play.
8	Who is most talented musician among
	your friends?

6 **SPEAKING** Make sentences comparing things now with the same things five years ago. Use the prompts. Then compare your sentences with a partner.

cinema tickets pop music mobile phones sharing videos	is are	a bit much just as not as	cheap/ expensive good/bad big/small easy/difficult	than as	five years ago
--	-----------	------------------------------------	--	------------	----------------------

Cinema tickets are a bit more expensive than five years ago.

Grammar page 138



LISTENING

Multiple choice

I can understand the key points about a radio programme on a familiar topic.

- 1 SPEAKING Discuss the questions. Use the words and phrases in Exercise 1.
 - 1 What kind of art do you like/not like?
 - 2 When was the last time you saw some art?
 - 3 Where did you go and what did you see?

Type of artist	painter photographer sculptor
Type of art	black and white photographs classic oil paintings landscapes modern abstract paintings portraits sculpture street art
Where to see it	at a museum in an art gallery in public places pasted on walls and buildings







- 2 SPEAKING Look at three works of art (A–C) by French street artist JR. Which words in Exercise 1 can you use to describe his work?
- 3 (1) 1.49 Listen to a radio programme about JR and check your ideas in Exercise 2. Number the photos (A–C) in the order in which you hear about them.

EXAM FOCUS Multiple choice

- 4 (1) 1.49 Listen to the radio programme again. For questions 1–6, choose the correct answer, A, B or C.
 - 1 Katy West is
 - A a guest artist of the week.
 - **B** an artist in her studio.
 - C the editor of a photography magazine.
 - 2 Because most of his work is illegal, JR
 - A doesn't want people to know his name.
 - B doesn't want people to see his face.
 - C uses his full name.
 - 3 JR prefers to have exhibitions in
 - A the Pompidou Centre in Paris.
 - **B** public places.
 - C art galleries and museums.
 - 4 In Brazil he took photographs of women because
 - A they have beautiful eyes.
 - **B** the rest of the world wants to hear their story.
 - C they don't have a chance to tell their story.
 - 5 He pastes portraits of
 - A famous people on buildings.
 - B unusual people in ordinary places.
 - C ordinary people in surprising places.
 - **6** Which statement describes JR and his work?
 - A He is interested in people and their identity.
 - **B** He wants to have exhibitions everywhere.
 - C He only likes taking photographs of women.
- 5 SPEAKING Discuss the questions.
 - 1 What photos or pictures do you see every day?
 - **2** What kind of pictures are they and what/who are the subjects?

PRONUNCIATION FOCUS

6 10 1.50 Complete the table. Then listen and repeat. Mark the stressed syllable for each word. In which cases does the word stress change syllable?

Country	Nationality	Country	Nationality	
1 Bra <u>zil</u> 2 <u>It</u> aly 3 <u>Eg</u> ypt	<u>Brazil</u> ian	4 Mexico5 Hungary6 Poland		

WORD STORE 3D Art and artists

7 (1) 1.51 Complete WORD STORE 3D with the words in the box. Then listen, check and repeat.



READING

Matching

I can understand the main points in simple descriptive text on a familiar topic.

- **◄) 1.52** Translate these types of books. Use a dictionary if necessary.
 - 1 autobiography = _____
 - 2 biography = _____ 3 classic novel = _____

 - 4 comic book = _____
 - 5 crime novel = _____
 - 6 fairy tale = _____
 - 7 fantasy novel =
 - 8 historical fiction =
 - 9 horror fiction =
 - 10 poem = ____
 - 11 science fiction =
 - 12 short story = _____
 - 13 thriller = _____
- 2 SPEAKING Discuss your taste in books. Use the phrases and the words in Exercise 1.
 - I love ... I'm into ... I quite like ...
 - I'm not into ... I can't stand ...
- 3 SPEAKING Read the list of comic book and film superheroes and their special superpowers. Discuss the questions.
 - 1 Which superheroes have you read about/seen in films?
 - 2 Which superpower would you most like to have?



4 Read the article about superhero films and choose the best title.

Superman is super strong, can fly and has X-ray vision.

- 1 It's a hard life being a superhero
- 2 Why we love superheroes
- 3 The psychology of a superhero fan

EXAM FOCUS Matching

- 5 Read the article again. Match questions 1–6 with paragraphs A-E that answer the questions. There is one extra question.
 - 1 How do we know that superhero movies are popular?
 - 2 Why are superhero movies and westerns different?
 - 3 Why are superhero movies so popular?
 - 4 Which superheroes had problems before becoming stronger?
 - 5 What are typical storylines for superhero movies?
 - **6** Which superheroes show that they are weak?
- **SPEAKING** Discuss questions 1–6 in Exercise 5.
- **◄**) 1.54 Match the words in blue in the article with the definitions. Then listen, check and repeat.

1	all the	most popular	or famous f	ilm stars,	musicians,
	etc. =	A-list			
				_	

2	a book	or film	that is	very god	od or	successful	=
				- , , ,			

	the place in a theatre, cinema, etc. where tickets are sold =
4	images made using computer programs =

	- 1	,	1	•	J.	•			
			_						
6	an	advertisei	ment for	a new	film o	or tele	vision	show	=

8 Complete the sentences with the words in blue in

the article.

5 a particular type of art, writing, music, etc. =

1	One of my favourite filmis romantic
	comedy.
2	I don't like Hollywood I prefer
	small-budget films.
3	I think the best actor is Leonardo
	DiCaprio.
4	I don't think amazing special effects with
	are as important as good
	acting.
5	I don't watch film because they show
	all the best scenes.
6	The last film I saw wasn't very successful at the

, but I thought it was good.

9 SPEAKING Change the sentences in Exercise 8 to make them true for you. Then compare your sentences with a partner.

WORD STORE 3E | Phrasal verbs

10 (1) 1.55 Complete WORD STORE 3E with the base forms of the underlined phrasal verbs in the article. Then listen, check and repeat.





A

One of the most popular cinema genres of the twenty-first century so far is the superhero movie. Some people say that superhero movies are the new westerns. Both genres have similar themes: the good guys fighting the bad guys, protecting the innocent 5 and giving up their life for the good of others.

B

When a new superhero movie <u>comes out</u>, it dominates the <u>box office</u> for weeks. The <u>trailer</u> for *Captain America*: *Civil War* was one of the most downloaded trailers ever and <u>A-list</u> actors are keen to <u>take on</u> 10 superhero roles.

Many superhero films have had Oscar nominations, and fan events like Comic-Con* keep fans excited about the latest blockbusters.

C

First of all, there's the adventure, the action and the 15 costumes, the great soundtracks, the special effects and computer-generated images. They're fun and entertaining, and we love the escapism. But is that enough?

You have to look deeper to find out why people love 20 them. Superheroes have feelings. They cope with human experiences that we can relate to. In other words, they are not so different from regular people. Psychologist Mary Tavost has written books about the psychology of superheroes, and she thinks that they 25 inspire their fans because their goals in life are similar to human goals.

They want peace, justice and love, just as we do. The lives of superheroes reflect real life as we know it.



Batman <u>dedicates himself to</u> fighting crime after 30 somebody murders his parents in front of him. In real life, people who experience a trauma often decide to help others. But he also shows a very human side because love is his motivation. In *The Dark Knight*, his love for Rachel makes him weak. As a result, he often 35 makes bad decisions. When Hulk is angry, he causes terrible destruction. He finds it difficult to control his angry feelings, and then he feels guilty when he loses control. This is easy to understand — extreme anger is a very human emotion.



Superheroes cope with problems and find meaning in loss and trauma. When they discover their powers they use them for a good purpose. X-Men are 'mutants' — people reject them because they are different and 'weird' — but they use their powers 45 to stand up for the innocent. They inspire us to accept ourselves and be proud of who we are. Before Spiderman had superpowers, his classmates bullied him at school. Later, he uses his abilities to protect people who can't protect themselves. These 50 superheroes may be larger than life, but we have no problems identifying with their human side.

^{*}Comic-Con – a conference for comic book and film character



GRAMMAR

Present Perfect with just, already, (not) yet and Past Simple

I can use the Present Perfect with just and already.

- 1 SPEAKING What are your musical tastes? Note down your favourites. Then compare with a partner.
 - Favourite female singer Favourite band
 - Favourite male singer
- 2 Read about The BRIT School in London. What do Leona Lewis, Adele and Jessie J all have in common?

★ A SCHOOL FOR STARS ★

The BRIT School opened in 1991. Over the years, it has produced many successful graduates. Leona Lewis, Adele and Jessie J are three former students – they have sold millions of albums between them. In 2006, Leona Lewis won The X Factor and she has already sold more than ten million albums worldwide. Adele has had No 1 hits in the British and American charts including the single *Hello* from her album 25, the best-selling album of 2015. Singer and songwriter Jessie J has already won numerous music awards and she's written songs for other international artists such as Miley Cyrus.

Another term has just ended at the BRIT School. Have they produced new stars? Probably! We haven't heard of them yet, but we will!

3 Read the GRAMMAR FOCUS. Complete the examples using the verb phrases in blue in Exercise 2. Then underline five more Present Perfect sentences in the text.

GRAMMAR FOCUS **©13**

Present Perfect with just, already, (not) yet and **Past Simple**

 You use the Present Perfect to talk about finished actions in time 'up-to-now'. You never say exactly 'when' they happened.

Time expressions: ever, never, since then, just, already (usually affirmative), (not) yet (usually negative or questions) just = has happened very recently

Another term ¹ at the BRIT School.

(not) yet = hasn't happened but probably will happen We ² _____ of them yet.

already = has happened earlier than expected She³ already numerous music awards.

You use the **Past Simple** to talk about finished actions in past time. You usually say 'when' they happened. In 2006, Leona Lewis ⁴ The X Factor.

4 Choose the correct time expressions and write them in the correct place in the sentences. Which sentences are true for you?

1 I lent my iPod to my sister but she hasn't given it back yet. (vet) just)

2 I've updated my Facebook profile with some new photos. (just / yet)

3 I want to learn the guitar but I haven't found a teacher . (already / yet)

4 I got my favourite band's new album recently and I've learnt all the words. (already / yet)

5 I've finished a really good book. (already / just)

5 Complete the text with the Present Perfect or the Past Simple forms of the verbs in brackets.

dele Laurie Blue Adkins ¹ <u>grew up</u> with her mum and ² (be was four. She ³ (graduate) fro in 2006. Adele ⁴ (alre	om the BRIT School
of pounds, but according to her	N. #
friends, she ⁵ (not	× 10
changed). She's still the same girl	N. P.
they <u>6</u> (know) before	and the
she was famous. She ⁷	
(write) her frst two albums about	
two relationships that ended badly,	
but continued to write good songs	
while she was happily married.	
Adele says, 'I don't know what's	
• •	
going to happen if my music career	
goes wrong, I ⁸ (not	100
have) a proper job yet!'	



6 Read 6 Cultural Things to Do. Write one sentence with already and one with yet for each one. Which sentences are true for you?

6 Cultural Things to Do Before You Are 18

see a live band

▶ act in a play

visit a big art gallery

read a classic novel

▶ listen to a Beethoven symphony

write a poem or a short story

I've already seen a live band. I haven't seen a live band yet.

7 SPEAKING Ask your partner about 6 Cultural Things to Do. If the answer is 'yes', ask three more questions beginning with who, where and what.

A: Have you seen a live band yet? B: Yes, I have.

A: Who did you see? **B:** I saw Imagine Dragons.

FOCUS VLOG 614 London attractions

▶ 14 Watch the Focus Vlog. For the worksheet, go to page 121.

Grammar page 139

3.6

USE OF ENGLISH

too and not enough

I can express sufficiency and insufficiency with enough and too.

- 1 1.56 Listen to four conversations between people who have just been to the places in the photos. Match conversations 1–4 with photos A–D.
- 2 1) 1.56 Listen again and choose the correct option.
 - 1 I think I fell asleep. It was too / enough long for me.
 - 2 Her voice wasn't loud enough / enough loud.
 - 3 There were far too many / too much people in there.
 - **4** The room was very crowded / too crowded to see it properly.
 - **5** She didn't sing enough / too much hits.
- 3 Read the LANGUAGE FOCUS. Complete sentences 1–7 by putting the word in capitals in the correct place in the sentence.

LANGUAGE FOCUS

too and not enough

You use **too** and **not enough** to show there is a problem with something.

- too + adjective/adverb or not + adjective/adverb + enough: The music was too quiet. They didn't play loudly enough.
- too much/many + noun or not enough + noun:
 There were too many people.
 There wasn't enough space.

Note: You also use **not too** and **enough** to say that something is possible.

This song is not too hard to learn. This song is easy enough to learn.

- 1 There are many talent shows on TV these days. **TOO**
- 2 The dialogue is never loud when you watch a film on the TV. **ENOUGH**
- **3** People spend much time watching ondemand TV series. **TOO**
- **4** The plots in modern thrillers are often too complex to follow. **TOO**
- 5 Actors in crime dramas don't usually speak clearly **ENOUGH**
- **6** Period dramas are slow and boring for young people to watch. **TOO**
- 7 There isn't comedy on TV any more. **ENOUGH**
- 4 SPEAKING Discuss if you agree or disagree with the statements in Exercise 3.









- 5 Complete the sentences with too or not enough and the adjectives in brackets. Are any of the sentences true for you?
 - 1 I'm <u>not old enough</u> to watch X-rated films. You have to be eighteen. (old)
 - 2 I don't go to the cinema much: tickets are _____. (expensive)
 3 I'm _____ to perform on the stage. (shy)
 4 I'm _____ to remember music from the 1990s!

(young)

5 I'm _____ to learn a musical instrument.

6 I don't download films. My Internet connection is _____ (fast).

- 6 USE OF ENGLISH Complete the second sentence so that it has a similar meaning to the first.
 - 1 Our music teacher speaks too softly. I can't hear her. **ENOUGH**

Our music teacher ______ . I can't hear her.

2 There are too many Arts students compared to Science students. NOT

There _____ compared to Arts students.

3 I don't have enough free time to take on a role in the school play. BUSYI'm ______ to take on a role in the school play.

4 The old school hall wasn't big enough to put on concerts.

TOO
The old school ______to put on concerts.

Use of English page 140

(talented)



WRITING

A film review

I can write a simple review of a film.

BLADE RUNNER 2049

- 1 Directed by Denis Villeneuve and starring Ryan Gosling and Harrison Ford, this actionadventure film is the sequel of the 1982 science-fiction film Blade Runner by Ridley Scott. It is set 30 years after the events of the original film.
- 2 The action takes place in the Los Angeles of the future, a city where there are flying cars and gigantic adverts in the form of holograms. People use replicants (androids) for work. **Unfortunately**, some of these replicants have become dangerous to humans. Ryan Gosling stars as K, a replicant who works for the Los Angeles Police Department as a 'blade runner'. His job is to find and kill these dangerous replicants. One day he discovers a secret that could put the future of humans at risk.
- 3 Ryan Gosling is excellent as K, and Harrison Ford also gives a great **performance** as the retired blade runner Rick Deckart, who helps K find the answers he is looking for. The special effects and photography are as <u>stunning</u> as in the original film, the soundtrack is <u>superb</u> and the screenplay **holds your attention** from beginning to end.
- 4 For me the word that best **describes** this movie is awesome. It's one of the best science-fiction films I've ever seen and in my view it's suitable for adults and teenagers alike.





- 1 SPEAKING What is the best or worst film you've seen? Discuss with a partner.
- 2 In the film review on the left, Simon talks about the film *Blade Runner 2049*. Before you read, make a list of the things you think he might include.

plot, actors, special effects, ...

- 3 Read the film review and check your answers in Exercise 2.
- 4 Read the film review again and answer the questions.

ln	which paragraph does the writer:	
a	give his opinions about the film?	
b	give a summary of his opinions	
	and his recommendation?	
С	give background information?	
d	describe the plot and the main	
	characters?	

5 Complete the WRITING FOCUS with the phrases in purple in the film review.

WRITING FOCUS

For me the word that best

A film review

Background information:
¹ <u>Directed by</u> Denis Villeneuve
² Ryan Gosling and Harrison Ford.
The film was nominated for/was awarded the
This action-adventure/romantic comedy/thriller/historical
drama/animated feature film
The film is a 3 of/a remake of/an adaptation of .
It is based on the true story of/the novel
It is4 30 years later/during the
The action takes place in the future/in a village/in
Ryan Gosling/the actor stars as
Plot:
At first/Then/After that/Later on
⁵ , some of these replicants have become
dangerous
Eventually, the police catch the terrorists.
Main characters:
The characters are skilfully played/aren't very convincing.
Harrison Ford (also) gives a great 6 as
Different aspects of the film:
The screenplay 7from beginning to end.
The special effects are amazing.
The plot is fascinating/a bit boring/slow-moving.
The photography/soundtrack is amazing.
Summary of opinion and recommendation:

It's one of the best (science fiction) films I've ever seen. In

my view, it's suitable for adults and teenagers/kids alike.

this movie is ...

Film Review: Pitch Perfect

Ditch Dorfoct is a 2012 musical comody 1d

- 6 Complete the review of the film *Pitch Perfect* with words and phrases from the WRITING FOCUS.
- 7 SPEAKING Discuss the questions.
 - 1 Have you seen *Blade Runner 2049* or *Pitch Perfect*? If so, do you agree with the opinions in the reviews?
 - 2 If you haven't seen these films, would you like to? Why/Why not?
- 8 Complete the LANGUAGE FOCUS with the underlined adjectives in the reviews in Exercise 3 and Exercise 6.

LANGUAGE FOCUS

Adjectives to describe films, plots, screenplays etc. We use:

- ¹<u>superb</u>, ² and ³ to mean fantastic, wonderful.
- engaging to mean something pleasant that makes you interested, curious.
- amusing to mean funny.
- 4______to mean something that makes you excited and makes you want to do something important.
- convincing to mean something which makes you believe something is true or right.
- predictable to mean something not surprising, something you expected to happen.



- 9 Complete the sentences with the correct adjectives from the LANGUAGE FOCUS. Sometimes more than one answer is possible.
 - 1 The story of that film was really _____ it held my attention for over two hours non-stop.
 - **2** I love musicals, and I think the soundtrack from *The Phantom of the Opera* was simply ______ .
 - **3** We prefer films which are ______ which make people get up from the sofa and go change the world.

 - 5 Did you also think that film was _____?
 Everybody in the cinema laughed and I couldn't understand why.
 - **6** That thriller was really _____ we knew who the killer was after just fifteen minutes!
- 10 SPEAKING Discuss the questions with a partner.
 - 1 Have you ever seen a truly horrible film?
 - 2 What's the most brilliant film soundtrack you can think of?
 - 3 Have you ever seen a really inspiring film? Why was it inspiring?
 - 4 When you go to the cinema, does the film have to be amusing?

SHOW WHAT YOU'VE LEARNT

11 Do the writing task. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.

Think of a film you've seen recently and write a review for an online teen magazine. Include the following information:

- background information on the film
- the plot and main characters
- your opinion
- a summary of your opinion and recommendation.

A few days ago I saw the latest film directed by ...



SPEAKING

Describing a photo

I can give an extended description of people, places and experiences.

- 1 SPEAKING Look at the photos and discuss the questions.
 - 1 Who are the people?
 - 2 Where are they?
 - 3 What are they doing?







2 Complete sentences 1–3 in as many ways as possible with the adjectives in the box. Some adjectives can be used more than once.

bored crowded empty excited famous shy friendly frightened happy irritated miserable nervous noisy proud quiet tired young

1 (describing people)

He or she is ...

2 (describing feelings)

He or she is feeling ...

3 (describing places)

It is ...

3 1.57 Listen to a description and decide which photo it describes. Explain your decision.

4	(1) 1.57 Complete the description with words and
	phrases in the SPEAKING FOCUS. Then listen again
	and check.

¹ In this photo I can se	<u>e</u> a street artist drawing a portrait on
the pavement. ²	there are some people
,	e wearing shorts and T-shirts, so mmer. The street is quite crowded, so
1 1	ist area. The street artist has got dark jeans and a bright green T-shirt.
is a picture and he's a very good artist.	young him copying it. 6 he's 7 he's going to collect cole who are watching him.
8, I'd gi I think he's done a go	ive him some money because ood job.

SPEAKING FOCUS

Beginning a description

In this photo, I can see .../there is .../there are ... This photo shows ...

Saying where (place)

There are ... so I think they're in a street/in an art gallery/ at a concert, etc.

Saying where (in the photo)

in the background/in the middle/in the foreground/ on the left/on the right/in front of/behind/next to **Speculating**

He/She looks shy/bored/tired, etc. She's probably ... Perhaps/Maybe/I imagine/I'm sure he's very proud.

Giving your opinion

I think ... I don't think ... Personally, ... In my opinion, ...

- 5 **SPEAKING** Discuss the questions about Photo C.
 - 1 Who do you think the man sitting on the right is?
 - 2 Describe a time when you saw a street artist.
 - 3 Do you give money to street artists or other street performers? Why?/Why not?
- 6 SPEAKING Work in pairs. Student A: describe Photo A. Student B: describe Photo B. Use the SPEAKING FOCUS to help you.
- 7 1.58 Listen to model descriptions of Photos A and B. Then do Exercise 6 again.
- 8 SPEAKING Follow the instructions below.

Student A: Ask Student B the following questions:

- What kind of music do you enjoy listening to and who is your favourite band or singer?
- Describe a time when you saw live music.

Student B: Ask Student A the following questions:

- What kind of art do you like and why?
- Describe a time when you visited a gallery or museum.

3.1 Vocabulary **(**◄) 4.17

acting /'æktɪŋ/ addictive /əˈdɪktɪv/ animation / ænə mei ʃən/ audiences /ˈɔːdiənsɪz/ binge watcher /'bind3 wpt sə/

bookworm /'bukws:m/

chapter /'t fæptə/ character /'kærəktə/ chat show /'tʃæt ˌʃəʊ/

clip /klip/

comedy /'kpmadi/ complex /'kompleks/ confession /kən'fe∫ən/ cooking programme /ˈkʊkɪŋ

praugræm/

costume /'kpstjum/

(crime/TV) drama /('kraim/,tix 'vix)

.drazmə/

disappointing / disə'pəintin/ documentary / dpkjə mentəri/

drama series /'dramə sıəriz/ embarrassing /Im'bærəsiŋ/

ending /'endin/ engaging /in'geidʒiŋ/

entertaining / entəˈteɪnɪŋ/

episode /'epəsəud/ excellent /'eksələnt/

factual /'fækt suəl/ fantasy /'fæntəsi/

fascinating /'fæsineitin/

game show /'geim [[əʊ/ gripping /'gripin/

horror /'horə/

imaginative /ɪ'mædʒɪnətɪv/ inspiring /in'sparerin/

light entertainment / last

entə'teinmənt/

live /laɪv/

movie / muxvi/ moving /'muːvɪŋ/

musical /'mjuxzikəl/

news bulletin /'njuːz ˌbʊlətɪn/ novel /'noval/

on-demand TV /pn dr,marnd tir 'vir/ period drama /'prariad drama/

plot /plot/

reality TV /ri,æləti ˌtiː'viː/ romantic comedy /rəuˌmæntɪk

'kpmadi/

science fiction / sarəns 'fik ʃən/

script /skript/ setting /'setɪŋ/ sitcom /'sitkom/

soap (opera) / səup ('ppərə)/ soundtrack / saundtræk/ special effects / spe [əl əˈfekts/

talent show /'tælənt [ʃəʊ/

telly /'teli/ thriller /ˈθrɪlə/

travel show /'trævəl ʃəʊ/ TV series / tix'vix sprizz/ weakness /'wixknəs/

weather forecast /'weða

forkarst/

3.2 Grammar **(**◄) 4.18

best-selling / best'selin/ busy /'bizi/ play /plei/ record /ri'koid/ vocal range / vəukəl 'reındʒ/

3.3 Listening (**◄**) 4.19

art gallery /'axt 'gæleri/ at a museum /ət ə mjux'ziəm/ black and white / blæk ən 'wait/ classic oil painting / klæsik 'oil peintin/ colour /'kʌlə/ editor /'editə/ exhibition / eksə'bıʃən/ landscape /'lændskeip/ modern abstract painting / modn 'æbstrækt peintin/ ordinary /'ɔɪdənəri/

painter /'peintə/ paste on walls/buildings / perst on 'worlz/'bildinz/

photo/photograph /'fəutəu/'fəutəgraxf/ photographer /fə'tpgrəfə/ photography /fə'tɒgrəfi/ portrait /'postrat/ public place / phblik 'pleis/

sculptor /'skalptə/ sculpture /'skalptsə/ slum /slam/

street art /'strixt axt/

3.4 Reading (**◄**) 4.20

A-list actors /'ei list 'æktəz/ anger /ˈæŋgə/ autobiography /ˌɔːtəbaɪ'ɒgrəfi/ biography /baɪˈɒgrəfi/ blockbuster /'blok,bastə/ box office /'boks pfəs/ bully /'buli/ cause /kɔːz/ classic novel / klæsik 'novəl/ come out / kam 'aut/ comic book /'kpmik ,buk/ computer-generated images

/kəm_pjuxtə _dzenəreitid 'imidziz/ cope with /'kəup wið/

crime novel /'kraım novəl/ dedicate yourself to sth /'dedəkeit

jor, self to 'samθιη/ destruction /dɪˈstrʌkʃən/ escapism /ɪˈskeɪpɪzəm/ fairy tale /'feəri teɪl/

fantasy novel / fæntəsi 'novəl/

find out / faind 'aut/ genre /'ʒɒnrə/

give something up / giv s λmθin 'λp/ have X-ray vision / hæv 'eks rei _vi3ən/ historical fiction /hɪˌstɒrɪkəl 'fɪkʃən/

horror fiction /'horə ˌfɪkʃən/

innocent /'inəsənt/ invisible /in'vizibəl/ loss /lps/

poem /'pəuɪm/ purpose /'parpas/ reject /rɪˈdʒekt/

relate to /ri'leit tə/ scene /sixn/ science fiction / sarəns 'fik (ən/ short story / [oxt 'stoxri/ stand up for / stænd 'Ap fə/ take on (a role) / teik pn a 'raul/ thriller /ˈθrɪlə/ trailer /'treilə/ weird /wiad/

3.5 Grammar **(**◄) 4.21

gig /gig/ music award /'mjuzzik əˌwəɪd/ proper /'propə/ the charts /ðə 'tʃaxts/

3.6 Use of English (◄) 4.22

/mxcl'eq/ merform put on (a play) / put on (ə 'plei)/ softly /'spftli/ stage /steid3/ X-rated /'eks reitad/

3.7 Writing (◄) 4.23

adaptation of / adæp'tessən əv/ amusing /əˈmjuːzɪŋ/ brilliant /'brɪljənt/ convincing /kən'vınsıŋ/ directed by / dai'rektid bai/ engaging /in'geidzin/ holds your attention /həʊldz jər ə'tenʃən/ inspiring /in'spararin/ masterpiece / mastapiss/ performance /pəˈfɔːməns/ predictable /pri'diktəbəl/ remake of /'rixmeik əv/ screenplay /'skrimplen/ sequel of /'sixkwəl əv/ starring /'starrin/ stunning /'stʌnɪŋ/ suitable for /'suxtabal fa/ superb /sur'parb/

3.8 Speaking (◄) 4.24

in the background / In ðə 'bækgraund/ in the foreground / in ða 'fargraund/ look bored/tired / luk 'baid/'taiəd/ pavement /'pervment/

VOCABULARY AND GRAMMAR

Choose the odd one out in each group. documentary, opera , thriller, game show biography, fantasy novel, landscape , fairy tale

- 3 plot , gallery, museum, painting
- 4 band, sitcom, symphony, soundtrack
- 5 songwriter, photographer, sculptor, character
- 6 entertaining, fascinating, embarrassing, imaginative
- 2 Complete the sentences with the correct form of the words in capitals.

1	My favourite	is Claude Mon	et. ART
2	Tom Holland played in the when he was 11. MUSIC	[Billy Elliot
3	Don't take flash photograp	hs of	in the
	gallery. PAINT		
4	Adrama is a	film about true	events and
	people from the past. HIST	ORY 5 What's	the most
fil	m you've ever		
	watched? MOVE		
6	Almost every actor would li	ke to get an Os	scar for
	ACT		

- 3 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Do not change the word in capitals.
 - 1 Both TV binge watching and playing video games are addictive. AS TV binge watching is as addictive as playing video games.
 - 2 My father paid €30 for the ticket but I paid only €5.

My father paid <u>much more than</u> me for the ticket.

3 I've never seen a fi Im with such amazing special effects. **MOST**The film had the most amazing special effects I've

4 The plot in a comedy is not as gripping as the plot in a thriller. **THAN**

The plot in a thriller \underline{s} more gripping than the plot in a comedy.

5 I think painting a landscape is easier than painting a portrait. DIFFICULT

I think painting a portrait <u>s more difficult than</u> painting a landscape.

6 We spent a long time in the museum but only ten minutes in the souvenir shop. **FAR**We spent a few pages time in the museum than in the

We spent <u>a far longer time</u> in the museum than in the souvenir shop.

- 4 Use the prompts and yet, already or just to write sentences.
 - 1 the new Star Wars episode / not come out
 - 2 Evelyn / see / the exhibition at the Tate Modern
 - 3 Lottie / call / you

ever seen.

- 4 Howard / take on / the role / in the new sitcom?
- 5 Jeff / finish / download / the soundtrack
- 6 We / not buy / the tickets for the concert in Edinburgh

USE OF ENGLISH

5 Choose the correct answer, A, B or C.

1 X: We didn't go to the cinema _____.

Y: Why not?

A yet

B since then

C last night

2 X: What a disappointing film!

Y: Yes, the plot was _____.

A too funny

B too complex

C too inspiring

3 X: What do you think about this portrait?

Y: The girl looks OK, but the ____ is too dark.

A background

B centre

C foreground

4 X: Adele's new song is so inspiring.

Y: Yes, it's as ____ her previous hits.

A great as

B better than

C the best of

5 X: Why do the boys in the photo look so miserable?

Y: Because the exhibition is _____ for them.

A not interesting enough

B too exciting

C quite entertaining

6 X: What's ____ soundtrack you've ever heard?

Y: Probably The Dark Knight.

A bad

B worse

C the worst

6 Read the text and choose the correct answer, A, B or C.

HAVE YOU BEEN TO BRATISLAVA?

If visiting art galleries is 1____ for you, in Bratislava, the capital city of Slovakia, you can see attractive art when you walk round the Old Town. Full-sized bronze 2___ of people show up suddenly at street corners or on benches. They 3___ one of the main tourist attractions in the city. One of the 4___ popular is the statue of Ignac Lamar, a cheerful old man wearing elegant clothes and holding a hat in his hand. The legend says that Lamar was 5___ poor to visit restaurants or coffee shops, but he always greeted people in the street and kissed ladies' hands. It's an 6___ idea to take a photo with the statue and have a great souvenir of your visit to Bratislava.

1	Α	too expensive	В	not expensive enough
	C	more expensive		

2 A sculptors

B sculptures

es C portraits
C used to become

3 A have become

B became

C most

4 A enough 5 A than B more
B too

C enough

6 A excellent

B addictive

C imaginative

READING

- 7 Match the headings (A–F) with the paragraphs (1–4). There are two extra headings.
 - A Dealing with clients
 - B A modest artist in the background
 - C Art is not for sale
 - **D** Two definitions
 - E A photographer's perspective
 - F A famous person in the foreground

Art or craftsmanship?

1

Are photographers artists or only craftspeople? What is the difference? A craftsperson creates useful objects by hand and then sells them. An artist creates things just to express emotions, entertain or tell a story. But is it really so simple?

2

Let's take Annie Leibovitz, for example, who is now the most famous portrait photographer in the world. She has photographed well-known actors, singers, Olympic champions and designers. Her photographs always tell an emotional story and are true pieces of art. But she also earns money on them.

3

The backgrounds for her portraits are created by another person, Sarah Oliphant. Her works include huge landscapes, abstract paintings or small objects. She says she is a craftsperson, not an artist, because everything she makes is useful to other people and they pay her for it. But people can see her work as art too.

4

So what is the answer? I am a photographer and I know that people who work in the photography business are almost always craftspeople. They produce images for money on their clients' orders. But sometimes they use their talent, tools and skills to create something personal. And then they become artists.

What do you think?

SPEAKING

8 Look at the photo and choose the most suitable words from the box to describe it. Then describe the photo.

ambitious ballet room dancer easy mirror music professional purple singer stretch teenage girl theatre trainers



- 9 In pairs, answer the questions. Which question refers directly to the photo in Exercise 8?
 - 1 Is the activity easy for the girl to do? Why?/Why not?
 - 2 What artistic skills would you most like to learn? Why?
 - 3 Tell us about an artistic competition you watched or took part in.

WRITING

10 Read the writing task and write the review.

You have decided to take part in the *Film Fan* online writing competition. Write a review of a film you have seen recently. Include the following information:

- background information about the film (e.g. the director, cast)
- the plot and the characters
- your opinion about the film
- your recommendations.



Home sweet home

Home is where the heart is.

A proverb

B B C



CAVE HOUSES

७ 15 Watch the BBC video. For the worksheet, go to page 122.



VOCABULARY

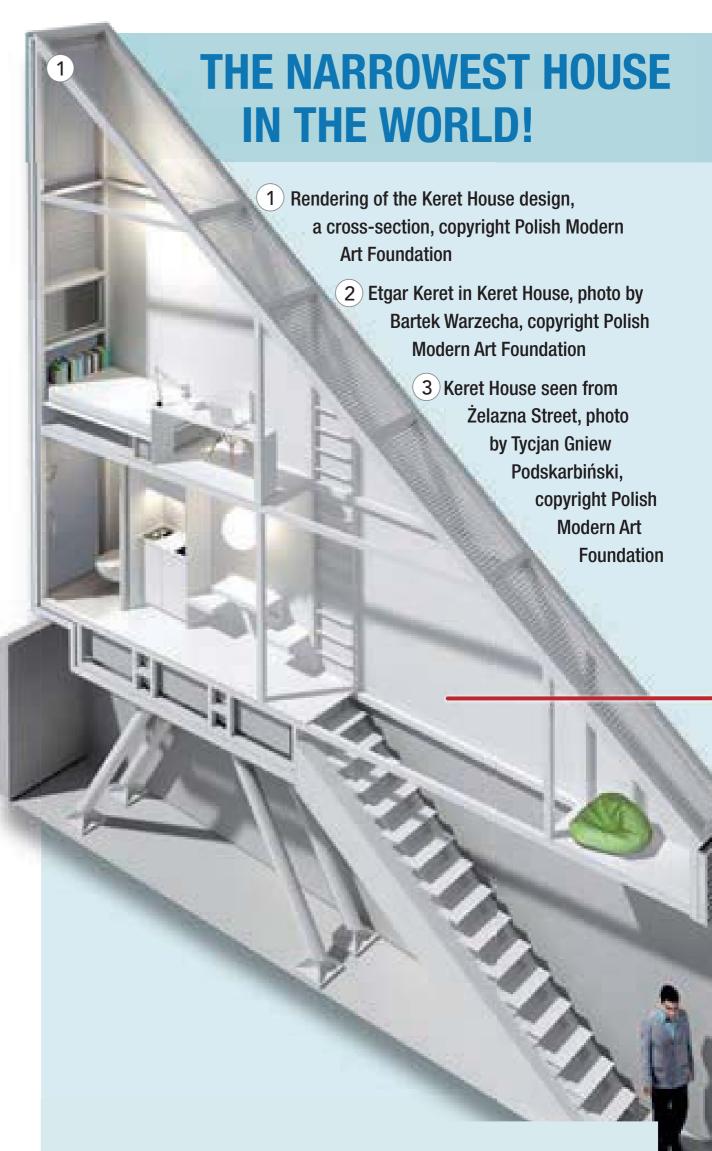
Describing houses • inside a house

• make or do

I can use language related to rooms, homes, buildings and their parts.

SHOW WHAT YOU KNOW

- 1 Think about your house and complete the task in five minutes.
 - List all the different rooms in your house.
 - List at least six items you can find in each room furniture, decoration, objects, etc.
- 2 Compare your lists with a partner. What is your total number of different words for rooms and items in rooms?



- 3 (1) 2.1 Listen and answer the questions.
 - 1 Where is Keret House?
 - 2 What does Etgar Keret think of the house?
 - 3 How wide is Keret House?
 - 4 How many floors are there?
 - 5 How many people can live in it?
- 4 SPEAKING Discuss whether or not you would like to live in the Keret house. Give reasons for your answers.



WORD STORE 4A Describing houses

5 **4) 2.2** Complete WORD STORE 4A with the words and phrases in the box. Then listen, check and repeat.

a block of flats brick concrete cosy glass the ground floor historic in the city centre metal modern open-plan spacious upstairs

6 Replace the underlined phrases with words or phrases with a similar meaning in WORD STORE 4A. Which sentences are true for you?

1 know someone who lives in a ...
1 detached house with only one floor. a bungalow
2 house which is joined to a neighbour's house.
3 house on the edge of the city.
4 small, traditional house in a village.
5 modern house in an area with other similar houses.
6 flat that is very warm and comfortable.

7 large flat that is without many interior walls.

8 flat at the top of a building in the middle of the city.

7 SPEAKING Describe a flat or house that you know to your partner.

WORD STORE 4B Inside a house

- 8 1) 2.3 Translate the words in WORD STORE 4B. Which of the items can you see in Keret House? Listen and repeat.
- 9 **4) 2.4** We asked three people: 'Would you like to live in Keret House?' Listen and complete the table.

	Answer	Reasons
Speaker 1	Yes / No / Maybe	
Speaker 2	Yes / No / Maybe	
Speaker 3	Yes / No / Maybe	

WORD STORE 4C make or do

10 <a>2.5 Complete WORD STORE 4C with the nouns in the box. Then listen, check and repeat.

the washing dinner the ironing the gardening the washing-up a mess a noise the shopping

11 SPEAKING Complete the questions with the correct form of *make* or *do*. Then ask and answer the questions.

1	Did you	your bed this	morning?
2	Do your neighl	oours ever	<u>a</u> noise?
3	Do you like	the washir	ng-up?
4	Who	the cooking in yo	ur house?
5	Have you ever	dinner	for somebody?
6	Where does yo	our family usually _	<u>th</u> e
	shopping?		



GRAMMAR

Present Perfect with for and

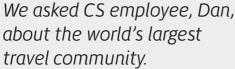
I can use the Present Perfect with for and since to talk about duration.

1 SPEAKING Tick the places where you have slept. What was the most unusual place? Tell your partner.

•	in my bed	• in a hotel	
•	on a floor	on a train	
•	on a couch	other	

2 SPEAKING Read US TODAY. What is couchsurfing? Discuss whether you would like to do it. Give reasons for your answers.

US TODAY



What is it?

A worldwide travel network connecting travellers with people who offer free accommodation.



Who is it for?

People who don't want to stay in hotels but want to meet local people and experience new cultures.

How much does it cost?

Nothing! It's free.

How long have you worked for CS?

I've been here since it started in 2004. I've worked with people from all over the world for more than ten years. Together we want to create a global community.

3 Read the GRAMMAR FOCUS. Complete the examples using the Present Perfect forms in blue in Exercise 2.

GRAMMAR FOCUS **©16**

Present Perfect with for and since

You use the **Present Perfect** to talk about unfinished situations that started in the past and continue in time 'up to now'.

	You use How long	y to ask about t	the length	of time
	'up to now'.			
	How long ¹	you		for CS
•	You use since whe	en the answer is	s a point in	time:
				_

Tou use since	wiien the ai	15WEI 15	а рош	נ ווו נוווו	℮.
e.g. since 199	8, since last	week, si	nce I	was bo	rn
2	_here <mark>since</mark>	it starte	d in 2	004.	
V 6 1	. 1			۲.۰	

You use for when the answer is a period of time:
e.g. for six hours, for a few days, for a long time.
I ³ with people from all over the
world for more than ten years.

4 (1) 2.6 Choose for or since and complete the comments with the Present Perfect form of the verbs in brackets. Then listen and check.

Couchsurfer

I 1've been (be) a member 2 for / since three years now. 3For / Since I became a member, 1 4 _____ (stay) in thirty-two countries in different types of accommodation. (sleep) in a luxury studio apartment in Manhattan, on a houseboat in Amsterdam and in a basement flat in London – all for free!

Host
I ⁶ (be) a couchsurfing host ⁷ for /
since two years now and I 8————
(already/meet) more than thirty people. At the
moment, Miki is visiting from Tokyo.
I ⁹ (only know) her ¹⁰ for / since
a week, but I'm sure we'll remain friends. Miki is
happy too – she 11 (study) English 12 for /
since ten years, but she 13/ (never/have) the chance to
speak with a native speaker before. She 14 (be) here
15 for / since nearly a week, but she 16 (not feel)
homesick because she says I make her feel at home.

5 Complete the second sentence so that it has a similar meaning to the first.

	9		
1	My dad v	vas born in our house.	
	My dad <u>h</u>	<u>as lived</u> (live) in our house <u>sinc</u>	<u>e</u> he was born.
2	My dad g	gave my mum this watch when	she was forty.
	My mum .	(have) this watch _	she was forty
3	I met my	best friend two years ago.	
		(know) my best friend	two years.
4	I bought t	hese trainers last Christmas.	
		(not buy) any new trainers	last Christmas
5	I joined th	nis English class three months	ago.
		(be) in this English c <u>lass</u>	three months.
6	I had brea	akfast at 7 a.m.	
	1	(not eat) anything	7a.m.

- 6 Write true sentences from the prompts. Use the Present Perfect and since or for.
 - 1 I/know/(name of your neighbour) ...
 - 2 I/live in/(name of your neighbourhood)
 - 3 I/like/(name of your favourite band) ...
 - 4 I/have/(make of your phone) ...
 - 5 I/be interested in/(name of a subject) ...
 - 6 My dad/have/(type of your dad's car) ...

7 SPEAKING Use the sentences in Exercise 6 to make dialogues. Then ask and answer as in the example.

A: Who is your neighbour? **B:** Barry.

A: How long have you known him? **B:** For five years.

FOCUS VLOG 6	7
--------------	---

Where people live

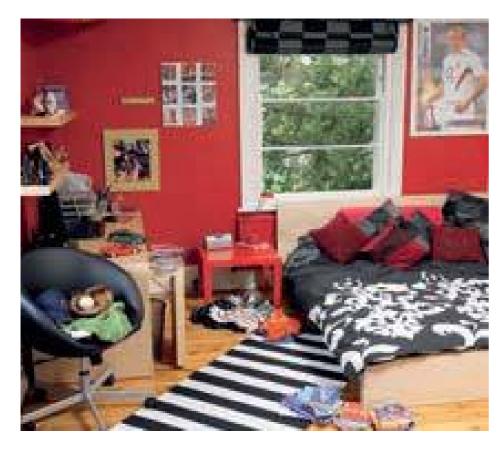
(b) 17 Watch the Focus Vlog. For the worksheet, go to page 123.



LISTENING

Matching

I can identify key details in a simple narrative about teenagers' rooms.



- 1 SPEAKING Look at the photo. How different or similar is the bedroom to your own? Discuss with a partner. Think about:
 - 1 **the size:** bigger/smaller, more/less spacious, the same
 - **2 the decoration:** more/less modern, colour of walls/curtains/carpet, posters, etc.
 - 3 the furniture: bookcase, bed, wardrobe, desk, etc.
 - **4 other details:** more/less tidy, clothes, musical instruments, computer, etc.
- 2 1) 2.7 Listen to five teenagers describing their rooms. Are statements 1–5 true (T) or false (F)?

1	Speaker 1 lives in a quiet house.	
2	Speaker 2 isn't like her sister.	
3	Speaker 3 doesn't like music.	
4	Speaker 4 is often out.	
5	Speaker 5 never invites her friends round	

EXAM FOCUS Matching

3	speakers 1–5 w		again. Match A–F. There is one
	extra statemen	t.	
	Speaker 1: Speaker 2:	Speaker 3: Speaker 4:	Speaker 5:
		oom as a creative e to his/her roon	e space. n and have private

- **C** spends time with friends in his/her room.
- D likes having an untidy room.
- **E** just does homework and sleeps in his/her room.
- F shares his/her room with someone.

- 4 SPEAKING Discuss which teenager's attitude is most similar to your own.
- 5 1) 2.8 Listen to two teenagers talking about their most treasured possessions and complete the information.

treasured poss	sessions and complete the information.
DAFYDD	
1 a laptop: has had	it for,
a	present
2 a guitar: has had	it for,
it belonged to his	
3 a Welsh fl ag: he	feels
of being Welsh	
	KAREN
100	1 a collection of animals: has had them
1	since she, her favourite is
	a bedside lamp: a present from her
	· ·
	, brought from
- SA 1983	3 a collection of shells: they are souvenirs from
	, <u>s</u> he has collected them since
	cho

6 (1) 2.8 Choose the correct preposition and try to complete the sentences from memory. Then listen again and check.

1 C	Dafydd's	
2 H	His	is on / in the corner above / next to the
b	ookcase.	
3 H	His	is onto / on the wall onto / above his
b	oed.	
4 K	Karen's	is on top of / above the
V	vardrobe.	
5 K	Karen's	is <i>on / in</i> her bedside table.
6 H	Her	is <i>in / on</i> the bottom shelf of her
b	oookshelves, which	ch are opposite / in front of her bed.

7 SPEAKING What are your own most treasured possessions? Where is everything in your room? Tell your partner.

PRONUNCIATION FOCUS

8 1) 2.9 Listen and repeat the words with long vowel sounds. Then put them in an appropriate column in the table.

			new room warm wor	
/iː/	/uː/	/:c\	/3:/	/aː/
				art,

9 (1) 2.10 Listen, check and repeat.

WORD STORE 4D Phrasal verbs

10 <a>2.11 Complete WORD STORE 4D with the particles in the box. Then listen, check and repeat.



READING

Gapped text

I can understand the main points in a simple descriptive text on a familiar topic.

- **SPEAKING** Look at the photos and discuss the questions.
 - 1 What are the advantages of living in each place?
 - 2 What are the disadvantages?
 - 3 Would you like to live there? Why/Why

I suppose one advantage of living in the trees is that you would have fantastic views ...

◄) 2.12 Which words in the box describing landscape features can you see in the photos? Use your dictionary if necessary. Then listen and repeat.

a cave a crater an island a rainforest rocks ruins stilts a treehouse a turquoise ocean a volcano

- 3 Read the text and answer the questions.
 - 1 Why do the Korowai Tribe build their houses in trees?
 - 2 Why do people in Coober Pedy prefer living underground?
 - 3 Why do people on Aogashima want to live in a volcano?
 - 4 Why do the Bajau people feel uncomfortable on land?
 - 5 Why have most people recently moved from Petra to a nearby village?

EXAM FOCUS Gapped text

Read the text again. Complete gaps 1-5 with sentences A-F. There is one extra sentence.

- A Alternatively, you can take a helicopter and it only takes two hours.
- **B** This means that they have better access to water, electricity and Wi-Fi.
- C In fact, income from tourism is helping to keep their traditions alive.
- D It has to be strong because sometimes a family of twelve people live there.
- E However, if you look closer, you can see chimneys on the surface of the dry landscape.
- F Also, they start hunting when they're just eight years old.

People who don't live in traditional houses



Living in trees

The Korowai Tribe of Papua New Guinea are strong and good at climbing. They have to be! They live in treehouses, sometimes fortyfive metres above the ground. The <u>dense</u> rainforest is **hot and humid**; there are insects and dangerous animals. Treehouses protect the 5 tribe from these dangers on the ground. They use material from the forest to build the houses. They cut off the top of a tree and build the floor first. ¹ _ They use a ladder to get up and down. Imagine the **breathtaking views** from one of these treehouses!

2 Living underground

In the desert of Southeast

10 Australia, 500 miles away from
the nearest city, is a mining
town called Coober Pedy. On
the sandy surface, there isn't
much to see. 2___ Almost all

15 of the 3,500 residents live
underground and work in the
opal mines. To escape from
scorching temperatures,



they have created an impressive underground world where you'll fi 20 nd everything from a bookstore to a church, and even a hotel.

3 Living in a volcano

Aogashima is a Japanese island in the Philippine Sea. Over 230 years ago, a volcanic eruption killed half 25 of its population. Now about 200 people live in the old volcanic crater. They try not to worry too much about another eruption. They love 30 living on the island – there



are no **traffijams** or crowds of people. Fishing, hiking, camping and swimming are popular activities. Aogashima's natural <u>hot</u> springs and <u>lush</u> vegetation **attract** a lot of **visitors**, but the island is not so easy to reach. You can take a fourteen-hour boat trip from Tokyo. ³

4 Living on the sea

of Borneo in Southeast Asia, also called sea gypsies, live on boats or houses on stilts in the turquoise PacificOcean.
When they go on land, they feel 'landsick'. Bajau children don't go to school on land. But from an early age they learn to swim and dive. 4 __ The best



45 Bajau divers can dive 20 metres to the bottom of the ocean to search for fsh.Y oung Bajau children spend so much time in the ocean that their eyes develop excellent underwater vision.

5 Living in caves

The <u>ancient</u> city of Petra is a popular tourist destination. It so is located in the rose-coloured mountains of south-western Jordan and was once a busy **trading centre**. Then, its residents abandoned the city and for thousands of years only the Bedouin, a <u>nomadic</u> tribe, lived in caves among



the spectacular historic ruins. However, the government has recently decided to move them to a nearby village to protect Petra. But the Bedouins' way of life has not changed much. 5__ Some of them work in Petra, selling souvenirs or transporting tourists on horses, camels and donkeys around the historic monuments.

5	Match 'clues'	1-3 with	their	function	a–c in
	a text.				

- 1 she, he, it, her, him, one, this, that, here, there
- 2 But, However, Alternatively, Instead
- 3 Also, In addition, For example, In fact
- a they introduce additional information
 b they introduce contrasting information
 c they refer back to something in the text
- 6 Underline examples of 'clues' in sentences A–F in Exercise 4. Do they 'add', 'contrast' or 'refer'?
- 7 **Q.14** Complete the phrases with the words in blue in the text. Then listen, check and repeat.

1	attract	
2	breathtaking	
3	historic	
4	hot and	_
5	mining	
6	trading	
7	traffic	

8 Complete the questions with the words in Exercise 7.

1	Are there en	manumanta i
- 1	Are there any	monuments i
	your city?	
2	Is your city a busy	centre?
3	Which parts of your country	
	a lot of visitors?	
4	Where can you see breathta	ıking
	?	
5	Does it ever get hot and	in
	your country?	
6	Are there any	towns in you
	country?	
7	Where in your city are the w	orst
	jams?	

9 SPEAKING Ask and answer the questions in Exercise 8.

WORD STORE 4E | Collocations

10 <a>2.15 Complete WORD STORE 4E with the words in the box. Then listen, check and repeat. Write an example sentence for each collocation.



GRAMMAR

Future forms: Present Continuous, be going to and will

I can talk about the future using the Present Continuous, going to and will.

1 SPEAKING What makes a good house party? Add your own ideas to the ones below and put them in order of importance. Then compare your ideas with a partner.

decoration (food a	nd drink 🗌	furniture 🗌
lighting _	music 🗌	people 🗌	theme

- 2 <a><a> 2.16 Read and listen to the dialogue. Then answer the questions.
 - 1 Why is Tony having a party?
 - 2 Where and when is he having it?
 - 3 How is Luisa going to help?

Tony: I'm having a birthday party on the 25th. Can you come? **Luisa:** That's next Saturday, right? Yes, that sounds great.

Are you having it at home?

Tony: No, our apartment isn't big enough. I'm using my aunt and uncle's house. They're really nice – they say it's fine.

Luisa: That's kind of them – do they know how many friends you've got?

Tony: Not yet. I'm going to tell them later. We'll probably use the basement. It's huge.

Luisa: A basement? Are you going to decorate it?

Tony: I suppose so. I'm not very good at that sort of thing. **Luisa:** Don't worry, I'll help you. What are you doing later?

Tony: I'm going to text everybody with the invitation now, but after that I'm free.

3 Read the GRAMMAR FOCUS. Complete the examples using the future forms in blue in Exercise 2. Then underline more examples of each future form in the text.

GRAMMAR FOCUS

618

Future forms: Present Continuous, be going to and will

- You use the Present Continuous for future arrangements. You often mention a time, a date or a place.

 I 1 ______ a birthday party on the 25th.
 You use be going to for future intentions. You have already decided to do something and you tell people about it.
- You use will for spontaneous decisions. You often use expressions like: I think I'll ..., I'll probably ...,

 Don't worry, I'll ... Don't worry, I³______help you.

tell them later.

4 (1) 2.17 Choose the most appropriate future form. Then listen and check.

Tony: Two of my friends ¹ are helping / will help me prepare the room on Saturday afternoon. We ² 're going to hang / 'll hang sheets on the walls and the ceiling. Then we ³ 're going to put / 're putting coloured lights everywhere. We ⁴'ll have / 're having a band and a DJ from eight to midnight. I've already booked them.

Aunt: Okay, I think I ⁵ 'll warn / 'm going to warn the neighbours!

Tony: We've decided to have a fancy dress theme – everybody 'will come / is coming as their favourite film character.

Uncle: Oh good, I think I ⁷ 'll come / 'm going to come as Captain Jack Sparrow!

Aunt: No, we *'ll go out / 're going out to the theatre, remember? I told you yesterday.

Uncle: I know, I was joking. Now, what are you ⁹eating / going to eat?

Tony: That's all arranged. Mum ¹⁰will make / is making some pizzas.

Aunt: And what about the cleaning the next day?

Tony: Oh, erm ... Don't worry, I 11 'll do / 'm doing that with my friend Luisa. She won't mind!

5 Complete the email with appropriate future forms in gaps 1–6 and your own ideas in gaps a–c.

Hi Amy		
You know I 1'm movin	g (move) house	next week.
Well, I've decided tha	t l ²	(have)
a house-warming par	ty in the new ho	use. The theme
is Superheroes, so I ³		(dress up) as
a You k	now my mum's a	fantastic cook
so she 4	(make) ^b	I think
everybody 5	(like) that. I	'm not sure
about the music. I thi	nk I ⁶	(get) a DJ
and ask him to play l	ots of ^c	•

- 6 SPEAKING You are responsible for organising an end-of-term party for your school year.
 Discuss with a partner. Follow the instructions.
 - 1 Make some decisions about location, food and drink, music, decoration, theme, etc.
 - **2** Write an email to the class to explain your ideas. Use all three future forms.

As a class, decide whose party ideas are best.

Grammar page 142





- 1 SPEAKING Look at the photos. What are the advantages and disadvantages of each place? Where would you like to spend the weekend? Discuss with a partner.
- 2 <a>2.18 Listen to Robbie trying to decide which place to go to. How many of your ideas in Exercise 1 does he mention? What does he decide to do and why?
- 3 <--- Listen again and choose the correct option.
 - 1 She doesn't speak French very well / very well French.
 - 2 I speak more well / better than she does.
 - 3 I stay up late / lately.
 - 4 That sounds extreme / extremely boring.
 - **5** Everybody goes to bed really early / real early.
 - 6 Time goes unbelievably slowly / unbelievably slow in the country.
- 4 Read the LANGUAGE FOCUS. Form appropriate adverbs from the adjectives in bold in sentences 1–6 below. Then put the words in the correct order to make sentences.

LANGUAGE FOCUS

Adverbs

- You use adverbs to modify verbs, adjectives and other adverbs.
- You form adverbs by adding -ly, -y, -ily to adjectives: slow → slowly, unbelievable → unbelievably, lucky → luckily.

Note: Some adverbs and adjectives have the same spelling: hard, fast, late, early.

He is a fast runner./He runs fast.

You never put an adverb between a verb and its object.

VERB OBJECT

He speaks English well. NOT He speaks well English.

Use adverbs of degree to modify adjectives and adverbs.

pretty bad.

WEAKER STRONGER

a little/a bit/slightly quite/i She's **a little shy**. My Fre

quite/rather/pretty My French is

really/extremely/completely Everybody goes to bed really early.

• You form comparative adverbs with *more*: Alice speaks **more clearly** than John.

Note: Some comparative adverbs are irregular: $well \rightarrow better$, $badly \rightarrow worse$, $hard \rightarrow harder$.

- 1 go to bed / I / at the weekend / real late
- 2 eat / I / quite healthy
- 3 I / my money / wise / spend
- 4 extreme easy / new words / learn / I
- **5 pretty fast** / drives / My father / his car
- 6 understand / My parents / I do / English / than / good

- 5 Change the sentences in Exercise 4 to make them true for you.
- 6 USE OF ENGLISH Complete the second sentence with option A, B or C so that it has a similar meaning to the first.
 - 1 My house is not very far from the school.

My house is ____ near the school.

(B) quite

B lately

A very

C completely

2 My cousin really hates meeting people.

My cousin is ____ shy.

A extremely B a little

C slightly

3 I don't get up early during the holidays.

I get up ___ during the holidays.

A late

C more late

4 I don't sing as well as my best friend. My best friend sings ___ than me.

A well B good

C better

5 I have to make more effort in English.

I have to work in English.

A hardly

B more harder

C harder

- 7 SPEAKING Make the sentences true for you. Then compare your sentences with a partner.
 - 1 The countryside near my house is ... [adverb] + [adjective]

The countryside near my house is extremely beautiful.

- 2 The streets in my neighbourhood are ... [adverb] + [adjective]
- **3** The capital city is ... [adverb] + [adjective]
- 4 My school is ... [adverb] + [adjective]
- **5** I usually get to school ... [comparative adverb] ... my schoolmates
- **6** I speak English ... [adverb] + [adverb]

Use of English page 143



WRITING

A blog entry

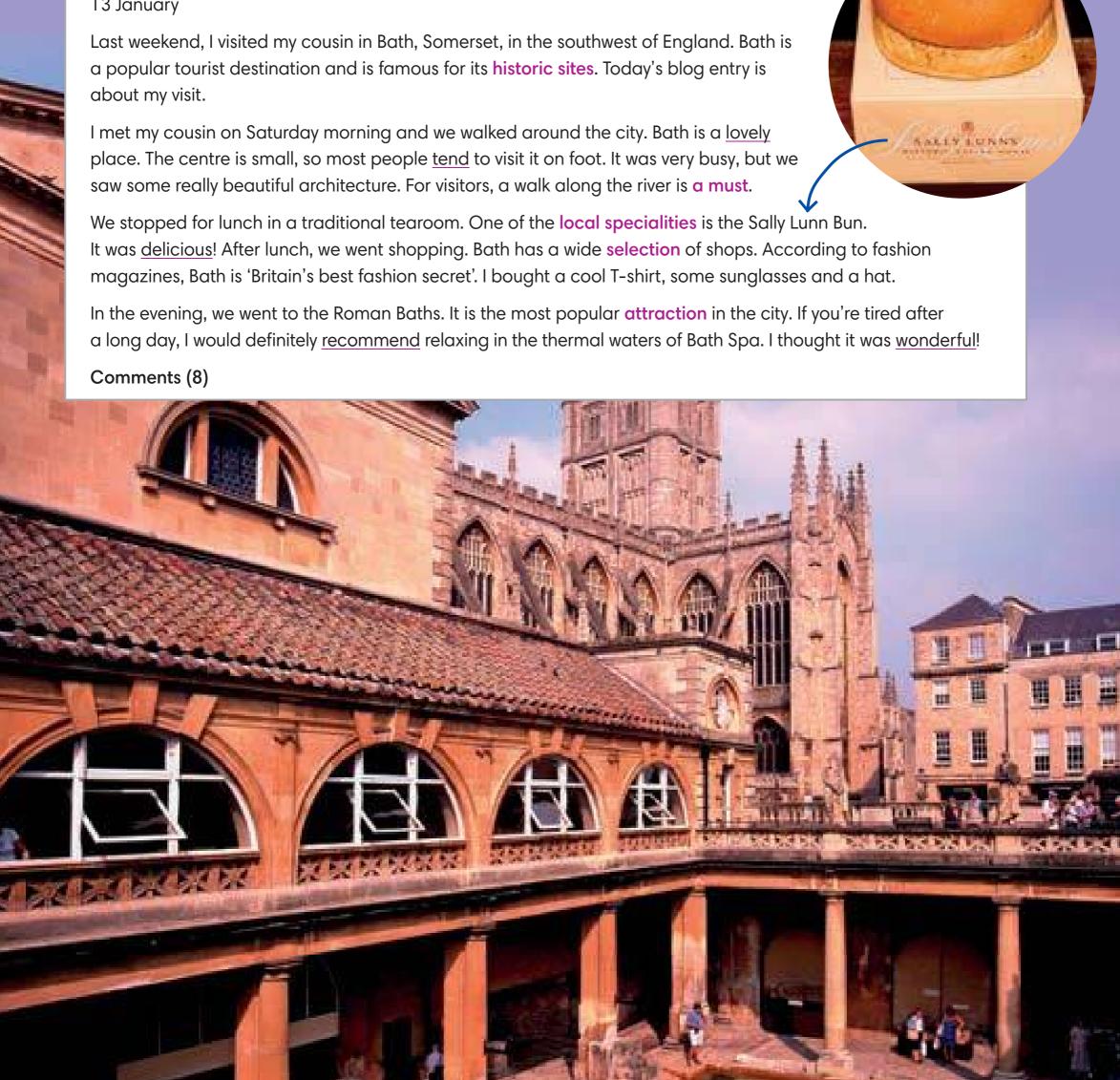
I can write a description of a recent trip.

In pairs, list as many British cities as you can think of in sixty seconds.

- 2 Read a blog about Bath. Which topics does the blogger mention?
 - **a** Art and culture **b** Food and drink
- **d** General information
- e Shopping
- c Entertainment and nightlife
- **f** Tourist highlights

3 SPEAKING Would you like to visit Bath? Why?/ Why not? Discuss with a partner.





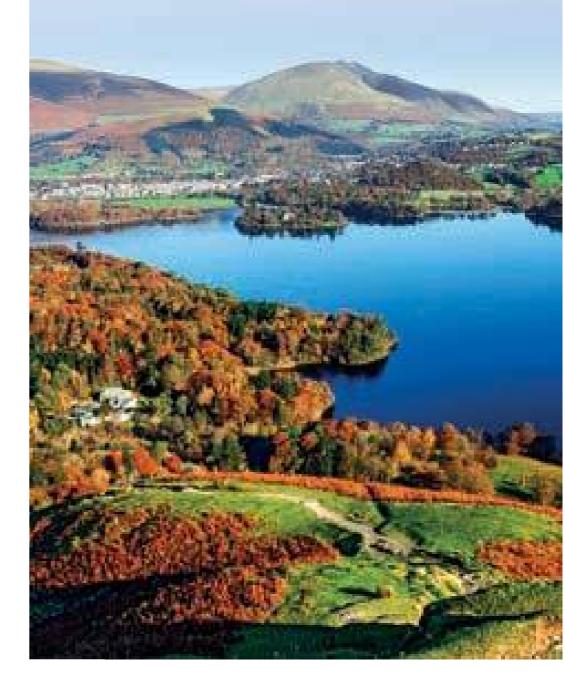
4	(1) 2.19 Match the words and phrases in purple in the blog with the definitions below. Then listen, check and repeat.
	1 an interesting thing to see or do =
	2 choice or range =
	 3 food that you can only find here = 4 places that were important in the past = 5 something you should definitely see or do =
5	Read the WRITING FOCUS. Complete the examples with the underlined words in the blog in Exercise 2.
V	VRITING FOCUS
Α	blog entry
1	Say when and/or why you visited
	Last week/weekend/month, etc. I went to/I visited my cousin/friend/aunt in
2	Introduce the place
	is a small/large city in is a popular tourist destination.
	is famous for its
3	Give impressions or opinions
Ĭ	It is a busy/interesting/1 <u>lovely</u> place.
	Most people seem to/2to
	According to
	I thought it was great/3/a bit boring.
	It (the food) was!
4	Make recommendations I would (definitely) ⁵ (doing something). For visitors, is a must.
	TOT VISITOTS, IS a THUST.
6	SPEAKING Complete these sentences to describe your own town or region. Then compare your answers with a partner.
	1 is famous for
	2 For visitors, is a must.3 is probably the most popular attraction.
	4 One of the local specialities is
	5 I would recommend
7	Read the LANGUAGE FOCUS. Complete with examples of comma use in the blog.
L	ANGUAGE FOCUS
•	unctuation – commas Put a comma between the names of cities and states or
Ĭ	countries: ¹ Bath, Somerset
•	Use commas to separate three or more nouns in a list
•	Use commas to separate clauses in a sentence when they are joined by <i>but</i> or <i>so</i> : ³
•	Use a comma to separate an <i>if</i> -clause from the main clause when the <i>if</i> -clause is the first one in a sentence: ⁴
•	Use a comma after time expressions at the beginning of

a sentence: 5

8 Add commas to the text about the Lake District.

The Lake District

The Lake District, Cumbria is the UK's most popular national park. Every year, 15 million people visit the area. The landscape is wonderful – there are lakes, mountains, beaches and breathtaking views. The Lake District is the wettest place in England, but the dramatic skies are part of the attraction. Lake Windermere is eleven miles long and is a must for all visitors. If you enjoy walking, hiking, climbing or water sports, the Lake District is an ideal place for a holiday.



SHOW WHAT YOU'VE LEARNT

9 Do the writing task. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.

Write a blog entry in which you describe your impressions after visiting a well-known tourist destination. Include the following information:

- introduce the place and write when you were there
- write what you did there and what you saw
- present your impressions and your opinion about this place
- give some advice to the readers.

A few months ago, I visited ...



SPEAKING

Making suggestions

I can make suggestions and respond to them politely.

1 SPEAKING Imagine you are visiting London. Discuss which of these activities you would like to do. Give reasons for your answers.

SIX OF THE BEST THINGS

TO DO IN LONDON



London by speedboat

- ▶ 7 days a week, all year
- Suitable for all ages!
- ▶ £35 for 50 minutes

Shopping

- ► Oxford Street shops: 8.30 a.m.–9 p.m., Sun 11.30 a.m.-6 p.m.
- ► Camden Market: Clothes, music, souvenirs. 10 a.m.-6 p.m. daily





The London Eye

Get the best view of London.

- ▶ 10 a.m.–9 p.m. every day
- Adult: £19, 15 and under: £10

The London Dungeon

Prepare to be scared!

- ► Tours from £20
- ▶ 10 a.m.–4 p.m. on Mon, Tue, Wed, Fri, 10 a.m.-5 p.m. on Sun, 10 a.m.-6 p.m. on Sat, 11 a.m.-4 p.m. on Thur



Shakespeare's Globe Theatre

- ► Experience Romeo and Juliet in Shakespeare's own theatre!
- ► Tickets: £20–£45
- Standing tickets from £5 only

Madame Tussauds

Come and see the Royal Family!

- ▶ 9 a.m.–6 p.m. daily
- ► Adult: £30 save 50% when you book online



- 2 1) 2.20 Listen to Marcus and Ann. What do they decide to do? Which activities do they reject and why?
- **◄) 2.20** Listen again and tick the expressions you hear.

SPEAKING FOCUS

Making suggestions

Do you fancy (going) ...? (Let's (go) ... How about (going) ...? We could (go) ... (I think) we should (go) ... What about (going) ...? Why don't we (go) ...?

Agreeing	ı With	n sugo	gestions

(That's a) good/great idea! (That) sounds good/great! Why not!

Disagreeing with suggestions

(I'm sorry) I'm not keen on ... I don't really like ... I'd rather (go) ... I'm not sure about that. Let's (go) ... instead.

4	◄) 2.21 Complete each expression in the
	dialogue with an appropriate word from the
	SPEAKING FOCUS. Then listen and check.

A. Do you fancy 1

VIDEO

A:	Do you fancy	1	t	o the cinema
	tonight?			
B:	That's a good	2	!	What do you
	want to see?			
A:	The new film w	ith Je	ennifer	Aniston.
	B: Oh no, I'm	n <u>ot</u>	3	on romantic
	comedy. I'd	l .	see	e an action film

B: Great. How 6	having	g a burger
before we go?		_
A: Why ⁷	! <u>We</u> 8	try that

A: Okay, let's see the new James Bond

new burger bar in town.

5 SPEAKING You are planning a day out in Edinburgh. Look at the tourist information. Follow the instructions below to prepare a dialogue. Use the SPEAKING FOCUS to help you.

- **A:** Suggest an activity for the morning.
- **B:** Agree and suggest something for the afternoon.
- A: Disagree and suggest something different for the afternoon.
- B: Disagree and suggest something else for the afternoon.
- A: Agree and suggest something for the evening.
- **B**: Agree.

National Museum of Scotland

10 a.m.-5 p.m.

Botanic Gardens

10 a.m.-6 p.m.

Climb a hill to get great views of the city

2 hours to climb up

Visit Edinburgh Castle

9.30 a.m.-5 p.m.

Comedy at 'Comedy Club'

8.30 p.m.-midnight

Ghost tour 'Dark secrets of old Edinburgh' 3 p.m.

Learn to do Scottish dancing

7 p.m.-midnight

Eat seafood in waterfront restaurants

7 p.m.-midnight



SPEAKING Practise your dialogue. Then act it out to the class.

ROLE-PLAY

619

Making suggestions

(**b** 19) Watch the video and practise. Then role-play your dialogue.

4.1 Vocabulary (◄) 4.25

accommodation /əˌkɒmə'deɪʃən/basement /'beɪsmənt/bedsaɪd 'teɪbəl/block of flats /ˌblɒk əv 'flæts/

bookcase /'buk-keis/

brick /brik/

bungalow /'bʌŋgələʊ/

carpet /'karpət/

chest of drawers / tsest av 'drazz/

comfortable /'kʌmftəbəl/

concrete /'konkrixt/

cooker /ˈkʊkə/

cosy /'kəuzi/

cottage /'kptid3/

cupboard /'knbəd/

desk/desk/

detached house /dr.tætst 'haus/

do the cooking / dux ðə 'kukıŋ/

do the gardening / dux ðə ˈgaːdnɪŋ/

do the housework / du ðə 'hauswaːk/

do the ironing / dux ði 'arənıŋ/

do the shopping / dux ðə 'ʃɒpɪŋ/

do the washing / dux ðə 'wɒʃɪŋ/

do the washing-up /ˌdux ðə ˌwɒʃɪŋ 'ʌp/ do your homework /ˌdux jɔx

'həumwaık/

downstairs / daun'steaz/

fridge /frid3/

front door / frant 'dox/

glass /glass/

in a village / In a 'vilida/

in the city centre / In ðə Isiti 'sentə/

in the countryside / In ðə 'kʌntrisaɪd/

in the suburbs / In ða 'sabarbz/

interior wall /In,tierie 'worl/

kitchen sink / kɪtʃən 'sɪŋk/

ladder /'lædə/

make a complaint / meik ə kəm'pleint/

make a decision / meik ə di'sizən/

make a mess / mesk a 'mes/

make a noise / meik ə 'noiz/

make dinner / meik 'dinə/

make your bed / meik jor 'bed/

metal /'metl/

modern /'mpdn/

narrow /ˈnærəʊ/

natural light /ˌnæt∫ərəl 'laɪt/

near the sea / niə ðə 'siː/

neighbour /'neɪbə/

on a housing estate / pn ə 'hauzıŋ

I,steit/

on the edge of the city / pn ði 'edg əv

ăa larti/

on the first floor /pn ðə ˌfɜːst ˈflɔː/

on the ground floor /pn ðə graund

1134/

on the second floor /pn ðə sekənd

'flɔː/

on the top floor /on ðə ˌtop 'flɔː/

open-plan / ¡əupən 'plæn/

radiator /'reidieitə/

semi-detached house / semiditætst

'haus/

shelf / ſelf/

spacious /'speifas/

stairs /steaz/

stone /stəun/

terraced house / terast 'haus/

traditional /trəˈdɪʃənəl/

upstairs / \Ap'steaz/

wardrobe /'wordroub/

wide /ward/

wood /wud/

wooden floor / wodn 'flox/

4.2 Grammar **◄**) 4.26

community /kəˈmjuːnəti/

couch /kaut ſ/

feel at home / fixl at 'haum/

feel homesick / fixl 'houm, sxk/

free /friː/

host /həʊst/

houseboat /'hausbaut/

luxury /ˈlʌkʃəri/

member / membə/

neighbourhood /'neɪbəhud/

studio apartment /ˈst juːdiəʊ

ə partmənt/

4.3 Listening **◄** 3 4.27

come round / kam 'raund/

get away from / get ə wei 'frəm/

keep sb out / kirp 'sambodi 'aut/

lamp /læmp/

let sb in /,let ,sambodi 'ın/ shell /fel/

show sb around / Jau 'sambodi a'raund/

souvenir / survə'nɪə/
stay in / steɪ 'ɪn/

4.4 Reading **◄**) 4.28

abandon /əˈbændən/
ancient /ˈeɪnʃənt/

attract /ə'trækt/

breathtaking view / breθteikiŋ 'vjuː/

busy /'bɪzi/

camel /'kæməl/

cave /keɪv/

crater /'kreitə/

dense /dens/

dense /dens/

desert / dezat/

develop underwater vision /dɪ'veləp

'vizən/

dry /drai/

electricity /I,lek'trIsəti/

historic monument /hɪˌstɒrɪk

'monjement/

hot springs / hot 'sprinz/

humid /'hjuxmid/

impressive /im'presiv/

island /'aɪlənd/ landscape /'lændskeɪp/

lush /las/ mining /'mainin/

mountain /ˈmaʊntən/

move (house) / muxv ('haus)/

nomadic tribe /nəuˌmædɪk 'traɪb/

population / popjə'leɪʃən/

rainforest / reinforest/

rock /rpk/
ruins /'ruxinz/

'uins / 'ruiinz/

scorching /'skortfin/

stilt /stilt/

tourist destination /'tuarist

destə nei sən/

trading centre /'treidin sentə/

traffic jam /'træfik dæm/

treehouse /'trix haus/

turquoise ocean / taxkwaiz 'auʃan/

vegetation / vedzi'teijən/

volcanic /vpl'kænik/

volcano /vɒlˈkeɪnəʊ/

4.5 Grammar **◄**) 4.29

ceiling /ˈsiːlɪŋ/

house-warming party /'hauswarmin

.parti/

sheet /sixt/

warn /wɔɪn/

dress up as / dres 'Ap əz/

4.6 Use of English ◀୬ 4.30

a little/a bit/slightly /ə 'lɪtl/ə 'bɪt/'slaɪtli/

badly /'bædli/

completely /kəm'plixtli/

extremely /ɪk'strixmli/luckily /'lʌkɪli/

quite/rather/pretty /kwait/'razðə/'priti/

really /'rɪəli/

stay up / stei 'Ap/

unbelievably /ˌʌnbəˈliːvəbli/

well /wel/

4.7 Writing **◄** 34.31

a must /ə 'mʌst/

according to /əˈkɔːdɪŋ tə/

architecture /ˈɑːkətekt∫ə/

attraction /ə'træk∫ən/
be famous for /bi 'feɪməs fə/

delicious /dɪˈlɪ[əs/

entertainment / entə teınmənt/

historic site /hɪˌstɒrɪk 'saɪt/
local speciality /ˌləʊkəl ˌspeʃiˈæləti/

lovely /'lavli/

nightlife /'naɪtlaɪf/

on foot /pn 'fut/

recommend / rekə mend/

selection of /səˈlek∫ən əv/

tend to /'tend tə/
tourist highlight / toərist 'hailait/

wonderful /'wandəfəl/

4.8 Speaking (4)) 4.32

adult /ˈædʌlt/

castle /'kaɪsəl/daily /'deɪli/

hill /hɪl/

river /'rɪvə/
royal family /ˌrɔɪəl 'fæməli/

suitable /ˈsuːtəbəl/

waterfront restaurant / wortəfrant

'restəront/

V	OCABULARY AND GRAMMAR	Ų	JSE OF ENGLISH
1	Complete the sentences with the words in the box. There are two extra words.	5	Choose the correct a 1 X: What are your ne
	bungalow cupboard drawers estate temperatures trading vegetation		Y: We haven't got a a house in th A terraced
	1 There is a new housing in the suburbs of the city. You can get there by bus.2 Last month my family moved to a modern		B detached C semi-detached 2 X: Do you fancy go
	with a large garden. This chest of is too small for my clothes. I need a big wardrobe.		Y: I'm not sure abo A How about B Let's
	 4 Singapore is an important centre in Asia. That's why the port there is so big. 5 Many popular tourist destinations have scorching 		C I would recom 3 X: How long have y Y: Not very long
2	in summer. Complete the sentences with the correct form of the		A For a few wee B Since I was bo C A few weeks a
_	words in capitals.1 The Eiffel Tower is probably the most popular tourist		4 X: Is Tamara going Y: No, she isn't A rather
	in Paris. ATTRACT This is a costume worn by young men on special occasions. TRADITION		B like C keen on
	 3 My room in the new house is much more than in the old flat. SPACE 4 The room was cosy with stairs leading 		5 X: Has your uncle sY: I don't think so.A I'll keep him o
	up to the next floor. WOOD 5 Our neighbours play loud music nearly every night. We've made several COMPLAIN		B I won't let him C He's coming r 6 X: Do most people
3	Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Do not change the word in capitals.		Y: Yes, they try to a A healthy B healthily C unhealthily
	 1 They moved to Venice in 2016. LIVED They 2016. 2 Liz started working for a coachsurfing service two 	6	Choose the correct a both sentences.
	years ago. WORKED Liz for a couchsurfing service for two years.		1 I'll dinner. What Can you tidy your ro A do B m
	They last saw Paul in January. SINCE They January.		2 What ancient w Do you fancy walkir
	 4 When did you first meet Karen? KNOWN How long Karen? 5 I stopped travelling abroad three years ago. FOR 		A city B m 3 There are a lot of pl my town.
	I three years.		It's best to the v

4 Complete the sentences with the correct future forms of the verbs in brackets.

C	of the verbs in brackets.
	Are you moving house on Saturday? Iyou if you like. (help)
2	I'm sorry I can't come. I a language course this evening. (start)
	We on Friday night, but we still don't
	know where exactly. (meet)
4	Hi, Jack! It's Sue. What time you
	tomorrow? (come)
5	'Was that the doorbell?' 'Yes, I it!'
	(answer)
5	I probably in tonight. I
	feel so tired. (stay)

ISE OF ENGLISH
Choose the correct answer, A, B or C.
 1 X: What are your neighbours like? Y: We haven't got any close neighbours. We live in a house in the countryside. A terraced B detached C semi-detached
2 X: Do you fancy going to the cinema? Y: I'm not sure about that go swimming. A How about B Let's C I would recommend
 3 X: How long have you lived here? Y: Not very long A For a few weeks. B Since I was born. C A few weeks ago.
 4 X: Is Tamara going to the party? Y: No, she isn't dancing and is a bit shy. A rather B like C keen on
 5 X: Has your uncle seen your new house? Y: I don't think so A I'll keep him out. B I won't let him in. C He's coming round tomorrow.
 6 X: Do most people you know tend to eat? Y: Yes, they try to avoid fast food. A healthy B healthily C unhealthily
Choose the correct answer, A, B or C, to complete both sentences.
1 I'll dinner. What would you like? Can you tidy your room, please, and your bed?
A do B make C prepare 2 What ancient would you like to visit? Do you fancy walking around in the centre? A city B monument C trading
3 There are a lot of places to the shopping in my town.It's best to the washing-up right after the meal.
A do B go C make 4 I'd take a taxi to the suburbs. Put on a coat – it's cold outside. A quite B like C rather
A quite B like C rather 5 We were surprised when we heard the news. There was table next to the sofa. A a little B slightly C so
6 The shops aren't on Sunday afternoons. We used to live in a(n)plan flat. A working B closed C open

LISTENING

7 2.22 Listen to four people talking about living in the suburbs. Match the speakers (1–4) with the statements (A–E). There is one extra statement. Listen to the recording twice.

The speaker:

- A feels like a member of the community in the suburbs.
- **B** has changed his/her opinion about living in the suburbs.
- C is not going to live in the suburbs all his/her life. Daddresses people who don't want to live in the
- city centre.

 E presents people's opinions about living in the suburbs.

SPEAKING

8 Your family and you are going to spend a month of your summer holiday somewhere in England. You are looking through different types of accommodation available. In pairs, discuss which accommodation you would prefer for a month-long holiday and why.

Think about:

location



9 In pairs, describe the photo and answer the questions.



- 1 What are the family doing, in your opinion?
- 2 How do you help with the housework in your home?
- 3 Tell us about a situation when you or someone you know had to tidy up a garage or basement.

WRITING

10 Read the writing task. Decide in what order the sentences (a–d) should be used in the blog post.

You've recently been on a school trip to one of the cities in your country. Share your impressions of this city in a blog post. Include the following information:

- say what city you visited and when
- express and explain your opinion about this city
- write what you recommend seeing in the city you visited
- describe an unexpected problem you had on the trip and how it was solved.
- a Lyon is a beautiful, historic city.
- **b** Unfortunately, we missed our train back to Paris.
- c I would recommend visiting Parc de la Tête d'Or.
- d Last month we went on a class trip to Lyon.
- 11 Write the blog post.



Tell me and I forget, teach me and I remember, involve me and I learn.
Benjamin Franklin

BBC



© 20 Watch the BBC video. For the worksheet, go to page 124. **VOCABULARY**

5.1

Places in school • education • phrasal verbs • collocations

I can use language related to school life and equipment.

SHOW WHAT YOU KNOW

1 SPEAKING Look at the words and discuss your favourite/least favourite place in school. Where do you spend most time?

canteen/cafeteria classroom corridor gym library playground reception school hall school office science lab sports field staff room

2 Look at the photos and read three descriptions of different school systems. Decide which text describes a school in Brazil, Finland and Japan. For the answers, go to page 157.

School systems



Our school is quite informal — we can call our teachers by their first names. We don't move up to secondary school when we're 11 because we attend the same comprehensive school from 7 to 16. All our classes are mixed ability. The curriculum includes academic subjects but also Art, Music and PE, with only about 30 minutes of homework every day. We're lucky — we don't have to pay tuition fees to do a degree at university.

English is my favourite subject, but I can't keep up with all the homework! We have to **learn** lists of vocabulary **by heart**. At elementary school, the **timetable** includes earthquake practice. If there's an earthquake when children are outside, they have to line up in the playground. At the end of the day, we have to clean our classroom. Most of my **classmates** will go to university. In my country, 50 percent of the population are **university graduates**.



3 Compare the descriptions with your own school system. Find a piece of information for each line in the table.

This is true for me/my school	In our school system we also have two terms.
This isn't true for me/my school	
I like this	
I don't like this	
This is interesting, strange or unusual	

- 4 (1) 2.23 Listen to a UK school head teacher. What did she change in her school and why?
- 5 **4) 2.23** Listen again. Which three problems were the result of sleepiness?
 - 1 Students dropped subjects.
 - 2 Students thought that teachers set too much homework.
 - 3 Students didn't hand in their homework on time.
 - 4 Students skipped lessons.
 - 5 Students couldn't pay attention in class.
 - 6 Students made lots of mistakes.
- 6 SPEAKING Prepare a timetable for a 'perfect school day'. Compare it with your classmates. Who has the best day?



School is

compulsory between the ages of 6 and 14. Our school terms are from February to June and August to December. We break up in December for our summer holiday. I set off for school very early because my lessons start at 7 a.m. and finish at 12.

My school's open all day to cope with the high numbers of students. There are three sessions, from 7 to 12, 12 to 5 and 5 to 10 o'clock in the evening. In the afternoon I do after-school activities like football or music. When I finish high achael I'll take an entrance even to get into university



WORD STORE 5A Education

- 8 Complete the sentences with words or phrases in WORD STORE 5A. Which sentences are true for you?

In	my school
1	it'sto wear a school uniform.
2	the school year starts in September and is divided into
	three
3	students at the same level learn together. There are no
	classes.
4	we focus on Personally, I prefer
	subjects like Drama and PE.
5	our English teacher gives us long lists of vocabulary to
	·
6	the Historyonly covers the twentieth
	century.
7	theincludes a break in the morning and
	a long break for lunch.
8	l get on really well with all my

WORD STORE 5B Phrasal verbs

- 9 (1) 2.25 Complete WORD STORE 5B with the base form of the underlined phrasal verbs in the text and in Exercise 5. Then listen, check and repeat.
- 10 Complete the sentences with the correct particle and your own ideas. Then compare your sentences with a partner.

1	We break for summer on [date]
2	The last piece of homework I handed was
	[subject]
3	It's hard to keep upall the homework in
	[subject]
4	Next year I'll move to [year/school] .
5	If you want to get university, you have to pass
	[name/type of exam]
6	The thing I find most difficult to copeat schoo
	is [your idea]

WORD STORE 5C Collocations

if they are not interested in it.

- 11 <a>2.26 Complete WORD STORE 5C with the base form of the highlighted words in the text and in Exercise 5. Then listen, check and repeat.
- 12 SPEAKING Complete the statements with the correct verb. Sometimes more than one answer is possible. Discuss whether you agree or disagree with the statements.

1	Parents should pay a fine if their children		
	lessons.		
2	It's impossible to	atten	tion in class
	straight after lunch. 3 You		
sh	nouldn't have to		university tuition
	fees. All education should be fr	ee.	
4	English teachers don't		enough
	homework. We want more!		
5	You have to go to university and	d	
	a degree if you want a good jol	Э.	
6	Students should be able to		a subject



GRAMMAR

First Conditional

I can use the First Conditional to predict possible results of actions or situations.

1 SPEAKING Read UK TODAY. What is a gap year? Discuss whether you think it's a good thing to do. Give reasons for your answers.

UK TODAY

Did you know that about 10 percent of students in the UK do a gap year between leaving school and going to university?

What do they do?

travel abroad
 go backpacking
 do voluntary work

Where do they go?

- Africa
 Southeast Asia
- Australia and New Zealand
 South America

How much does it cost?

Usually about £4,000

- 2 (1) 2.27 Look at the photo of Ricky's parents and read the sentences. Who do you think is in favour of Ricky doing a gap year and who is against? Listen and check.
- 3 Read the GRAMMAR FOCUS. Complete the examples using the First Conditional forms in blue in Exercise 2.

GRAMMAR FOCUS

621

First Conditional

• You use the **First Conditional** to predict the future result of an action.

<u>action</u>	\rightarrow	<u>tuture result</u>
if + Present Simp	le	will/won't + verb
If he ¹	to South .	America next year,
he ²	to universit	y the year after.
If he doesn't go to	o university,	he won't get a decent job.

- You can put the if-clause after the main clause.
 He'll waste a year if he goes travelling.
- 4 (1) 2.27 Match the halves of the sentences from the conversation. Then listen again and check.
 - 1 If Ricky doesn't go to university this year,2 He'll get a lot out of it
 - 3 He'll do bungee jumps and get a tattoo
 - 4 If he goes away on his own,
 - 5 If he doesn't do anything on his own,
 - a if he does a gap year.
 - **b** he'll never go.
 - c he'll get into trouble.
 - d he'll never be independent.
 - e if he goes to South America.



- 6 1) 2.28 Complete the sentences with the correct form of the verbs in brackets. Then listen again and check.

1	He thinks if I	(go) travelling,
	I	(not go) to university when I come
	back.	
2	If I	(tell) them the truth, they definitely
		_(not let) me go.
3	You	(not learn) any Spanish if you
		_ (visit) her!
4	If my dad	(not agree), I
	(not able) to	go.
5	If your mum _	hink) it's a good idea,
	she	(convince) your dad

7 SPEAKING Work in groups of three. Look at the prompts and practise the conversation as in the example.

A (student's wish)	B (positive parent)	C (negative parent)
1 live abroad2 join a band3 part-time job	new culture have a lot of fun earn money	miss friends not do schoolwork get up early

- A: I want to live abroad.
- **B:** Great! If you live abroad, you'll learn about a new culture.
- **C:** Oh dear. If you live abroad, you'll miss all your friends.

Grammar page 144

5.3

LISTENING

True/False

I can understand the main points of a narrative conversation about a familiar topic.

1 SPEAKING Read the tips for dealing with exam stress. Which tips do you usually follow? Can you add any more tips? Discuss with a partner.

الله الله
Get rid of exam stress
 Create a revision schedule – and follow it! Don't get exhausted – get plenty of sleep. Study in a group from time to time. Be positive – imagine yourself passing the exam. Take regular breaks – do things you enjoy. Remember, it's only an exam. You won't die if you fail!

- 2 10 2.29 Listen to Grace and Tom talking about exams. Tick the tips in Exercise 1 that Grace mentions.
- 3 Read statements 1–6 in Exercise 4. Match the underlined words and phrases with the words and phrases in the box.

alone	(3)	blame Grace	
enjoy himself		marks	
nervous		take it easy	

EXAM FOCUS True/False

- 4 1) 2.29 Listen to the conversation again. Are statements 1–6 true (T) or false (F)?
 - 1 Tom doesn't usually get good <u>grades</u> at school.
 - **2** Grace thinks Tom will get sick if he doesn't <u>relax</u>.
 - **3** Grace thinks Tom should spend less time <u>on his own</u>.
 - **4** Grace doesn't get <u>stressed</u> about exams.
 - **5** Grace tells Tom to go out and <u>have</u> a good time.
 - 6 Tom will say it's Grace's fault if he fails his exams.

Do you have to take an entrance exam to get into university in your country? Read the information about British universities. Is the missing word a noun or a number?

How to get a place at University in Britain



	secondary school: Year			
2	You can apply to universities.			
3	To get into university, you have to get goodin three or four A levels.			
4	To get into Oxford or Cambridge University, you have to take an entrance			
5	Last yearstudents applied for 400,000 university places.			
6	You have to pay university tuition fees up to £			

Notes:

a year.

A levels = Advanced level exams. Students usually do A levels at eighteen.

- 6 1) 2.30 Listen and complete the information sheet in Exercise 5.
- 7 In groups, write an information sheet which explains how to get a place at university in your country.

PRONUNCIATION FOCUS

8 (1) 2.31 Listen and choose the number you hear. Then listen again and repeat.

 1 15.1
 50.1
 4 18.18
 80.18

 2 170
 117
 5 14,440
 40,414

 3 13,990
 30,919
 6 660,000
 616,000

9 Write six similar numbers. Take it in turns to dictate them to your partner. Check your answers.

WORD STORE 5D get

10 <a>10 2.32 Complete WORD STORE 5D. Put the collocations and phrasal verbs with *get* under the correct heading. Then listen, check and repeat.



READING

Matching

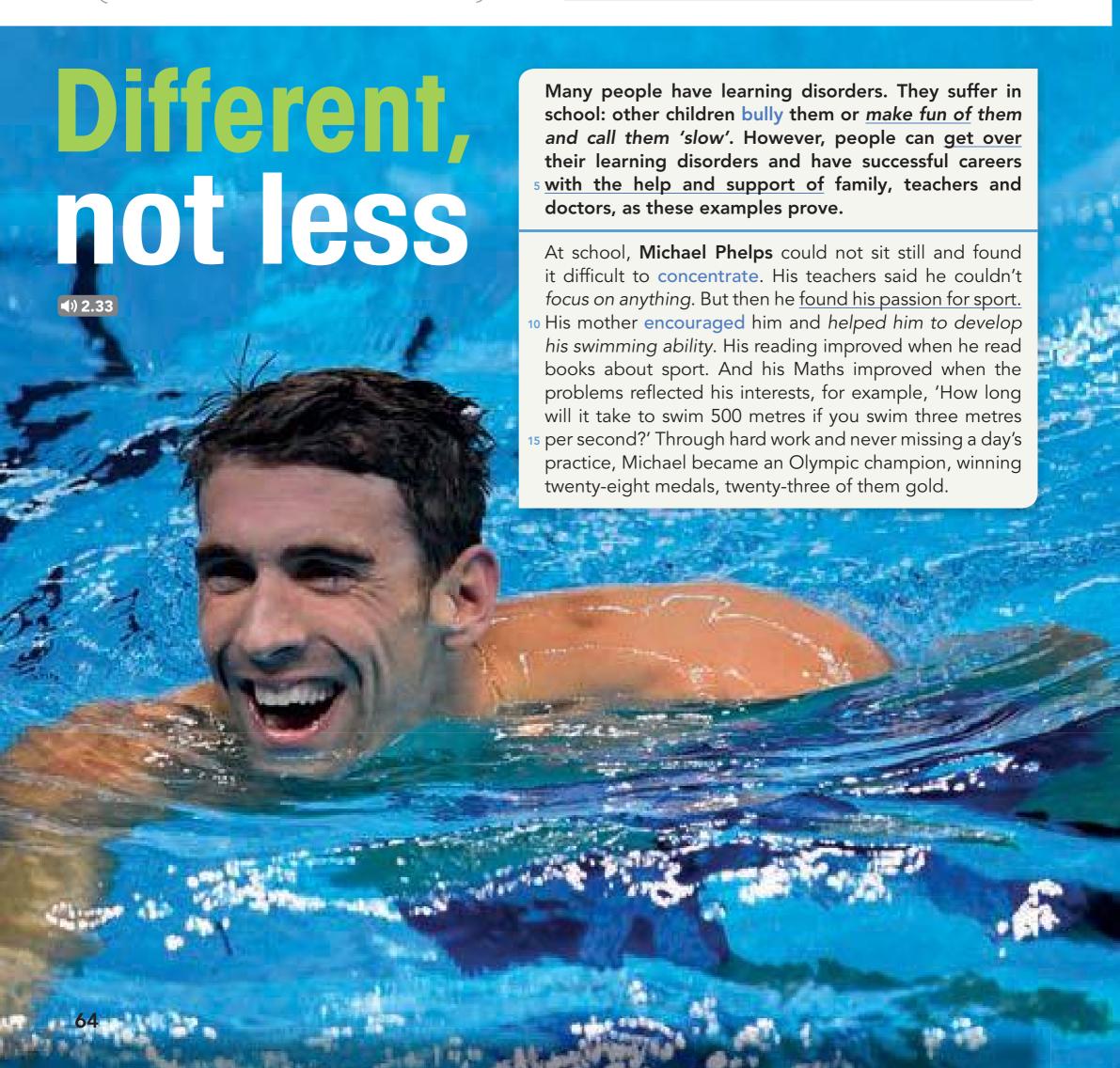
I can scan a short text to locate specific information.

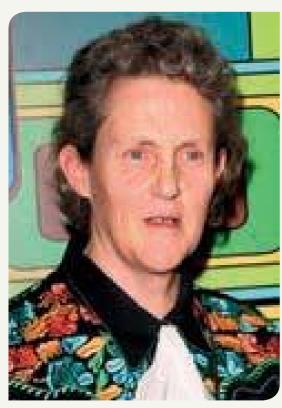
- 1 SPEAKING Look at the photos and the title of the article. Discuss the questions.
 - 1 What do you know about the people? What are they famous for?
 - 2 What do you think the text is about?
 - 3 Which of the words and phrases in the box do you expect to see in the text?

ability animals autism dyslexia food hard work help learning disorders money strong successful support 2 Read the text and check your ideas in Exercise 1.

EXAM FOCUS Matching

- 3 Read the text again. Match questions 1–6 with the people described in the text. Write MP, TG, KK or RB.
 - 1 Which person's teacher changed his/her life in a positive way?
 - **2** Who is able to concentrate on his/her strengths because of his/her learning disorder?
 - 3 Who became better at something when learning about his/her favourite subject?
 - **4** Who changed in a positive way thanks to getting over his/her learning difficulties?
 - **5** Who did something to help others understand a learning disorder?
 - 6 Which person got over his/her difficulties to have a job of his/her dreams?





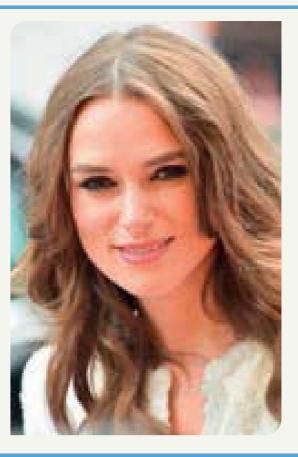
In the world of autism, Dr Temple Grandin is an 20 important voice. Autistic herself, she is an expert on how to teach people with autism, and she has written six books about the 25 condition. She describes herself as a visual thinker and says that her mind is like Google Images. School was difficult for her because she didn't think in the same way as other children. But one summer, she worked on a farm

and discovered that she 'understood animals'. At school, 35 her science teacher became her mentor. With his help and support, Grandin became interested in animal science. She later became a professor of animal science at Colorado State University.

Keira Knightley found out

she had dyslexia at the age of six and she remembers other children calling her stupid. She believes that her problems with reading and writing made her strong. Knightley struggled with reading and writing, but she dreamt of being an actress, so she had to read scripts.

She had to work harder than other children to improve her literacy, but she finished school with top grades.





Richard Branson is one 55 of the most successful entrepreneurs in the world. He says that because of his dyslexia, he has learnt to keep things simple, ignore 60 difficulties focus and on what he is good at. However, he grew up at a time when dyslexia was misunderstood - his 65 teachers made the mistake of thinking that he was lazy or 'not very clever'. His head teacher at secondary school told him: 'I predict

70 that you will either go to prison or become a millionaire.' He was right.

So don't worry if you are different – you never know where your differences could lead you.

text and note how the phrases in italics can help you understand their meaning. Match the words with the definitions.
 Then listen, check and repeat. 1 try to hurt or frighten someone who is weaker =bully
Complete the gaps with words in Exercise 4. Then complete the sentences with your own ideas. 1 I find it difficult to when2 The best way of dealing with someone who you is 3 The school subject I with most is 4 A good way to students to work harder is 5 A person I know who I'd like as a is 6 I'd like to become an on I find it difficult to concentrate when somebody has the TV on too loud
SPEAKING Compare your sentences in Exercise 5 with a partner. How similar or different are you?

WORD STORE 5E of and for

7 (1) 2.35 Complete WORD STORE 5E with of or for. Use the underlined words in the text. Then listen, check and repeat.



GRAMMAR

Defining relative clauses

I can use who/that/which in basic defining relative clauses.

SPEAKING Read an extract from The British Students' Manifesto. How is this school similar or different to your school? Discuss with a partner.

> The <u>school</u> that we'd like is: A <u>school</u> which is for everybody, with boys and girls who come from all backgrounds and abilities, a place where we don't compete against each other, but just do our best.

2 Read the GRAMMAR FOCUS. Complete the rules using the relative pronouns in blue in Exercise 1.

GRAMMAR FOCUS 622

Defining relative clauses

- You use ____or that for people.
- You use ² or **that** for things.
- You use 3 to refer to a place.

The relative pronoun usually comes immediately after the person, thing or place it refers to. You can leave out that, which or who when it comes before a noun or a pronoun.

Read The British Students' Manifesto. Underline the nouns that relative pronouns 1-10 refer to. Choose the correct relative pronoun.

The British Students' Manifesto We, the school pupils of Britain, have a voice.

This is what we say.

The school that we'd like is:

A beautiful school where / that the classrooms are uncluttered and the walls are brightly coloured.

A comfortable school with sofas and beanbags, cushions on the floors, tables 2who / that don't scrape our knees, and quiet rooms 3 where / which we can chill Autight school with huge windows 4 that / where let the sunshine in, but blinds 5who / which keep out the sun when we want to watch something on a screen.



4	Complete these definitions of words from the
	Manifesto with an appropriate relative pronoun.

1 An uncluttered classroom is a classroom	
which/that is tidy with no unnecessary things in	it.
2 A beanbag is a large cushion forms	
a comfortable shape when you sit on it.	
3 A person scrapes their knees may ge	et _
small cuts.	
4 Chill out is an informal expression	
means 'to relax'.	
5 Blinds are like curtains you use to ke	ер
out the light.	
6 A swipe card is a plastic card works	
like a key and lets you in or out.	
7 A rigid timetable is a timetable you	
can't change.	
8 A relevant school is a school	
le ssme lirectly connected with real life.	

- 5 Tick the sentences in Exercise 4 where you can leave out the relative pronoun.
- 6 SPEAKING Work in groups. Prepare a manifesto about your ideas for a perfect school. Think about:
 - 1 classrooms and study areas
- 4 school uniforms
- 2 gardens and sports grounds
- **5** canteen.
- 3 equipment and technology
- 7 SPEAKING Present your manifesto to the rest of the class.

FOCUS VLOG 623 About education

(b) 23 Watch the Focus Vlog. For the worksheet, go to page 125.

Grammar page 145



A safe school with swipe cards for the school gate, anti-bully alarms, fi rst aid classes, and someone 'where / that we can talk to about our problems.

A fl exible school without rigid timetables or exams, without compulsory homework, ⁷ where / who we can follow our own interests and spend more time on the subjects 8who / which we enjoy.

A relevant school 9who / where we learn through experience, experiments and exploration, with field trips to historic sites and other places of interest.

A school that is for everybody with students 10which / who come from all backgrounds and abilities, a place where we don't compete against each other, but just do our best.

The British Students' Manifesto was the result of a nationwide survey of over 15,000 students in England and Wales.



USE OF ENGLISH

Future time and conditional clauses

I can use conjunctions in the Present Simple with future reference.

- 1 SPEAKING Look at the list of team sports. Discuss the questions.
 - 1 Which of these sports do you play/have you played?
 - 2 What other sports do you play/have you played?
 - **3** How much time a week do you spend doing sport?

TOP 6 TEAM SPORTS IN UK SCHOOLS



- 2 (1) 2.36 Listen to Isabel and Monica discussing their hockey team and answer the questions.
 - 1 How much of her free time does Isabel spend playing hockey?
 - 2 How does she feel about it?
 - 3 What does she agree to do?
- 3 SPEAKING Do you know anyone who spends all their free time training for something? Tell your partner.
- 4 (3) 2.36 Complete the sentences from the conversation with the correct form of the verbs in brackets. Then listen again and check.

(discuss) it with the rest of the team.

If you	(leave) the team, we	
	(not win) our next match.	
	_ (not have) time to do anythir	ng else
unless	(give up) hockey.	
As soon as I	(get) home tonigh	t,
l	(change) into my hockey kit.	
I	(call) her when <u>l</u>	(have)
a minute.		
Before	(decide), I	
	As soon as 	(not win) our next match. I (not have) time to do anythin unless I (give up) hockey. As soon as I (get) home tonight (change) into my hockey kit. I (call) her when I a minute.

5 Read the LANGUAGE FOCUS and choose the most appropriate conjunction in sentences 1–5 below.

LANGUAGE FOCUS

Future time and conditional clauses

 When you are talking about the future, you use the present tense after the conjunctions if, when, as soon as, unless (=if not), before and after.

After you get your own place, you'll need money to live. You won't pass your exams unless you do some work.

- The clause with the conjunction can come before or after the main clause. When it comes before, you need a comma to separate the two clauses.
 - 1 When / If school finishes today, I'll probably go straight home.
 - 2 As soon as / Unless I get home, I'll change into my football kit.
 - 3 I won't get into the school team if / unless I train hard
 - **4** Before / If I finish training, I'll do some shooting practice.
 - **5** After / Before I finish training, I'll have a shower.
- 6 USE OF ENGLISH Complete the second sentence with the appropriate conjunction so that it has a similar meaning to the first.

1 Chart revision a part or you'll fail your express

1	Start revising now or you it fall your exams.		
	You won't pass your exams	you start revising	
	now.		
2	2 Learn your vocabulary. At home I'll test you.		
	I'll test you on your vocabulary	we get home.	
3	First I'll pass my exams. Two weeks	later I'll go on holiday.	
ľ	m going to go on holiday	_l pass my exams.	
4	The moment I get my exam result,	I'll apply to university.	
'	ll apply to university m	y exam results.	
5	First he wants to have a break for a	year, and then he	
	plans to go to university.		
	He thinks he'll do a gap year	he goes to	
	university.		

- 7 SPEAKING Complete the sentences with your own ideas. Then compare your sentences with a partner.
 - 1 When this term ends, ...
 When this term ends, I'll be very happy!
 - 2 I'll stop studying English as soon as ...
 - 3 If I fail any of my end-of-school exams, ...
 - **4** Unless I keep up with my schoolwork, ...
 - **5** My parents will go mad unless ...

Use of English page 146





WRITING

An enquiry

I can write a formal email requesting information.

1 You want to do an English course in the UK. Read the ad and write down three questions you would like to ask about the school.

Paddington School Online

Paddington School Group



LIVE CHAT

CONTACT US

BOOK NOW



PADDINGTON ENGLISH SCHOOL

Central London location, ideal for shops, art galleries and museums.

We offer English courses for all levels and all exams:

IELTS, TOEFL, CAMBRIDGE, PTE

Excellent teachers, competitive prices.

Contact us: call 00 44 208 44 44 44

or write to

enquiry@paddingtonenglish.co.uk



Dear Sir or Madam,

I am a seventeen-year-old Italian student, and I am writing to enquire about doing an English course at your school next summer. I am particularly interested in doing the Cambridge First Certificate exam. I got good marks in my English exam this year, and I think I am B2 level. Could you tell me how long I will need to study and how much it will cost?

I would also like to know if you can arrange accommodation for me. Could you tell me what kind of accommodation you provide, and how much it costs?

Finally, I would be grateful if you could send me details of how to book a course and how to pay for it.

I look forward to hearing from you.

Yours faithfully,

Analisa Bargellini

- 2 Read Analisa's email of enquiry. Did she ask any of the questions you wrote down?
- 3 Put the sentences summarising the email in the order they appear (1–3).
 - a polite questionsabout the informationyou need
 - **b** what you would like the reader to do
 - c information about yourself and why you are writing the email

4 Read the WRITING FOCUS. Complete the examples with the phrases in purple in the email in Exercise 2.

WRITING FOCUS

An enquiry

- Start the email with Dear Mr or Mrs and the person's surname. If you don't know the person's name, you use ¹Dear Sir or Madam,
- Don't use abbreviations or contractions. Use full forms:
 I would (NOT I'd)/² (NOT I'm)
- Use formal expressions to:
 - a say why you are writing the email: 3 _____
 - **b** ask for information: I would also like to know if .../
 - c ask somebody to do something for you: I would be grateful 5_____
 - **d** say that you expect a reply: I look forward to
- Finish the email with Yours sincerely if you know the name of the person you're writing to, or ⁷_______ if you don't.
- 5 Read the LANGUAGE FOCUS. Complete with examples in the email in Exercise 2.

LANGUAGE FOCUS

Indirect questions

- You use indirect questions in formal letters and emails when you want to be more formal.
- Word order in indirect questions is the same as a statement: subject + verb (+object)
 How long will I need to study and how much will it cost?
 → ¹Could you tell me how long I will need to study ...
 What kind of accommodation do you provide and how much does it cost? → ²
- When there is no question word in a direct question, you use if or whether in the indirect question.

Can you arrange accommodation for me?→
3_____

Could you send me details of how to book a course?→

6 Complete the indirect questions.

C	Does your school have a canteen? → Could you tell me? Can my friend stay with the same host family? →
_	I would like to know i
3	How far is the school from the nearest tube station? → Could you tell me ?
4	How many students are there in a class? → I would like to know
5	Could you send me an application form? → I would be grateful if

7 Rewrite the email so that it is more formal. Use the WRITING FOCUS and the LANGUAGE FOCUS to help you.

Hi

I'm coming to London in July and I'd like to attend your school and improve my English. Please tell me how I can register with your school.

Do you have a space for me? I'm 17 years old and I'm from Spain. How much does it cost? I don't have anywhere to stay in London – can you help me with accommodation?

I hope you reply soon.

Thanks.

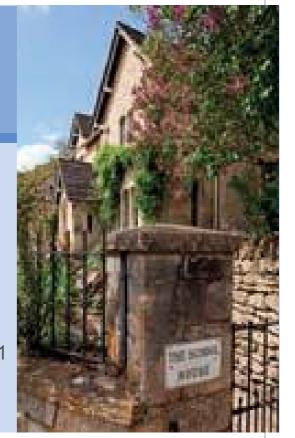
SHOW WHAT YOU'VE LEARNT

8 Do the writing task. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.

ST JOHN'S SCHOOL

Study English in the beautiful, peaceful village of Amberley. Small groups, experienced staff, excellent host-family accommodation.

For information about exams, fees and availability, please call 00 44 543 43 32 21 or write to Mary Johnson at mary@stjohn.edu



You've read the advertisement and you want to learn English at St John's School. Write an email to the school asking for more details. Include the following information:

- introduce yourself and explain why you're writing
- ask for the information about the exam, the nearest city and public transport
- ask about the accommodation and say that you're expecting a reply.

Dear Sir or Madam,

I am a sixteen-year-old Turkish student and I am writing ...



SPEAKING

Giving an opinion • agreeing and disagreeing

I can express belief, opinion, agreement and disagreement politely.

- 1 SPEAKING Why do some students choose to leave school early and not go to university? Discuss with a partner.
- **◄» 2.37** Listen to a dialogue between Tom and Susie. Look at the statements. Do Tom and Susie agree (A) or disagree (D)?



	Tom	Susie
1 Robert should leave school if he wants to be an actor.		
2 He doesn't need to do A levels.		
3 He might need to get a proper job.		
4 Robert's good-looking and talented.		
5 He should do his A levels first.		

1 2.37 Listen again and number the expressions in the order you hear them.

SPEAKING FOCUS

Giving an opinion	
I think he	
I don't think it's	1
Personally, I think	
I really believe	
In my opinion,	
If you ask me,	

Agreeing

I couldn't agree more. That's a good point.

Disagreeing politely

I see what you mean, but ... That's true, but ... I'm not so sure.

Disagreeing

I totally disagree! Oh come on! That's nonsense.

4 Choose the correct option.

- 1 A: What do you think about single-sex schools?
 - **B:** I don't think / Personally, I think they're a good idea. It isn't normal to separate boys and girls.
- 2 A: If you ask me, I think we get too much homework.
 - **B:** I'm not so sure. / I couldn't agree more . I never have time to do sport or relax in the evenings.
- **3** A: I don't think my pronunciation is very good.
 - **B:** I really believe it, / I see what you mean, but if you practise, I'm sure you'll improve.
- **4** A: I think the food in the school canteen is too expensive.
 - **B:** Oh come on! That's nonsense. / That's a good point. If you go to a restaurant in town, you'll pay much more.
- **5** A: In my opinion, it's a waste of time going to university I want to get a job and earn some money.
 - B: I totally disagree. / I couldn't agree more. If you go to university, you'll get a much better job.

5 SPEAKING Discuss the subjects in the box.

leaving school at sixteen having extra lessons after school learning by heart playing sport at school wearing a uniform doing a gap year skipping lessons

- **A:** Ask what your partner thinks.
- **B:** Give your opinion.
- A: Agree or disagree and say why.
- **SPEAKING** Your school has received a donation of €5,000. Photos 1, 2 and 3 show three possible ways your school could spend the money. Follow the instructions below and present your choice to the class. Use the SPEAKING FOCUS to help you.





- 1 Choose the option which, in your opinion, is the best for the school.
- 2 Support your choice with some reasons.
- 3 Explain why you have rejected the other options.

I think the school should spend the money on computers because ... I don't think the school should choose option ... because ...

ROLE-PLAY © 24 Giving an opinion

6 24 Watch the video and practise. Then role-play your dialogue.

5.1 Vocabulary **(**◄) 4.33

ability /ə'bɪləti/ academic subject / ækə demik 'sabdzikt/ after-school activity / arftə skurl æk'tıvəti/ attend/go to school /əˌtend/ˌgəʊ tə 'sku:l/ break up / breik 'Ap/ classmate /'klassmeit/ compulsory /kəm'pʌlsəri/ cope with / kəup 'wɪð/ curriculum /kəˈrɪkjʊləm/ do a degree / dur ə dr grir/ do/take an exam / dux/, teik ən ig'zæm/ drop a subject / drop ə 'sʌbdʒɪkt/ elementary school / elə mentəri skurl/ entrance exam /'entrans ig_zæm/ fail an exam / feil ən iq'zæm/ finish school / finif 'skuxl/ get a degree / get a di'grix/ get into university / get Into ju:nə'v3:səti/ get on well with / get on 'wel wið/ hand in homework / hænd , in 'haumwaik/ have a degree / hæv ə dı'griː/ keep up with / kirp 'np wið/ learn by heart, memorise / lam bar 'hart/'meməraiz/ learn from mistakes / lain from mi'steiks/ leave school / lixv 'skuxl/ line up / lain 'Ap/ make mistakes / meik mi'steiks/ mark homework / mark 'həumwark/ miss/skip lessons / mis/skip 'lesənz/ mixed-ability class / mikst ə biləti 'klars/ move up / murv 'Ap/ Music / mjuzzik/ pass an exam / pars ən ig'zæm/ pay attention / per ə'tenʃən/ PE / pix 'ix/

tuition fee /tju'ıʃən fiː/

timetable /'taım,teibəl/

playground /'pleigraund/

start school / start 'skurl/

iq'zæm/

term /ts:m/

revise for an exam /rɪˌvaɪz fər ən

school uniform / skurl 'jurnəfərm/

set homework / set 'houmwa:k/

take a subject / teik ə 'sʌbdʒikt/

secondary school /'sekəndəri skuːl/

university graduate / juma varsati 'grædzuət/

5.2 Grammar **(**◄) 4.34

be in favour of / bi in 'feiver ev/ decent job / dirsant 'dapb/ do a bungee jump / du ə 'bʌndʒi d3vmb/ gap year /'gæp jɪə/ go away /ˌgəʊ əˈweɪ/ go backpacking / gəʊ ˈbækˌpækɪŋ/

go/live abroad / gəʊ/ˌlɪv əˈbrɔɪd/ join a band /dʒɔɪn ə 'bænd/ part-time job / part tarm 'd3pb/ schoolwork /'skuxlwaxk/ waste /weist/

5.3 Listening **(4**) 4.35 **)**

A levels /'er |levəlz/

apply for (a place) /əˌplaɪ fər ə 'pleɪs/ be positive / bi 'ppzətɪv/ field trip /'fixld trip/ get a job / get a 'dʒpb/ get a lot out of sth / get a 'lpt aut av samθin/ get a place at university / get a pleis at _jurnə'varsəti/ get a tattoo / get a ta'tuː/ get exhausted / get ig'zoistid/ get good grades / get gud 'greidz/ get ill / get 'ıl/ get into trouble / get | into 'trabal/ get nervous / get 'naivas/ **get rid of sth** / get 'rıd əv ˌsʌmθɪŋ/ get stressed about sth / get 'strest ə_lbaut _ssmθıŋ/ grade/mark / greid/mark/ have a good time / hæv ə gud 'taım/ on your own / pn joir 'eun/ revision /rɪˈvɪʒən/ schedule /'fedjuxl/ take a break / teik ə 'breik/ take it easy / terk it 'izzi/ your fault / jox 'foxlt/

5.4 Reading **(4**) 4.36

ability /əˈbɪləti/ be an expert on / bi an 'ekspart on/ be/become a professor of /bi/bi'knm ə prə'fesər əv/ bully /'bʊli/ concentrate /'konsentreit/ condition /kənˈdɪʃən/ dream of /'drixm əv/ encourage /in'karidz/ get over a difficulty with the support of / get | əuvə ə'dıfıkəlti wıθ ðə sə'pɔːt have/find a passion for /hæv/faind a 'pæ[ən fə/ help sb to do sth / help sambadi tə 'dux samθin/ ignore /ɪgˈnɔː/ learning disorders /ˈlɜːnɪŋ ˌdɪsˈɔɪdəz/ make fun of / meik 'fan əv/ make the mistake of doing sth / merk ðə mi steik əv 'durin samθin/ mentor / mentor/ misunderstand / misAndə'stænd/ struggle with /'stragəl wið/

5.5 Grammar **◄**) 4.37

background /'bækgraund/ beanbag /'bixnbæg/ blinds /blaindz/ bright /brait/

visual thinker / vɪʒuəl 'θɪŋkə/

chill out / tʃɪl 'aut/ compete against /kəm'piɪt əˌgenst/ cushion /'kʊʃən/ first aid / fast 'eid/ flexible /'fleksəbəl/ follow your own interests / folou jour əun'ıntrəsts/ manifesto / mænı 'festəu/ nationwide / nei∫ən'waid/ relevant /'relavant/ rigid /'rɪdʒəd/ school gate / skurl 'gert/ scrape /skreip/ swipe card /'swarp kard/ uncluttered / \nn'klntəd/

5.6 Use of English (◄) 4.38)

cricket /'krikit/ give up / giv 'Ap/ hockey /'hoki/ kit /kɪt/ netball /'netboxl/ rugby /'rʌgbi/

5.7 Writing (**4**) 4.39

application form / æpli'keijən form/ arrange /əˈreɪndʒ/ availability /əˌveɪləˈbɪləti/ do a course / dur a 'kars/ enquire about /in'kwaiər ə'baut/ grateful /'greitfəl/ provide /prə'vaid/ register (v) /'redʒəstə/ staff /starf/

5.8 Speaking (**◄**) 4.40

donation /dəʊˈneɪʃən/ single-sex school / singəl seks 'skuːl/ waste of time / weist av 'taim/

VOCABULARY AND GRAMMAR

Choose the correct option.

- 1 It is now harder for new college classmates / experts / graduates to find a good job than in the past.
- 2 I have to attend PE classes because PE is a(n) academic / after-school / compulsory subject.
- 3 You'll learn more if you pay attention / tuition fees / the bills in classes.
- 4 Josh skipped / dropped / took the Science class again. Is he going to get into trouble?
- 5 If they change the curriculum / timetable / academic subjects, we'll start lessons at 8.00 every day.
- 6 My father used to bully / encourage / struggle with Maths and Physics at school, but now he is an engineer.

2 Complete the text with words which mean the same as the expressions in brackets. The first letters are given.

The second 1t(one part of an academic year) was		
much worse for Barrett than the first one. He got a lot		
of poor ² g (marks) and he ³ f (didn't pass)		
three tests. He says he got exhausted by all the		
4s (the work that a student does at school or at home), but the truth is that he didn't concentrate enough on learning and 5s (didn't attend)		
the classes he wasn't keen on. If he wants to be		
successful in the fi nal exams, he has to start ⁶ r		
(preparing for exams) now.		

3 Complete the First Conditional sentences with the correct form of the verbs in brackets.

1	It I(take) a gap year, I		
	(get) a lot of experience.		
2	If Stella (not hurry), we		
	(miss) the first lesson.		
3	(your parents/get) angry if you		
	(not get) into university?		
4	He(not pass) his exams if he		
	(not take) extra lessons.		
5	I(not/help) you with Maths if you		
	(not/help) me with English.		

4

	(n	ot/help) me wit	th English.
C	hoose the corre	ct answer, A, B	or C.
1	1 Any student hasn't finished their homewor		their homework,
please see me after the lesson.			
	A who	B which	C where
2 This is the canteen we eat our		our lunch.	
	A that	B which	C where
3 Students only revise the night before an		ht before an exam	
don't usually get good grades.			
	A who	B which	C where
4	It was a gap year	seemed to	last forever.
		B that	
5	There are lots of schools in the world don't h		world don't have
	water or electric	ity.	
	A who	B which	C where
6 Oxford was the university she did he		ne did her degree.	
	A who	B that	C where

USE OF ENGLISH

- Choose the answer, A, B or C, which has the same meaning as the underlined phrase in each sentence.
 - 1 The head teacher will close the canteen unless the chef changes the menu.
 - A after the chef changes
 - B if the chef doesn't change
 - C before the chef changes
 - 2 If you ask me, I think our school doesn't spend enough money on computers.
 - A That's true, but
 - **B** In my opinion
 - C I agree that
 - 3 I have to <u>learn</u> these maths rules <u>by heart</u> for tomorrow.
 - A memorise
 - **B** explain
 - C hand in
 - 4 We will wear school uniforms when they become compulsory.
 - A before they become
 - B unless they become
 - C as soon as they become
 - 5 It's a single-sex school for ambitious boys that offers the best learning conditions.
 - A which
 - **B** where
 - C who
 - **6** X:I think that going to school every day is boring. **Y:** That's true, but not all schools are the same.
 - A I see what you mean
 - B That's complete nonsense
 - C I couldn't agree more

Read the text and choose the correct answer, A, B or C.

Should I take a gap year?

I'll have to make an important decision 1____ the academic year ends. My parents want me to continue my studies at university, but I'd rather do something more adventurous. I like the idea ²___ a gap year. I want to study Spanish in the future, but I'd like to practise the language first, so I'm thinking of going to South America and working with children 3___ can't read or write. I'm tired of a rigid timetable and all the schoolwork. I feel that a gap year 4 me some freedom. My parents know that most of my classmates are going to go to university when they 5____ school. If they accept my decision, I'll go abroad for ten months. Could you tell me 6 to convince them?

1 A while	B before	C unless
2 A of	B on	C at
3 A who	B which	C where
4 A give	B gives	C will give
5 A take off	B leave	C go
6 A what can	B what should	C what
l do	l do	I should do

READING

7 Match the headings (A–F) with the paragraphs (1–4). There are two extra headings.

A school on every doorstep

- In India there are 1.4 million children aged 6–11 who do not attend any school. That is why in 1988, two passionate teachers, Ranjani Paranjpe and Bina Lashkari, started a non-formal education project, *Door Step School*, for fifty children in a small slum in Mumbai. A year later the project became an official educational programme aiming to teach children to at least read and write.
- At the beginning, the teachers walked from door to door looking for children who did not go to school, speaking to parents and asking them to send the children to their school. They arranged classrooms everywhere: in marketplaces, on pavements, at railway stations and even in a bus.
- The idea spread very quickly to neighbouring communities. More and more teachers as well as volunteers decided to join the programme. Now, the *Door Step School* has a team of 1,000 teachers and volunteers across eight districts in India and deals with more than 70,000 students every year.
- Since 1988, the teaching conditions in the *Door Step School* have changed a lot. Now, buses called *School on Wheels* serve as libraries and mobile classrooms with computers, TVs and DVD players. Apart from learning basic skills such as reading, writing and arithmetic, children also have lessons on hygiene or health and safety.
 - A Growing numbers of teachers and students
 - **B** Trying to solve the literacy problem
 - C Teaching in the slums around India
 - D Modern classrooms and new subjects
 - E Keeping children safe and healthy
 - F Teaching in strange places
- 8 Read the text again. Complete the gaps in the email to Matthew with the correct information. Don't write more than three words in each gap.

From: Emma Clark To: Matthew Jones Subject: interesting article! Hi Matthew, I've just read a very interesting article. It's about the Door Step School – an educational initiative in India, which in 1989 became ¹______. The idea came from ² who wanted children from a small slum in Mumbai to learn how to read and write. It started with only fifiy children but now the numbers of teachers, 3_ involved in the project are much higher. Children also study new subjects and the teaching conditions are _____ those in 1988. Really interesting! I can send you a link if you like. Love, Emma

SPEAKING

9 Do the task in pairs.

You are studying in a secondary school in England for six months. You are taking part in a survey about the most effective methods of learning Science subjects, such as Physics.

- Choose the photo which, in your opinion, shows the most effective method. Explain why.
- Explain why you rejected the other option.





10 Ask and answer the questions.

- 1 Some people say that Science should be the most important subject at school. Do you agree? Why?/ Why not?
- 2 What are the advantages of using computers for learning?

WRITING

11 Read the task and write the email.

During holiday you'd like to take part in a two-week-long photography course in the UK, which every year is very popular among photography students. Write an email to the organisers. Include the following information:

- introduce yourself and write what course you're interested in
- describe your photography experience
- ask to be sent information about the signing-in process and payment
- ask what types of accommodation are available and how much they cost.



Choose a job you love, and you will never have to work a day in your life.

Confucius

BBC



WINDOW CLEANING

6 25 Watch the BBC video. For the worksheet, go to page 126.

6.1

VOCABULARY

Jobs • collocations • describing jobs • phrasal verbs

I can use language related to job descriptions and types of work.

SHOW WHAT YOU KNOW

1 Complete the names of jobs below with suffixes -er, -or, -ian, -ist or -ant. Then add three more jobs.

build <u>er</u>	account	doct	electric	_ flight attend_	
hairdress_	shop assist	swii	mming inst	ruct	
reception_	scient	_ politic_	plumk	D	

2 SPEAKING Complete the table with the jobs in Exercise 1. Then compare your ideas with a partner.

Jobs I would be good at	Jobs I might or might not be good at	Jobs I would not be good at	

What's your worst work experience?

We interviewed four people who run very successful companies. We wanted to find out about the jobs they did before they became their own bosses and we asked them about their worst work experiences.

E/ - T

EVA

- applied for a job during her school holidays
- was badly paid
- worked long hours
- didn't enjoy dealing with customers
- almost **got the sack** for offering a customer a bigger size



2

MARCUS

- had a part-time job
- was responsible for washing the machines
- didn't find the job challenging
- put up with a horrible smell



3 Read about four people's worst work experiences. Match jobs A–D with people 1–4.

A A postman/postwoman

B A shop assistant

C A cleaner in a factory

D A warehouse assistant

4 (1) 3.1 Listen and check your ideas in Exercise 3. Who do you think had the worst work experience?

5 (3) 3.1 Answer the questions. Then listen again and check your answers.

1 Who is self-employed now and rarely has a day off?

2 Who is always nice to people who bring the post?

3 Who was motivated to pass some exams and get a better job?

4 Who left a summer job because he/she got fi red?

6 SPEAKING Discuss whether you would like to be your own boss. Give reasons for your answers.

CHRIS

- worked night shifts
- found the job boring and repetitive
- had to stand for hours
- had two managers who came up with different tasks at the same time





AMY

- had to get up very early
- couldn't turn up for work one minute late
- worked outdoors
- had to answer difficult questions and found it really stressful

WORD STORE 6A Collocations

- 7 3.2 Complete WORD STORE 6A with the words and phrases in red in the text and in Exercise 5. Then listen, check and repeat.
- 8 Complete the statements with an appropriate verb in WORD STORE 6A. Sometimes more than one answer is possible.

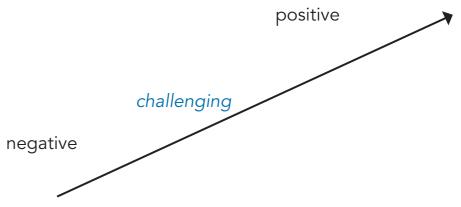
1	You can self-employed.	
2	You generallyoutdoors.	
3	You usuallylong hours.	
4	You sometimes have to night shifts.	
5	Youresponsible for lots of workers.	
6	You need a university degree to for this jok	٥.

9 SPEAKING Discuss which statements in Exercise 8 could describe the jobs in Exercise 1.

Well, a lot of builders are self-employed. They generally work outdoors. They start work early, but I don't think they do particularly long hours ...

WORD STORE 6B Describing jobs

- 10 (1) 3.3 Complete WORD STORE 6B with the underlined adjectives in the text. Then listen, check and repeat.
- 11 SPEAKING Decide where to put the adjectives in WORD STORE 6B on the line according to how positive or negative you think they are in a job.



WORD STORE 6C Phrasal verbs

- 12 (1) 3.4 Complete WORD STORE 6C with the base form of the highlighted phrasal verbs in the text. Then listen, check and repeat.
- 13 SPEAKING Choose the correct particle. Then finish the sentences and compare your ideas with a partner.

In my ideal job ...

- 1 I turn off / up for work at ...
- 2 My employer only takes on / up people who ...
- 3 I'm not prepared to put out / up with ...
- 4 If I come up / into with a good idea, my boss ...
- 5 Nothing puts me down / off my work except ...



GRAMMAR

Second Conditional

I can use the Second Conditional to describe hypothetical results of a current action.

- 1 SPEAKING How can students earn money in your country? Make a list of part-time jobs. Which jobs would you like/not like to do? Why? Discuss with a partner.
- 2 Look at the questionnaire. Choose the answer that is best for you and find out what your ideal part-time job is.

Your ideal part-time job

- If I had a day off tomorrow, I'd spend the day with a friend. We'd ...
- A go swimming. B watch films at home. **C** go shopping. If I won the lottery, I'd give some money to a charity.
- I'd choose ...
 - A Free Sport for Everyone. B Save the Children. C Love Eco Fashion.
- If I had to describe myself in six words, it would be easy. I'd say ...
 - A I love walking by the sea. B I want to help other people. C I like spending time in shops.
- If I needed money, I'd get a part-time job ...
 - A in a sports centre. B at home. C in a shop.
- If I was super rich, I'd live in a big house ... A near a beach. B with all my family. C in the city centre.

What your score means

Mainly As = Your ideal part-time job is outside, possibly something connected with sport, e.g. a lifeguard or a skiing instructor.

Mainly Bs = You would be good at caring for people, e.g. a babysitter or a carer for elderly people.

Mainly Cs = Your ideal part-time job is in retail, e.g. a shop assistant or a beautician.

Read the GRAMMAR FOCUS. Complete the examples using the Second Conditional forms in blue in Exercise 2.

GRAMMAR FOCUS 626

Second Conditional

You use the **Second Conditional** to talk about the present or future result of an imaginary situation.

imaginary situation would/wouldn't + verb If if + Past Simple a day off tomorrow, I^2 the day with a friend.

(but I don't have a day off tomorrow so I won't spend the day with a friend)

If I was super rich, I'd live in a big house.

Note:

- 'd = would
- If I/he/she/it were ... is more formal than If I/he/she/it was ...

If he were rich, he wouldn't work.

If I were you, I'd get a summer job.

- 4 Complete the statements with the correct Second Conditional form of the verbs in brackets.
 - 1 If everybody went (go) to university, nobody would want (want) to do manual jobs.
 - 2 There _____ (not be) so much traffic if more people _____(work) from home.
 - 3 Family relationships _____ (improve) if parents _____ (take) more time off work.
 - 4 If people _____ (retire) at fifty, there _____(be) more jobs for young people.
 - **5** The world _____ (be) a better place if everybody _____ (have) a job.
- 5 SPEAKING Discuss whether you agree with the statements in Exercise 4.
- 6 Rewrite these real situations as imaginary situations. Begin each sentence with If.

If I had a part-time job, I'd earn money.



- 1 I don't have a part-time job, so I don't earn money.
- 2 I don't earn money, so I don't go out.
- 3 I don't go out, so I don't meet new people.
- 4 I don't meet new people, so my life is boring.
- 5 My life is boring, so I'm not happy.
- 6 I'm not happy, so I need a part-time job.
- 7 Complete the sentences with the correct form of the verbs in brackets and your own ideas.
 - 1 If I <u>wanted</u> (want) advice about getting a job, I'd ask my uncle.
 - 2 If I_____need) to borrow some money,
 - 3 If I_____(can) work anywhere in the world, I ______.
 - **4** If I_____ (not have) a phone,
 - **5** If I______ (be) an animal, I _____. 6 If I _____ (not have to) study,
- **SPEAKING** Write questions about the imaginary situations in Exercise 7. Then ask and answer the
 - A: If you wanted advice about getting a job, who would you ask?
 - **B:** I'd ask ...

questions as in the example.

FOCUS VLOG 627 About dream jobs

(6) 27) Watch the Focus Vlog. For the worksheet, go to page 127.

Grammar page 147

6.3

LISTENING

Multiple choice

I can understand the main points of a conversation about a familiar topic.

1 SPEAKING Look at the photos. What kind of person do you have to be to do these jobs? Tell your partner. Use the adjectives below or your own ideas.

ambitious brave caring clever energetic practical responsible sensible serious kind

EXAM FOCUS Multiple choice

- 2 (1) 3.5 Listen to three recordings. Choose the correct photo, A, B or C.
 - 1 What is the woman's job?

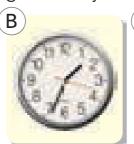






2 Why did the girl's dad get a new job?







3 What do you need to do the woman's job well?







- 3 (1) 3.6 Listen to a dialogue between Sophie and her aunt Mary. Are statements 1–5 true (T) or false (F)?
 - 1 Aunt Mary doesn't want Sophie to become an airline pilot.
 - 2 Sophie hasn't been to university yet.
 - 3 Aunt Mary doesn't enjoy her job and wants to change.
 - **4** Aunt Mary is already a captain.
 - **5** Aunt Mary doesn't think it's an easy career for women with children.
- 4 (3.7) Complete the collocations with the words in the box. Then listen, check and repeat.

degree eyesight home off people training

Airline pilots must ...

- 1 do long and expensive ______.
- 2 have a university .
- 3 get on well with .
- 4 have excellent .
- 5 spend a lot of time away from ______.

Airline pilots can't ...

6 choose when they take time _____.







5 SPEAKING Discuss whether you would like to be an airline pilot. Use the collocations in Exercise 4 to help you.

I don't think I'd like to be an airline pilot. I'd have to spend a lot of time away from home and ...

PRONUNCIATION FOCUS

6 3.8 Listen and repeat the words. Mark the stress.

1 journalist receptionist specialist
 2 beautician electrician musician
 3 carpenter instructor interpreter
 4 engineer photographer secretary

7 Choose the word in each group that has one more syllable than the other words.

WORD STORE 6D Jobs

8 <a>3.9 Complete WORD STORE 6D with the words in the box to make job names. Then listen, check and repeat.

READING

Multiple matching

I can make basic inferences from simple information in a short text.

1 What are you like? Use the adjectives in the box to finish the sentences.

1 I'm ... 2 I'm sometimes ... 3 I'm not ...

active adventurous caring friendly funny hard-working independent optimistic quiet responsible sensible sociable

- 2 SPEAKING Follow the instructions to complete the task.
 - 1 Choose three adjectives in Exercise 1 or your own ideas to describe your partner's personality.
 - 2 Read the article quickly and decide which personality type best describes your partner.
 - 3 Check if your partner agrees.
- 3 Read the article and choose the best title.
 - 1 There's more to a job than a good salary
 - 2 Career choices for your personality type
 - 3 Personality test: what job would make you happiest?

EXAM FOCUS Multiple matching

- Read the text again. Match the people (1–5) with the personality types from the text (A–G) that best describe them. There are two extra personality types.
 - 1 Joe is very well-organised. Doing the same thing every day doesn't scare him. People enjoy talking to him – they know he will not disappoint them.
 - **2** Gena believes in herself and her abilities. But she also wants to improve all the time. She loves books because they teach her new things.
 - 3 Kate cares about people and enjoys being with them and having fun. But she also tries to help them grow, to become better, to learn more. She's their motivator.
 - 4 Bo feels best when he's on his own. He doesn't like people telling him how to do things. He loves analysing difficult theoretical problems. And he's definitely not an adventurous type.
 - 5 Vlad is open and friendly with people he likes, but he also needs some alone-time, when he can rest, relax and think. And what he hates the most is when people fight.

1 Joe 2 Gena	3 Kate	4 Bo 5	Vlad (
--------------	---------------	----------------------	--------

It will help if you ask yourself the question:

suitable for you than others. We've matched

'What am I like?'. Some jobs are more

jobs to seven different personality types.

Are you thinking about careers

and what kind of job you'd like in the future?

◄») 3.10

A The Leader



When you go out with friends, you're the person who decides where to go. You're good at making decisions and people trust you. At work and in your social life, you love organising people and projects.

At work, you're a good problem-solver and you enjoy dealing with challenging jobs. You like to be your own boss.

JOBS: businessperson, judge, politician

The Artist



You love to be creative. You're quiet, easy-going and peaceful. You don't like stressful situations and you avoid arguments. You're friendly and caring, and you like spending time with family and close friends, but you also need your personal space. You're a nature lover and you enjoy being outdoors.

You prefer jobs where you make things.

JOBS: musician, designer, writer

C The Doer



You're very sociable and you have a wide circle of friends who think you're funny, friendly and charming. You're very active and good at encouraging other people. You're always optimistic. You stay positive even when you have to deal with difficult situations. You're adventurous and competitive, and you take risks if necessary.

JOBS: police officer, sales representative, ski instructor

5 3.11 Complete the definitions with the words in blue in the text. Then listen, check and repeat.

1 solves problems = ______
2 makes decisions = _____
3 develops software = ______
4 loves nature = _____
5 fights the fire = _____
6 works for social services =

6 Complete the sentences with the compound nouns in Exercise 5.

1	Claire's mum is the	in her family. She's a very
	quick thinker.	
2	Dan isn't a He g	gets bored in the country and
	prefers to be in the city.	
3	Edith is a brilliant	No problem is too difficult
	for her.	·
4	Fred knows a lot about compu	uters and the Internet.
	I think he'd be a good	·
5	Graham wants to be a	He's a caring person
	and would be good at it.	
6	Helen's ambition is to be a	She's adventurous

7 Replace the names in Exercise 6 with the names of your classmates. Then compare the sentences with a partner.

- 8 SPEAKING Make predictions about your future life and career five, ten and twenty years from now. Discuss the questions.
 - 1 Where will you live?
 - 2 Who will you live with?
 - 3 What job will you have?

Ten years from now I think I'll still live where I live today. I think I will work as ... I don't think I'll ...

WORD STORE 6E Word families

9 (1) 3.12 Complete WORD STORE 6E with adjectives. Mark the stress. Then listen, check and repeat.

D The Thinker

and practical.



You're quiet and analytical. You enjoy spending time alone and coming up with solutions to problems. You're successful in careers where you have a lot of independence. Careers in science suit your personality.

JOBS: mathematician, scientist, software developer

E The Mechanic



You're attracted to new experiences. You're the kind of person who goes motorcycling, bungee jumping, surfing. You enjoy having time to think alone, and you're very independent. You're logical and practical and you want to understand how things work. When there's a problem you quickly understand the causes, and solve it.

JOBS: engineer, fire-fighter, pilot

F The Strategist



You are the kind of person who is ambitious and you plan to achieve your goals. You're determined and self-confident. You work well under stress – you're a quick thinker and a good decision-maker. You never stop learning. Reading is your favourite way to learn new knowledge.

JOBS: company director, doctor, military leader

G The Carer



You're reliable, responsible and sensible. You're the person who helps friends when they have a problem, because you're caring and you're a good listener. For this reason, you often work in the healthcare sector. You're very organised, you enjoy planning and you don't mind doing repetitive jobs with long hours and a lot of responsibilities.

JOBS: nurse, social worker, teacher

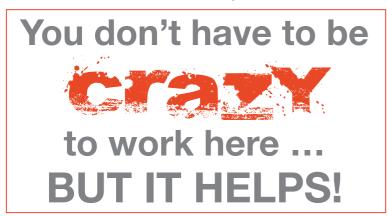


GRAMMAR

Modal verbs for obligation and permission

I can express obligation, necessity and absence of obligation.

SPEAKING What is the meaning of the saying? What kind of jobs do you think it describes? Discuss with a partner.



- (1) 3.13 Listen to three people talking about their jobs. Choose the correct option.
 - 1 Jonnie is in the food industry / IT.
 - 2 Erica works for a fashion magazine / a clothes shop.
 - 3 Sam works in an office / from home .
- (1) 3.13 Choose the correct option to describe some of the working conditions of Jonnie, Erica and Sam. Then listen again and check.



- He has to / doesn't have to wear the company T-shirt.
- He 2can / can't eat at his desk.
- He 3 must / must n't take his laptop into the canteen.



- She 4 has to / doesn't have to work very long hours.
- She ⁵needs to / doesn't need to wear designer clothes or a suit.



- He 6 needs to / doesn't need to get up early.
- He ⁷ can / can't go for a run when he wants a break.
- He ⁸ must / mustn't remember to have a shave before his conference call tonight.

4 Read the GRAMMAR FOCUS. Complete the table using the correct affirmative or negative modal in blue in the text.

GRAMMAR FOCUS **©28**

Modal verbs for obligation and permission

You use *must*, *need to*, *have to* and *can* to talk about obligation and permission.

Necessary	Not necessary	Permitted	Not permitted
 have to/ has to need to/ must 	 don't have to/ don't need to/ doesn't need to/ needn't 	3	• can't • 4

Note: You usually use *have to* (NOT *must*) and *can't* (NOT mustn't) to talk about rules or arrangements: I have to work very long hours. (NOT must) but I must remember to shave. (NOT have to)

Complete the sentences with mustn't or needn't.

1 a You <u>needn't</u>	rush – you've got plenty of time.
b You <u>mustn't</u>	rush – it's important to be 100 percent
accurate.	
2 a You	go – you can stay if you want.
b You	go – we haven't finished yet.
3 a You	tell her – it's a secret between you and me.
b You	tell her – she already knows everything.
4 a You	eat that – you can leave it if you want.
b You	eat that – it's really bad for you.

6 Use have to or can with you to complete these questions. Then answer the questions.

1	Do you have to	wear a uniform?
2		call your teachers by their first name?
3		use your mobile phones in class?
4		take end-of-term tests in each subject?
5		change classrooms for each lesson?
6		leave school before you are eighteen?

7 Write a sentence with has to and a sentence with doesn't have to for each job. Use the phrases in the box or your own ideas.

be good at maths

have a driving licence have good eyesight speak English wear a uniform work at the weekend 1 A police officer __ 2 A secondary school teacher

have a degree

- 3 A bus driver ______ 4 An airline pilot _____ 5 An accountant 6 A tourist guide _____
- 1 A police officer has to wear a uniform. A police officer doesn't have to be good at maths.
- **SPEAKING** Think of three people you know with different jobs and write similar sentences to those in Exercise 7. Tell your partner about each person.

Grammar page 148

be fit



USE OF ENGLISH

Adjectives ending in -ed and -ing

I can form adjectives from verbs and nouns with -ed and -ing.

- **SPEAKING** Read UK TODAY. Discuss the questions.
 - 1 What is work experience and why is it useful?
 - 2 If you could do work experience, what would you do and why?

UK TODAY



Did you know that nearly all 15- or 16-year-old students in the UK do work experience before they leave school?

What is work experience?

• 1-3 weeks off school working full time for a local employer.

What are the benefits of work experience?

- It teaches useful work skills.
- It makes you think about possible careers.
- It develops self-confidence and communication skills.



◄) 3.14 Listen to Sharon and Adam talking to their teacher about their work experience. Then complete the table.



Who	Sharon	Adam
1 had a disappointing time?		
2 is excited about his/her future career?		
3 was embarrassed because he/she turned up for work in the wrong clothes?		
4 got encouraging feedback when he/she finished something?		
5 thinks you learn things if the work is challenging?		

3 Read the LANGUAGE FOCUS. Complete the adjectives with *-ed* or *-ing* in comments 1–7 in the conversation.

LANGUAGE FOCUS

Adjectives ending in -ed and -ing

- You form pairs of -ed and -ing adjectives from verbs: confuse \rightarrow I was confused. The situation was confusing.
- -ed adjectives describe how people feel. I'm excited about my future. I was tired all the time.
- -ing adjectives describe the thing (or person) that causes the feeling.

Did you do interesting jobs? He was very encouraging.

Note: Some *-ed* adjectives do not have *-ing* equivalents. e.g. ashamed, delighted, relieved

1 I'm reliev
2 I had a really reward time.
3 That's amaz !
4 I was really embarrass because everyone else
was in jeans.
5 It was very confus
6 I was bor most of the time.
7 It sounds like you had a very satisfy experience.

- (1) 3.14 Listen again and check your answers in Exercise 3.
- 5 USE OF ENGLISH Choose the correct sentence, A, B or C to complete the dialogue.
 - 1 X:Why are you going to bed so early? Y:_____ A Because it's very tiring.
 - **B** Because I'm very tiring.
 - © Because I've had a very tiring day.)
 - 2 X: She always turns up late when we meet. Y: _____ A I know, it's so annoying!
 - B Really? I'm so relieved!

 - C Oh no, I feel so ashamed!
 - 3 X: Did your mum like her birthday present? Y: _____
 - A She was encouraging.
 - **B** She was delighted.
 - C She was amazing.
 - **4** X:I can't stand this wet weather. Y:
 - A Yes, it's really depressing.
 - **B** Yes, it's really depressed.
 - C Yes, I'm really depressing.
- **SPEAKING** Make questions using beginnings 1 or 2 and an appropriate adjective in the box or your own ideas. Then ask and answer the questions as in the example.

bored/boring disgusted/disgusting exhausted/exhausting inspired/inspiring moved/moving shocked/shocking

- 1 When was the last time you were ...?
- 2 When was the last time you thought that something (someone) was ...?
- **A:** When was the last time you were exhausted?
- **B:** I think it was after PE yesterday. We did cross-country and I hate running!

Use of English page 149



- 1 Read the job advert and answer the questions.
 - 1 What kind of job is it advertising?
 - 2 Is it a permanent job?
 - 3 Is it a well-paid job?
 - 4 How old do you have to be to apply?
 - **5** What characteristics should the candidate have?
 - **6** What are the working hours?

ARE YOU LOOKING FOR A SUMMER JOB?

JOHNSON'S BUILDERS REQUIRES

an office helper - €10 per hour

ARE YOU

16 or over? • reliable and hard-working? friendly and willing to learn?



WE OFFER

excellent conditions • flexible hours a chance to learn office skills

NO PREVIOUS EXPERIENCE NECESSARY!

2 Imagine you want to apply for the job. Tick five pieces of information you should include in your application letter.

Say where you saw the advert.

Say what you are doing now.	
Say how you intend to spend your salary.	
Give reasons why you are interested	
in the job.	
Mention any relevant work experience.	
Say why you liked or didn't like previous	
jobs.	
Say when you are available for interview.	
Warn them not to call you at certain	

3 Read the letter of application. Check your ideas in Exercise 2. Cross out the three sentences that are NOT appropriate.

Dear Sir or Madam.

With reference to your advertisement in yesterday's *Devonshire Times*, I would like to apply for the position of office helper. At the moment, I am in my final year at school, and I will be available to start work from 1st June. I really need this job because I want to earn some money to go on holiday.

I am **particularly interested in** your company because I hope to study architecture at university. I **attach my CV** for your information. As you will see, I worked on a building site last summer. It was a bit hard, but I got a really good suntan.

I do not have much experience of office work, but I am a fast learner. I have good communication skills and I enjoy working as part of a team. For these reasons, I feel I would be a suitable candidate for the job you are advertising.

I can be available for interview **at any time**. I have listed my contact details on my CV. Please don't call me before ten o'clock in the morning.

I look forward to hearing from you.

Yours faithfully,

Richard Dawson

4 Read the WRITING FOCUS. Complete the examples with the phrases in purple in the letter in Exercise 3.

WRITING FOCUS

A 4			- 1		•
Δ	ınh	anı	nlı	icati	ınn
		up		CUL	

1 Say where you saw the advert

I am writing in connection with your advertisement in .../

With ¹reference to your advertisement in ...

2 Say why you are writing

I am writing to express my interest in the position of .../I would like to ² the position of ...

3 Say what you are doing now

Currently, I am .../At ³______, I am ...

4 Give reasons why you are interested in the job
I found your advertisement very interesting because
.../I am 4 _______ your company because ...

5 Mention your CV and any relevant work experience

I have some experience of .../I worked for ... as .../I 5 _____your information.

6 Give reasons why you are a suitable candidate for the job I would be a suitable candidate for the job because .../

6______, I feel I would be a suitable candidate for the job you are advertising.

7 Say when you are available for interview

I can be available for interview _____

times.

5	Complete the sentences from a job application with phrases in the WRITING FOCUS.
	1 I am writing in with the advertisement on your website.
	2 I am writing to express my in the position of
	waiter. 3 I have some of working in a busy restaurant. 4 I found your interesting because I would like to work outside.
	5 I would be a candidate for the job because I
	learn very quickly. 6 I can be for interview after 17 July or any weekend.
,)	Read the advert below and sentences 1–6 from different candidates. Are the people right (R) or wrong (W) for the job? Discuss with a partner.
	WILD WEST SUMMER CAMPS
	REQUIRE CAMP SUPERVISORS
	Do you love outdoor life and camping? We need friendly, outgoing young people with lots of energy and some knowledge of English. You must know how to swim. Experience with children and knowledge of first aid an advantage.
	HAVE A GREAT SUMMER, IMPROVE YOUR ENGLISH AND EARN SOME MONEY AT THE SAME TIME!
	Please apply to Ross Field, ross@wwsc.net
	 1 At present I'm taking swimming lessons. I take my level 1 test in July. I'm confident that I'll succeed. 2 I believe I possess the right skills for the job because I worked on Wild West Summer Camps last year. 3 My spoken English requires some improvement, but I can sing English pop songs. 4 I have experience of working in summer camps, and I've had many opportunities to practise putting up tents.

5 I think I'm <u>a suitable candidate</u> for the job. I'm <u>available</u> for work from 15th August, after my summer holiday.

6 While I was working as a swimming instructor last

summer, <u>I obtained</u> a certificate in first aid.

7 Read the LANGUAGE FOCUS. Complete the examples with the underlined phrases in Exercise 6.

			<u> </u>	
$I \land I$	JCII	AGE	r	C
	VUU	AUL	CU	Р.

Formal language in	a job application letter
Formal	Informal
¹ I possess	l've got
2	the right person
3	free
4	_ I've worked on
5	plenty of chances
6	l got
7	At the moment
8	I'm sure
9	do well
10	needs

8 Make the sentences more formal. Then tick the ones that you could truthfully include in a letter of application.

• •	
1 I got top marks in my English	
exams at the end of last term.	
2 I hope to have plenty of chances	
to travel in my future career.	
3 At the moment I'm doing part-	
time work in a restaurant.	
4 I believe that I am the right person	
for a job in sales and marketing.	
5 I'm sure that I've got good	
communication skills and can work well	
in a team	

SHOW WHAT YOU'VE LEARNT

9 Do the writing task. Use the ideas in the WRITING FOCUS and the LANGUAGE FOCUS to help you.

You've read the advertisement from Exercise 6 in *International Student Times* and you'd like to apply for the job. Write a job application and send it online to Ross Field. Include the following information:

- write where you've seen the advertisement
- explain what you do and why you are interested in the job
- mention your CV and describe your work experience
- write when you can come for an interview.

Dear Sir or Madam,

I am a sixteen-year-old Ukrainian student and I am writing ...



SPEAKING

Asking for and giving advice

I can ask for and give advice on jobs and solving problems.

- 1 SPEAKING Read Modelling Some Facts and discuss the questions.
 - 1 What does it mean to be 'scouted'?
 - 2 How do you know if a model agency is a good one?
 - 3 Are you tall enough to be a model?



MODELLING – some facts

- Talent scouts go out in public to look for new models for their agency.
- Famous UK model, Kate Moss, was scouted at JFK airport in New York when she was 14.
- Models aged 16–18 in the UK should work part-time and be in full-time education.
- Good model agencies belong to the AMA (Association of Modelling Agents).
- Female models are usually at least 1.73 m and male models are 1.83 m tall.
- 2 (3) 3.15 Listen to Zoe asking her friend Luke about doing modelling. Are statements 1–3 true (T) or false (F)?
 - 1 Luke enjoyed doing modelling.
 - 2 He doesn't think Zoe should go to the agency.
 - 3 Zoe is going to take Luke with her to the agency.



3 (1) 3.15 Listen again and tick the expressions you hear.

-	\sim $-$	\sim	\sim	
SPEA				
	\smile	\smile	\mathbf{c}	_

Asking for advice What do you think I should do? Do you have any tips on what to? Do you have any ideas about how to?	✓
Giving advice	
You should	
I think you should	
I don't think you should	
Why don't you?	
My best advice would be to	
It's a good idea to	
If I were you, I'd	
Accepting advice	
Thanks, that's really helpful.	
That's great advice. Thanks!	
That's a good idea!	
Rejecting advice	
I'm not sure that's a good idea.	

- 4 Match the sentence halves to give useful advice to somebody preparing for a job interview.
 - 1 I think you should
 - 2 I don't think you should
 - 3 My best advice would
 - **4** It's a good idea
 - 5 If I were you,
 - a be nervous.
 - **b** do some research.
 - c be to be on time.
 - **d** I'd just be yourself.
 - e to prepare some questions.
- 5 (1) 3.16 Listen, check and repeat the advice in Exercise 4.
- 6 Look at the statements below and think about the advice you would give in each case. Make notes.
 - 1 I want to stay fit.
 - 2 It's my mother's birthday soon.
 - 3 I need some new clothes, but I haven't got any money.
 - 4 I want to watch a good film.
 - 5 I can't wake up in the mornings.
- 7 SPEAKING Follow the instructions below to make dialogues. Use your notes in Exercise 6 and the SPEAKING FOCUS to help you.

Student A: Choose a problem in Exercise 6 and tell Student B about it.

Student B: Give Student A some advice.

ROLE-PLAY (

629

Asking for and giving advice

(b) 29 Watch the video and practise. Then role-play your dialogue.

6.1 Vocabulary **◄**) 4.41

apply for a job /əˌplaɪ fər ə 'dʒɒb/ be badly paid /bi ,bædli 'peɪd/ be employed/self-employed/,bi /m'ploid/self im'ploid/ be in charge of / bi In 't and of/ be responsible for /,bi ri'sponsəbəl fə/ be unemployed / bi Anim'ploid/ be well paid / bi wel 'peid/ challenging /'t sælindzin/ come up with / kam 'ap wið/ creative /kri'eitiv/ demanding /dɪˈmɑɪndɪŋ/ do/work long hours / dux/waxk lon do/work night shifts / dur/ wark 'nart do/work overtime / dur/ wark 'əuvətaım/ employ (v) /Im'plo1/ employer /Im'ploio/ full-time job / ful taim 'dzpb/ get fired/get the sack / get 'farəd/ get ðə 'sæk/ get/have/take a day off / get/, hæv/, teik a der 'pf/ get/have/take five weeks' paid holiday /_get/_hæv/_teik faiv wirks _peid 'holədi/ have a job /hæv ə 'dʒɒb/ part-time job / part tarm 'dzpb/ put sb off sth / put 'sambodi'of 'sʌmθɪŋ/ put up with / put 'Ap wið/ repetitive /rɪˈpetətɪv/ resign from a job /rɪˌzaɪn frəm ə 'dʒɒb/ rewarding /rɪˈwəɪdɪŋ/ run a business/company / rʌn ə 'bɪznəs/ 'kampəni/ stressful /'stresfəl/ take sb on / terk sambodi 'on/ tiring /'taɪərɪŋ/ turn up / t3xn 'Ap/ work experience /'waxk ik,spiarians/ work indoors/outdoors/,wsrk in'dsrz/ aut'doiz/

6.2 Grammar **◄**) 4.42

babysitter /'beɪbiˌsɪtə/
carer /'keərə/
lifeguard /'laɪfgɑːd/
retail /'riɪteɪl/
retire /rɪ'taɪə/
work from home /ˌwɜːk frəm 'həum/
work outside /ˌwɜːk aut'saɪd/

6.3 Listening (◄) 4.43

airline pilot /'eəlaɪn ˌpaɪlət/
away from home /əˌweɪ frəm 'həum/
beautician /bjux'tɪʃən/
benefit /'benəfɪt/
brave /breɪv/
bus driver /'bʌs ˌdraɪvə/
carpenter /'kaɪpəntə/
clever /'klevə/
do training /ˌdux 'treɪnɪŋ/

driving instructor /'draivin in straktə/ electrician /ɪˌlek'trɪʃən/ energetic / enə'dʒetɪk/ engineer / endʒəˈnɪə/ estate agent /i'steit leidzənt/ get on well with people / get pn 'wel wiθ pixpəl/ have excellent eyesight /hæv 'eksələnt aisait/ interpreter /in'taiprata/ journalist /ˈdʒɜːnəlɪst/ lifeguard /'laifgaid/ male-dominated job / meil domineitid 'd3pb/ manual job / mænjuəl 'dʒpb/ musician /mjux'zıʃən/ office /'pfəs/ office assistant /'pfəs əˌsɪstənt/ personal skills / parsonal 'skilz/ practical /'præktɪkəl/ promotion /prəˈməʊʃən/ receptionist /rɪˈsepʃənɪst/ salary /'sæləri/ secretary /'sekrətəri/ shop assistant /'fpp əˌsɪstənt/ skiing instructor /ˈskiːɪŋ ɪnˌstrʌktə/ specialist /'spefələst/ take time off / terk tarm 'pf/ taxi driver /'tæksi ˌdraɪvə/ travel agent /'trævəl eldzənt/ university degree / jurnə vərsəti dı'griz/

6.4 Reading **◄**) 4.44

active /'æktɪv/ businessperson /'biznəs,paisən/ charm (n, v) /t∫ɑːm/ charming /'t∫axmɪŋ/ compete /kəm'pixt/ competition / kpmpə'tɪʃən/ competitive /kəm'petətiv/ decision-maker /dɪˈsɪʒən ˌmeɪkə/ designer /dɪˈzaɪnə/ determination /dɪˌtɜːmɪˈneɪʃən/ determined /di'taxmind/ director /dai'rektə/ fire-fighter /'faɪəˌfaɪtə/ logic /'lpd31k/ logical /'lod31kəl/ mechanic /mɪˈkænɪk/ military leader / mılətəri 'lixdə/ nature lover /'neɪtʃə ˌlʌvə/ nurse /nass/ peace /piss/ peaceful /'pixsfəl/ problem-solver /'problem solve/ quiet /'kwarət/ reliable /rɪˈlaɪəbəl/ reliance /rɪˈlaɪəns/ rely (on) /rɪˈlaɪ (ɒn)/ sales representative /'serəlz repri, zentativ/ social worker /'səʊʃəl ˌwɜːkə/ software developer /'spftwea di veləpə/

6.5 Grammar **◄**) 4.45

accountant /əˈkaʊntənt/
accurate /ˈækjərət/
be/work in (IT) /ˌbi/ˌwɜɪk ɪn (ˌaɪˈtiɪ)/
conference call /ˈkɒnfərəns kɔɪl/
fashion magazine /ˈfæʃən ˌmægəˌziɪn/
food industry /ˈfuɪd ˌɪndəstri/
have a shave /ˌhæv ə ˈʃeɪv/

6.6 Use of English (◄) 4.46

ashamed /əˈʃeɪmd/
be relieved /ˌbi rɪˈliɪvd/
bored /bɔɪd/
confused /kənˈfjuɪzd/
confusing /kənˈfjuɪzɪŋ/
delighted /diˈlaɪtɪd/
disgusted /dɪsˈgʌstɪd/
disgusting /dɪsˈgʌstɪŋ/
embarrassed /ɪmˈbærəst/
encouraging /ɪnˈkʌrɪdʒɪŋ/
exhausting /ɪgˈzɔɪstɪŋ/
moved /muɪvd/

6.7 Writing (**◄**)) 4.47

at any time /ət ˌeni 'taɪm/ at present /ət 'prezənt/ at the moment /ət ðə 'məumənt/ attach /əˈtætʃ/ available /ə'veɪləbəl/ be a fast learner / bi ə fast 'lasnə/ be confident that / bi 'kpnfident 'ðæt/ camp supervisor /'kæmp surpavarza/ flexible hours / fleksəbəl 'ayəz/ have experience of /hav ik'spiarians in connection with /ın kəˈnek∫ən wıð/ interview /'intəvjux/ job advert /'dʒpb ˌædvɜːt/ look for a job / luk fər ə 'dʒpb/ obtain /əb'teɪn/ opportunity / ppə't juːnəti/ position /pəˈzɪʃən/ possess skills /pəˌzes 'skɪlz/ require /rɪˈkwaɪə/ succeed /sək'sixd/ suitable candidate /'suxtəbəl 'kændədət/

6.8 Speaking **◄**) 4.48

association /əˌsəʊsi'eɪ∫ən/ model /ˈmɒdl/ scout /skaʊt/

with reference to /wið 'refərəns tə/

VOCABULARY AND GRAMMAR

1 Complete the sentences with the words about work

•	The first letters are given.
	 1 My sister is an oa She answers phones and takes messages. 2 Mathew is a ta
	He arranges trips and holidays for customers. 3 My parents usually take two weeks' p h
	 in summer so we can all go somewhere together. 4 I'd like to be se_ and run my own busines in the future.
	5 My brother has started a pt_ job in the evenings to earn some extra money.
2	Complete the sentences with the correct form of the words in capitals.
	1 Grace finds her new job interesting but DEMAND
	2 Writing the first job application was quite for me. STRESS
	The company is offering a job for ambitious and people. COMPETE
	4 If Chris was more, he'd find a summer job. DETERMINATION
	5 I don't understand why he resigned from his job. His decision does not seem LOGIC
3	Complete the Second Conditional sentences with the correct form of the verbs in brackets.
	1 If Tom (have) a full-time job, he (not resign) from it.
	2 If you (can) work for any company, which company you (like) to work for?
	3 If I (be) you, I (take) this job.
	4 She(give) lots of jobs to young people if she (be) a successful businessperson.
	5 If we often (come) to work late, we (get) the sack.
4	Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Do not change the word in capitals.
	1 I'll let you take an extra day off. CAN
	You an extra day off.
	2 You don't have to wear a suit. There isn't an official meeting today. NEEDN'T You a suit. There aren't
	any formal meetings today.3 I mustn't forget to call my boss at 11 a.m. REMEMBER
	I my boss at 11 a.m. 4 I have to get to work on time this morning. LATE for work this morning.
1	for work this morning. 5 It's not a good idea to work overtime so often. SHOULDN'T
	Youovertime so often.

USE OF ENGLISH

on well with people. A got fired B got employed C got rid of 2 I'm writing to the advertisement on your website. A with reference B to apply C to express my interest 3 We could work in the garden now A if it was sunny B if it will be sunny C if it is sunny 4 My gap year was a very experience. A satisfy B satisfying C satisfied 5 John is a police officer. This summer he is going to do at a survival camp. A training B practise C teach 6 This is your desk, but you come to the office every day – it's OK to work from home sometimes. A don't have B needn't C don't need	Choose the correct answer, A, B or C.
your website. A with reference B to apply C to express my interest 3 We could work in the garden now A if it was sunny B if it will be sunny C if it is sunny 4 My gap year was a very experience. A satisfy B satisfying C satisfied 5 John is a police officer. This summer he is going to do at a survival camp. A training B practise C teach 6 This is your desk, but you come to the office every day – it's OK to work from home sometimes. A don't have B needn't C don't need	A got fired B got employed
A if it was sunny B if it will be sunny C if it is sunny 4 My gap year was a very experience. A satisfy B satisfying C satisfied 5 John is a police officer. This summer he is going to do at a survival camp. A training B practise C teach 6 This is your desk, but you come to the office every day – it's OK to work from home sometimes. A don't have B needn't C don't need	your website. A with reference B to apply
 4 My gap year was a very experience. A satisfy B satisfying C satisfied 5 John is a police officer. This summer he is going to do at a survival camp. A training B practise C teach 6 This is your desk, but you come to the office every day – it's OK to work from home sometimes. A don't have B needn't C don't need 	We could work in the garden nowA if it was sunnyB if it will be sunny
do at a survival camp. A training B practise C teach 6 This is your desk, but you come to the office every day – it's OK to work from home sometimes. A don't have B needn't C don't need	4 My gap year was a very experience.A satisfyB satisfying
the office every day – it's OK to work from home sometimes. A don't have B needn't C don't need	A training B practise
Pond the toyt and change the commet answer A. P.	 6 This is your desk, but you come to the office every day – it's OK to work from home sometimes. A don't have B needn't
	Pond the text and change the correct answer A R

6 Read the text and choose the correct answer, A, B or C.

What's my dream job?

I'm a university student, and today it is clear to me exactly what I would like to do after getting a university <code>1___</code>. But as a little boy I dreamt of becoming a fire-fighter or a police officer. We used to play 'cops and robbers' with other boys. Those were really <code>2__</code> days. For a few years at primary school I wanted to become a famous sportsman, but too much physical training put me <code>3__</code> this idea. I have always loved working with computers, so after high school I started studying Computer Science at university. My interests in specific areas of computer technology have developed and I've come <code>4__</code> the idea of becoming a software developer. It is a very responsible and demanding job. If I worked as a software developer, I <code>5__</code> spend a lot of time in front of the computer screen, but I know I would never get <code>6__</code> with the job.

1 A experience	B study	C degree
2 A amazing	B competitive	C reliable
3 A down	B off	C up
4 A up with	B down with	C in with
5 A would have to	B needn't	C must
6 A bore	B bored	C boring

SPEAKING

7 Complete the questions with the words in the box. There are two extra words. Then, in pairs, ask and answer the questions.

k	oss	ever	kind	never	office	overtime	е
1	What	t	(of job do	you ho	pe to get	in the
	future	e? Why	/?				
2	Have	you _		_worked	d? Why?	/Why not	?
3	Wou	ld you	like to	work in a	an	?	
	Why?	?/Why	not?				
4	Do y	ou thin	k you c	could be	a good		?
	Why?	?/Why	not?				

8 The photos show people in situations at work. In pairs, take turns to say what you can see in your photo. Then discuss the questions about each photo.



- 1 How is the woman in the photo feeling? Why?
- 2 What would you do if you were late for an important exam? Why?
- 3 Tell me about a situation when you or someone you know were late for an important event.



- 1 In your opinion, why is the man in the photo sleeping?
- 2 What would you do if you suddenly felt very tired/ sleepy during a lesson?
- 3 Tell me about a situation when you or someone you know felt bored during an important event.

LISTENING

9	3.17 Listen to a conversation between a teen girl and her uncle. Are the statements true (T) or false (F)?	
	 Leia only knows one male nurse. Jon's friends have always taken his profession seriously. 	
	3 Jon is satisfied with his salary.4 Sometimes Jon starts work at night.5 Jon has been promoted to nurse manager.	

WRITING

- 10 You have an opportunity to get a holiday job in one of these places (a-c). Think what responsibilities you might have in each of the jobs. Choose the place you'd like to work at. Note down arguments you could use to persuade the business owner to employ you. Look at the example arguments below:
 - a greengrocer's
 - **b** café
 - c pet hotel
 - **SKILLS:** I'm very good with pets because at home we've got three dogs and a cat.
 - WORK EXPERIENCE: Last summer I worked parttime at my uncle's shop in Valencia, Spain.
 - **PERSONALITY:** People who know me say I'm very patient and responsible.
- 11 Choose one of the places (a–c) in Exercise 11. Do the writing task.

You're spending your summer holiday with your family in England. You've just found out that a local ______ is looking for a part-time employee. Write a job application to the business owner. Include the following information:

- write how you found out about the job offer
- introduce yourself and explain why you are interested in the job
- describe your work experience
- say you can meet for the interview anytime.



Consumer society

Money makes the world go round.

A proverb

BBC



CHEAP SHOPPING

७ 30 Watch the BBC video.For the worksheet, go to page 128.

VOCABULARY

7.1

Shops and services • clothes and appearance

collocations

I can use language related to shops and shopping experiences.

SHOW WHAT YOU KNOW

- 1 List all the clothes and accessories you can think of in two minutes. sunglasses, jeans, ...
- 2 Put the words in Exercise 1 into groups 1–5. Some items can go into more than one group. Compare your lists with a partner.
 - 1 Items you only wear outdoors
- 4 Items you never wear
- 2 Items you wear for special occasions 5 Items you have bought
- 5 Items you have bought recently
- 3 Items you wear all the time

THE TRUTH ABOUT SHOPPING







BETH

MIA

1 What do you think about shopping for clothes?

I love it! But I really don't want to look the same as everyone else. So I go to charity shops and a second-hand jeweller's. I want to look original.

I'm addicted to clothes and shopping. The bad news is that I'm poor!
So I can't afford to buy much, except during the sales. But I go window shopping – it's still fun to look.

2 How often do you go clothes shopping? Probably once a month.

Or more often if I need something for a special occasion. Sometimes I shop online too – there are some great online vintage shops.

Oh dear, it's bad – I go every weekend. I get bored with my clothes – I can't help it.

When was the last time you picked up a bargain?

I always pick up a bargain!
Last time I went to my
favourite charity shop, I
found this gorgeous silk
dressing gown.

Last weekend my favourite high street store had a sale. I got an amazing leather jacket for half price.

- Read four people's answers to an online survey about shopping. Answer the questions.
 - 1 Who doesn't have enough money to buy lots of clothes?
 - 2 Who uses the Internet to look for clothes?
 - 3 Who avoids shopping for clothes?
 - 4 Who is willing to pay more for the right kind of clothes?
- **SPEAKING** Which person is most like you? Why? Tell your partner.



RYAN

celebrities.

I really enjoy shopping. I love designer clothes. I mean, they're really expensive but I think they're worth it. Anyway, I want to look smart like my favourite

clothes! I don't care what I wear. I don't think you should judge people by the brands they wear. I hate clothes that have logos all over them.

My mum buys all my

I don't need to go shopping often because I buy good quality clothes made from nice natural materials like cotton and wool. They last for ages.

As I said, I never go shopping. I don't even know what suits me. If something f is me and it feels comfortable - like my favourite hoodie - then I'm happy.

A bargain – hmm. Oh yes, I got a really nice cashmere pullover – it was on special offer.

You'll have to ask my mum!

WORD STORE 7A Shops and services

- 3) 3.18 Complete WORD STORE 7A with the words in red in the survey. Then listen, check and repeat.
- SPEAKING Discuss which shops you would go in to buy the items on the shopping list.

Shopping list

- · Shoelaces (for trainers)
- · A birthday cake
- · Printer ink
- · A4 paper
- · A present for Alfie (cousin aged 6)
- · Some aspirin
- · Bird food
- · Some paint
- · Contact lens solution
- · Bananas
- · A watch battery
- · Some stamps
- 7 SPEAKING Complete the sentences with shops and services in WORD STORE 7A. Compare your sentences with a partner.

I often go into ... I sometimes go into ... I rarely go into ... I never go into ...

WORD STORE 7B | Clothes and appearance

- **◄) 3.19** Complete WORD STORE 7B with the underlined words in the survey. Then listen, check and repeat.
- **SPEAKING** Answer the questions. Then compare your answers with a partner.

Can you name ...

about you?

- 1 a brand or logo that you like?
- 2 a person you know who often wears designer clothes?
- 3 a colour that doesn't suit you?
- 4 a natural material you like wearing?
- 5 a person you know who looks fashionable?
- 6 a shop where you can buy good quality clothes?
- 7 an item of clothing that fits you really well? 8 a person you know who never looks scruffy?
- I think my favourite brand is Sole Soul. It's a local brand. I always buy their trainers, they're so comfortable. What

WORD STORE 7C | Collocations

- 10 (1) 3.20 Complete WORD STORE 7C with the highlighted phrases in the survey. Then listen, check and repeat.
- 11 SPEAKING Choose the correct option. Then ask and answer the questions.
 - 1 Do you ever go / look window shopping? How often?
 - **2** When do shops usually offer / have a sale in your country?
 - **3** When did you last buy something *in / on* special offer?
 - **4** Where can you pick up / off a bargain? Name shops.
 - **5** Do you always keep / stay your receipts? Why?
 - 6 Have you ever taken something back and got /asked a refund? What was it?



GRAMMAR

The Passive

I can use the Passive in the Present Simple, Present Perfect and Past Simple.

- 1 SPEAKING Discuss the questions.
 - 1 Who usually does the shopping in your family?
 - 2 What food products do you and your family usually buy?
 - **3** Which of the things in the box are important when you buy these kinds of products?

the quality how it is produced where it is produced a fair price

2 Read the text about Fairtrade. Why is it good for farmers?



Many of the products we buy in supermarkets are grown by farmers in developing countries. But farmers aren't paid enough to make a living.

So the idea of 'fair trade' has been around for many years. When you see the FAIRTRADE mark on a

product, you know that the farmers have been paid a fair price for their crops. You also know that they have been given extra money—the Fairtrade premium. This can be used by farmers to develop their businesses, invest in their communities or protect the environment.

In 1997, many organisations from different countries came together andone international Fairtrade organisation was formed. So far, the lives of approximately seven million people in developing countries have been improved by Fairtrade.



3 Read the GRAMMAR FOCUS. Then find all the passive verb forms in the text in Exercise 2.

GRAMMAR FOCUS

631

The Passive

You use passive forms when it isn't important (or you don't know) who performed the action. Passive verbs have the same tenses as active verbs.

The Passive: be + Past Participle

- + | Fairtrade products are grown in developing countries.
- Fairtrade products aren't grown in developed countries.
- ? Where **are** Fairtrade products **grown**?

4 Complete the examples in the table using the passive forms in blue in the text in Exercise 2.

Present	Simp	le
----------------	------	----

Active

People don't pay farmers enough.

Passive

Farmers ¹ enough.

Past Simple

Active

In 1997, somebody **formed** one international Fairtrade organisation.

Passive

In 1997, one international Fairtrade organisation

Present Perfect

Active

Fairtrade **has improved** the lives of approximately seven million people in developing countries. **Passive**The lives of approximately seven million people in developing counties ³______ by Fairtrade.

5 Choose the correct form of the verb, active or passive.

Chocolate & Fairtrade

Last year, more than one billion kilos of chocolate ¹ate / were eaten around the world. Chocolate ²makes / is made from the cacao plant. However, many cacao farmers ³don't earn / aren't earned enough money and ⁴can't afford / can't be afforded food, medicine or clean water. In Africa, a typical cacao grower ⁵pays / is paid less than a dollar a day. Now Fairtrade is helping farmers to get fair prices. Farming organisations ⁶have set up / have been set up in African countries and the extra money ¹invests / is invested in projects such as drinking water.

- 6 Complete the passive sentences with the Present Simple, Past Simple or Present Perfect form of the verbs in brackets.
 - **1** My house <u>was built</u> (build) more than fifty years ago.
 - 2 My name <u>i</u> (not pronounce) the same in English.
 - 3 My shoes _____ (make) in Italy.
 - 4 This school _____ (open) in the 1990s.5 I _____ (never/stop) by the police.
 - 6 Fairtrade products _____ (not sell) in my country.
- 7 SPEAKING Rewrite the sentences in Exercise 6 to make them true for you. Then make questions and ask your partner.
 - 1 Was your house built more than fifty years ago?

Grammar page 150

7.3

LISTENING

Matching

I can identify key details in a simple radio interview.







A

B a tablet

F





perfume



a purse

face cream

a bunch of flowers

a game console

- 1 SPEAKING Discuss the questions.
 - 1 Have you ever given or received a present like the ones in the photos?
 - 2 What is the best or worst present you've ever received?
- 2 (1) 3.21 Listen to a radio interview about buying presents. Which presents A–H are suggested for the three people below?

1	Isabelle's mum:	
2	Alexander's girlfriend:,	
3	Charlotte's classmate:	

3 Read statements 1–5 in Exercise 4. Match the underlined words and phrases with the words and phrases below.

can buy
cheer her up
is a question of
classmates
it isn't the value of the present that matters

5 Complete the advice with the verbs in the box. Which piece of advice is NOT given in the interview? Which is best?

В	e Collect	Do	Don't spend	Keep	Spend
1		_ son	ne research.		
2		_ tim	e thinking abou	it the pe	erson.
3		_ car	eful when buyin	ig wome	en's toiletries.
4		_ lots	s of money. It is	n't nece	essary.
5		_ the	receipt so you	can take	e the present
	back.				
6		_ mo	ney from friends	to buy	something
	really good.				

- 6 SPEAKING Tell your partner about the last time you bought a present for somebody.
 - 1 Who was it for?2 What was the occasion?
 - 4 Why did you buy it?5 Where did you buy it?
 - **3** What did you buy?
- 6 How much did it cost?

EXAM FOCUS Matching

4 (Amy), I (Isabelle) or Ch (Charlotte).

Who ...

- 1 doesn't think the ability to choose good presents is a matter of personality?
- 2 thinks that both men and women <u>are capable</u> of buying good presents?
- 3 thinks her mother is upset about being forty, so she wants to <u>make her feel happier</u>?
- **4** wants to buy a nice expensive gift for one of her <u>school friends</u>?
- **5** concludes that <u>a successful present doesn't</u> <u>have to cost a lot of money</u>?

PRONUNCIATION FOCUS

receipt psychology
 w rite
 doubt
 i s land ai s le
 k now k nife
 debt doubt
 listen cast le

3 (1) 3.22 Listen again and repeat the words.

WORD STORE 7D | Word families |

9 3.23 Complete WORD STORE 7D. Add verbs or nouns to the table. Then listen, check and repeat.



READING

Multiple choice

I can identify specific information in a short article.

- 1 SPEAKING Discuss the questions.
 - 1 How often do you shop online?
 - 2 Which of the following have you bought online in the last three months?

books clothes music technology tickets

- 3 What would you never buy online? Why?
- 2 3.24 Complete the information about Amazon with the numbers in the box. Then listen and check.

2 5 100 600 45,000 341,000



Amazon's logo has a smile that goes from A to Z.

It shows that the company is ready to deliver anything to anywhere in the world.

AMAZON IN NUMBERS
Amazon employs ¹ people and ² robots.
Every employee at Amazon has to spend 3 days a year dealing with customers' complaints (including Jeff Bezos, the Company Director).
At Amazon 4 items are shipped every second.
One new book is added to Amazon's site every minutes.
Amazon delivery drones fly at up to metres high and up to 100 kilometres per hour.

3 Complete the headings in the text with the words in the box. Then read the text and check your answers.

biological company future helicopter space technology

EXAM FOCUS Multiple choice

- 4 Read the text again. For questions 1–5, choose the correct answer, A, B, C or D.
 - 1 Miguel Bezos adopted Jeff
 - A when he was a baby.
 - B when he was a teenager.
 - C when he was four years old.
 - **D** when he was ten years old.
 - 2 Jeff Bezos started Amazon because
 - A he was a university graduate.
 - B he wanted to leave New York.
 - **C** he had a well-paid job.
 - **D** he saw that the Internet was growing.
 - 3 The name Cadabra wasn't used because
 - A it means 'dead body'.
 - **B** it's difficult to pronounce correctly.
 - C another online site had a similar name.
 - **D** it didn't go to the top of website lists.
 - 4 Bezos's company Blue Origin
 - A is producing drones to deliver orders.
 - **B** is building a human space station.
 - C is developing space travel for everyone.
 - **D** is selling space travel on Amazon.
 - 5 At Amazon Go

the

- A you pay at a checkout desk.
- **B** you don't have to pay.
- C you use your smartphone to pay.
- **D** you can only use cash.

WORD STORE 7E Shopping

- 5 3.26 Complete WORD STORE 7E with the words or phrases in blue in both texts. Then listen, check and repeat.
- 6 Read some facts about eBay. Complete the sentences with the words and phrases in WORD STORE 7E. Which is the most interesting fact?

1 The first thing that was	trom e	Bay was
a broken laser pointer.		
2 800 million items are	on eBay	at any
one time.		
3 Most eBay	_ do their shopping	
at weekends, especially Su	unday afternoons.	
4 On Christmas day, there	e's always	of
300 percent in sales of	perfume as people s	ell their
unwanted Christmas pre	esents.	
5 There are more	on eBay from	British
customers than any othe	er nationality.	
6 The big advantage of o	nline stores like eBa	y and
Amazon is that you never	er have to	at

THE BRAINS BEHIND AMAZON.COM

◄)) 3.25

Amazon.com is a household name, but what do you know about the billionaire entrepreneur, Jeff Bezos, who started it in a garage in 1994?

His ¹ father was a unicyclist

Bezos was born in 1964 when both his parents were still teenagers, and his father was a unicyclist in the circus. They divorced after a year. When Bezos was four, his mother remarried and he was adopted by his stepfather, Miguel Bezos, a Cuban immigrant to the United States. Jeff learnt that he was adopted when he was ten.

He showed an early interest in science and $\frac{2}{3}$

When he was a schoolboy, Bezos made an electrical alarm to keep his younger brother and sister out of his room. Later, he graduated in electrical engineering and computer science. He was working in a well-paid job in New York when he heard about the rise of Internet use by 2,300% in one year. It was 1994, and he decided to start his own Internet business.

His ³ wasn't called Amazon at first

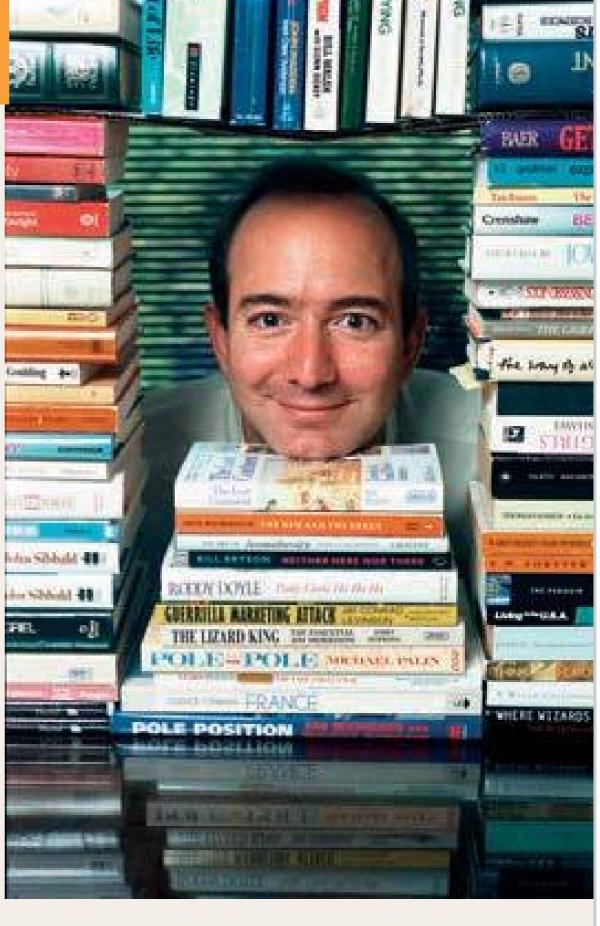
Amazon started as a bookstore in a garage, and grew fast. In its first month of business, orders came in from fortyfive countries around the world. At first, the online bookstore
was named Cadabra, but it was hard to say, and some
people thought it was similar to 'cadaver' (dead body).
Instead he chose the name Amazon: firstly, it appeared at
the top of lists of website addresses because it begins
with 'A'; secondly, Bezos could see the similarity between
the world's largest river and the world's largest bookshop.

He survived a 4 accident

A helicopter Bezos was travelling in crashed. Bezos and the other passengers were not badly hurt, but the accident put him off helicopters. However, flying objects 25 are still a passion for him. Amazon is working on drones that can deliver orders in thirty minutes.

He's passionate about exploring ⁵

Bezos has dreamt about space travel since he was a child. At high school he said he wanted '... to build space hotels, amusement parks and colonies for two or three million people.' He started a company, Blue Origin, to make space travel more widely available. With Amazon he made shopping easy, and now he wants to do the same for space travel.



He has big ideas for the 6_____ of Amazon

Jeff Bezos is always trying to improve the customer experience. His latest innovation is Amazon Go, or the 'just walk out' store. Amazon Go is a supermarket where you take food off the shelf, put it in your bag and leave. No credit cards, no queues at the checkout desk. All you need is a smartphone and an Amazon account. Bezos sees this as the future of shopping.

7 SPEAKING Discuss the questions.

- 1 How many online shopping stores can you think of?
- 2 Do you like the idea of Amazon Go? Why?/Why not?
- 3 What do you think the future is for the following forms of payment: cash; debit/credit card; smartphone?

8 SPEAKING Complete the sentences with the words in the box to make them true for you. Then compare your sentences with a partner.

billionaire brother businessperson company customer director employee entrepreneur immigrant passenger schoolboy sister stepfather teenager unicyclist wife

- 1 | was/| am a(n) ...
- 2 I will possibly be a(n) ...
- 3 I will never be a(n) ...



GRAMMAR

Quantifiers

I can use a wide range of quantifiers with countable and uncountable nouns.

- **SPEAKING** Discuss the questions.
 - 1 Which of these types of shoes have you got?

ballet flats knee-high boots flip-flops high heels sandals trainers

- 2 Where is the best shoe shop in your city?
- **3** When was the last time you bought a pair of shoes?
- Read the text. What happens when you buy a pair of **TOMS** shoes?



Do you have too many pairs of shoes? How many pairs do you need? Most people have a few pairs of trainers, some smart shoes, a pair of boots and some sandals. But can you imagine living without any shoes at all? Blake Mycoskie was shocked when he found out that a lot of children around the world were growing up without any shoes. So he set up a company called

Shoes for Tomorrow (TOMS). Every time he sells a pair, he gives a free pair to a child in need. He doesn't have to do much advertising - when people hear about TOMS, they tell one another. Over the years, he's given away lots of <u>shoes</u> to people in need – more than a million, in fact. TOMS has become the One for One™ company who give eyewear as well as shoes to people around the world. With a little imagination and a lot of hard work, Mycoskie has transformed the lives of a lot of people.

- 3 Look at the examples of nouns and quantifiers in blue in the text. Which of the underlined nouns are countable and which are uncountable?
- 4 Read the GRAMMAR FOCUS. Complete the rules using countable and uncountable.

GRAMMAR FOCUS 632

Quantifiers

You can use different expressions to talk about quantity:

- nouns you use: very few/a few/too many/How many?
- With ² nouns you use:
- very little/a little/too much/How much? With both ³
 and ⁴ nouns you
- use: any/some/a lot of/lots of

Note: Usually, you use **a few**, **a little** or **some** in affirmative sentences and *many*, *much* or *any* in negative sentences and questions.

5 Read the text and choose the correct quantifiers.

FAQ

How did TOMS begin?

When Blake Mycoskie was twenty-nine, he took ¹ a little / a few time off work to go travelling. He met a charity worker, and she told him how ²much / many children in developing countries were without shoes. This gave Mycoskie an idea for a shoe company, and a way to help ³ some / any of these children.

How 4 much / many difference can a simple pair of shoes make to so 5 much / many children's lives?

A pair of shoes can make 6many / a lot of difference to a child. Firstly, there are ⁷ lots of / a little diseases in the soil, and shoes protect children's feet. Secondly, 8 very few / very little schools allow children to attend classes without shoes. So shoes help children to get an education.

- 6 Complete the sentences with the correct Present Simple form of the verbs in brackets.
 - 1 There <u>are</u> (be) lots of shoe shops near here.
 - **2** A lot of people _____(do) their shopping online. 3 There _____ (be) a lot of pollution in our city.
 - 4 A lot of fast food _____ (be) bad for you.
 - 5 Lots of department stores _____ (be) closed on Sundays.
 - 6 A lot of people in my country _____(know) about TOMS.
- Read REMEMBER THIS. Then rewrite the sentences in Exercise 6, replacing a lot of/lots of with little or few. Which sentences from Exercises 6 and 7 are true?
 - 1 There are few shoe shops near here.

REMEMBER THIS

little = not much a little = some **BUT** a few = some few = not many

- Make the sentences negative using not much or not many. Which sentences are true for you?
 - 1 I eat a lot of bread. \rightarrow I don't eat much bread.
 - 2 I send a lot of texts. → 3 I drink a lot of water. → **4** I do a lot of homework. →
 - 5 I talk to a lot of people. →____
- 9 SPEAKING What's your typical school day? Use How much ...? or How many ...? with the activities in Exercise 8 and the activities in the box. Ask and answer the questions as in the example.

watch/television spend/time online do/exercise spend/money listen to/music get/sleep

A: How much bread do you eat?

B: Lots. How about you?

A: Very little. I don't like bread.

FOCUS VLOG 633 About clothes

▶ 33 Watch the Focus Vlog. For the worksheet, go to page 129.



USE OF ENGLISH

Indefinite pronouns: someone, anything, nowhere, everybody, none, etc.

I can use a range of indefinite pronouns.

- 1 SPEAKING Discuss the questions.
 - 1 Are there any street markets near you?
 - 2 What kind of things can you do and buy there?
 - **3** When was the last time you went to a market and what did you buy?
- 2 <a>3.27 Listen to two people at Camden Market in London. Number the photos in the order in which they visit the shops. What do they buy?
- 3 (3) 3.27 Choose the correct option. Then listen again and check.
 - 1 Are you doing anything / nothing tomorrow?
 - 2 Who told you that? Anybody / Nobody.
 - 3 How many pairs of Dr Martens have you got? None / Any.
 - 4 Everybody has / have a pair of Dr Martens!
 - 5 Are you kidding? No one / None would wear that!
 - 6 Nothing / None of them fit.
 - 7 Let's have something / anything to eat first.
 - 8 I haven't eaten something / anything since breakfast.

LANGUAGE FOCUS

Indefinite pronouns

 You use indefinite pronouns to talk about people, things or places when you don't know who, what or where they are, or it is not important.

People	Things	Places	Examples
someone/ somebody	\int	somewhere	Affirmative sentences: Let's find somewhere to eat. Requests/Offers: Would you like something on your pancake?
anybody/ anyone	anything	anywhere	Negative sentences or questions: Is anyone at home?
no one/ nobody	nothing	nowhere	Affirmative sentences (negative meaning): Nobody knows.
everyone/ everybody	, ,	everywhere	All people/things/ places: Is everything ready?

- You use a singular verb: Everybody <u>has</u> a pair of Dr Martens!
- You can give extra information with ...
 - a to + infinitive: I need something to wear.
 - **b** an adjective: We have <u>something similar</u>.
 - **c** a relative clause: It's <u>somebody who</u> serves customers.
- None means 0 (zero). NOT nothing or anything None of my friends. NOT No one of my friends.









- 4 Read the LANGUAGE FOCUS. Choose an appropriate indefinite pronoun to replace the underlined phrases in sentences 1–7.
 - 1 I know I put my bag down <u>in a place</u> in this shop.
 - **2** There is <u>not one item of clothes</u> in this shop that fits me!
 - 3 <u>All the things</u> I wanted to buy cost a fortune.
 - 4 Not one of the shop assistants offered to help. 5 My girlfriend says she hasn't got one single thing to wear.
 - 6 Not one of the people knew who I was.
 - 7 Not one place in this town sells TOMS shoes.
- 5 USE OF ENGLISH Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.
 - 1 There is nothing to see here. (anything)
 - 2 There wasn't anybody to talk to. (nobody)
 - 3 I met a person who knows you. (somebody)
 - 4 Is there a quiet place where we can talk? (anywhere)
 - **5** I wanted some flip-flops but there weren't any in stock. (none)
 - **6** We all know what you're thinking. (everyone)
 - 7 Let's go to a hot place for our next holiday. (somewhere)
 - 8 He doesn't have any friends who like window shopping. (none)
- 6 Complete the sentences with an appropriate indefinite pronoun. Which sentences are true for you?

1	There is <u>nothing</u> to	do in my town. It's so boring!
2	I didn't go	last night. I stayed in.
3	I'd like	to eat. I'm really hungry!
4	I can't find my sung	lasses. I've looked
5	I bought my mum _	expensive for
	her last birthday.	

- **6** None of my old jeans fit me any more.
- 7 I don't think <u>anybody</u> in the class enjoys doing the shopping.
- 8 I love vintage shops, but there are <u>none</u> in my city.



WRITING

A formal written complaint

I can write a basic email of complaint requesting action.

- 1 SPEAKING Tick any problems that you, your family or your friends have had when buying something. Tell your partner.
 - 1 It was past its sell-by date.
 - 2 It didn't work.
 - 3 It was broken or damaged.
 - 4 Some parts were missing.
 - **5** The service was bad.
 - **6** The delivery was late.
 - 7 It was different from the description.
 - 8 It was the wrong product.
- 2 Read Email 1 and answer the questions.
 - 1 Which problems in Exercise 1 did the customer have?
 - 2 Do you think this is a formal written complaint? Why?/ Why not?



1

Your company is rubbish.

I got some headphones from you online but they didn't work. So I sent them back and you swapped them for a new pair. They weren't the right ones, so I sent them back again. I got another pair from you today and they're broken and they don't work.

I'm so angry! You can keep the headphones but I want all my money back now, and I'll never use your store again.

Ronnie

3 Read the tips in the WRITING FOCUS. Which tips does Email 1 NOT follow?

WRITING FOCUS

A formal written complaint

- 1 Open and close the email or letter formally.
- 2 Give a reason for writing.
- 3 Say what you bought and when.
- 4 Explain the problem giving details.
- 5 Tell the reader what you expect them to do.
- 6 Use formal language with no contractions.
- 4 Read Email 2. For WRITING FOCUS tips 1–6, underline examples of formal language in the email.

2

Dear Sir or Madam,

I am writing to complain about the service provided by your company.

I bought a pair of headphones (Model: SA-DIV-RED) from your website on 3rd March and paid for them online. They arrived the next day, but when I tried them, they did not work, so I returned them to you on 5th March and you exchanged them for a new pair. Unfortunately, the second pair you sent were the wrong model, so I emailed you again and sent them back one more time. I received a pair of headphones from you today, but when I unpacked them, I found they were damaged, and they do not work.

I am very disappointed with your service. I do not want another pair of headphones. I would be grateful if you could send me a full refund for the headphones and the cost of sending them back to you three times.

Yours faithfully,

R. Barker



5 Read the LANGUAGE FOCUS. Complete the examples with words and phrases in Email 2.

LANGUAGE FOCUS

Formal language

• You can make your language more formal by avoiding contractions and using more formal words and expressions.

Informal – Email 1		Formal – Email 2
they didn't work	\rightarrow	they ¹ <u>did not</u> work
I got some headphones	\rightarrow	I ² some headphones
I sent them back	\rightarrow	I ³ them to you
You swapped them	\rightarrow	You ⁴ them
I got another pair	\rightarrow	I ⁵ another pair
I'm so angry	\rightarrow	6
I want all my money back	\rightarrow	7
		refund

Other common words and phrases

if you need more information	if you require further information
I want the chance to chat about this	I would like the opportunity to discuss this
Call us	Please contact us
We're sorry about the problem	We apologise for the problem

6 Rewrite the following exchange to make it more formal. Use the LANGUAGE FOCUS to help you.

CUSTOMER

I'm so angry. A couple of weeks ago, I got a suit from you to wear to a wedding but it was too small. You swapped it for a bigger size, but it's the wrong colour and the zip doesn't work on the trousers. I've sent them back because it's too late for the wedding. I want all my money back, including the price of postage.

I am very disappointed with ...

ONLINE CLOTHES STORE

We're sorry about the problem you've had with this order. We'll give you all your money back but we can't pay the postage. If you want the chance to chat about this, call us on 09000 999 999.

We apologise for ...



SHOW WHAT YOU'VE LEARNT

7 Do the writing task. Use the ideas in the WRITING FOCUS and LANGUAGE FOCUS to help you.

Look at the online music store website and read the customer's comment. Write a formal email of complaint. Include the following information:

- explain the reasons for your complaint
- describe what you bought and when
- explain the problem with the product in detail
- explain how you expect the company to solve the problem.

Contact Customer Services Returns FAQ's

CONTACT US

Select a category: choose from the dropdown menu

Please tell us the type of problem you are experiencing:

- My download won't complete
- This is not the music I wanted
- My file won't play
- The quality of sound is low
- I deleted the file by mistake

Comment

I want to complain about your service.
I have tried to download Adele's album 21
three times this month but every time the
download has not completed. I've contacted
you three times on 1st, 8th and 17th April.
I've been a loyal customer for two years
and I've enjoyed the music I've bought
each month from your site. But now I want
a refund of my last month's subscription.
Please close my account.

SEND

Dear Sir or Madam,

I am writing to complain about ...



SPEAKING

Shopping

I can make a complaint.

- 1 SPEAKING Think about shopping in your city. Discuss which shop is ...
 - 1 the cheapest and the most expensive.
 - 2 the most and least fashionable for clothes.
 - 3 the one with the most and least helpful shop assistants.
- 2 Match customer comments 1–7 with situations a-e.
 - 1 Get it. It really suits you.
 - 2 Oh no! They've sold out.
 - 3 They're on offer buy one and get one free.
 - 4 I'm just looking, thanks.
 - 5 Look, it's half price!
 - 6 It's not exactly what I'm looking for.
 - 7 It's reduced from £50 to £19.99.
 - **a** The item is on special offer.
 - **b** The colour and style are perfect.
 - **c** The item is not quite right for you.
 - **d** The item is out of stock.
 - e You don't want the shop assistant to bother you.
- **◄** 3.28 Look at the pictures and listen to two dialogues. Which dialogue are words a-h linked to?

а	complain	e ripped	
b	dress	f size 12	
С	receipt	g top	
d	present	h zip	

4 Summarise what happens in each dialogue using the words in Exercise 3.



3.28 Complete the SPEAKING FOCUS with the words in the box. Then listen to the dialogues again and check.

changing help How looking receipt refund size fit

SPEAKING FOCUS

Shopping for clothes

Shop assistant

Can I ¹help you? Would you like to try it on? The ² rooms are over there. would you like to pay?

Make sure you keep your receipt.

Making complaints

Shop assistant

What's wrong with it? Do you have your

We can exchange it for a new one.

Cuctomor

Oustonion	
Excuse me, I'm 4	for
a top.	
I'm a ⁵ 10).
Do you have this in a si	ize 12,
please?	
I'll take it.	
Cash, please./By credit	card.
If it doesn't 6	, can we
get a refund?	

Customer

I bought this dress last week but the zip doesn't work. I think it's faulty./It shrank./There's a hole in it./The colour ran. I'd like a ⁸ please.

SPEAKING Follow the instructions below to prepare a dialogue. Use the SPEAKING FOCUS to help you.

Student A: You are a customer returning a faulty pair of jeans. Say when you bought the jeans and explain what is wrong with them (colour ran/they shrank).

Student B: You are a shop assistant. Ask Student A if he/she has a receipt. Suggest a solution to the problem (refund/repair/new pair of jeans).

7 SPEAKING Practise your dialogue. Then act it out to the class.

ROLE-PLAY 634 635

Shopping

(6 34) (6 35) Watch the video and practise. Then role-play your dialogue.



7.1 Vocabulary ◀୬ 4.49

baker's /'beikəz/ bank /bænk/ be worth it /ˌbi ˈwɜːθ ɪt/ brand (n, adj) /brænd/ butcher's /'butsəz/ cashmere /ˈkæ∫mɪə/

charity shop /'tʃærəti ʃɒp/

chemist's /'kemists/ clothes shop /'kləuðz ∫pp/

computer shop /kəm'pjuɪtə ˌʃɒp/ contact lens solution / kontækt lenz

səˈluːʃən/ cotton /'kptn/ denim /'denim/

department store /dr'partment stor/ designer clothes /dr.zamə 'kləuðz/

DIY store / dir ar 'war stor/ do the shopping / dux ðə 'sppin/ estate agent's /I'steIt |eId3ants/

fit /fit/

florist's /'florists/

get a refund / get a 'rixf \(\text{rixf \(\text{And} \) \) go shopping / gəʊ 'ʃɒpɪŋ/

go window shopping / gəʊ ˌwɪndəʊ '∫ppin/

greengrocer's /'grixngrausaz/ hairdresser's /'heəˌdresəz/ have a sale / hæv ə 'seɪl/ health centre /'helθ sentə/ high street store / har strixt 'stox/ jeweller's /'dʒuɪələz/

keep the receipt / kirp ðə ri'sirt/ last for ages / last for 'eidziz/

leather (n, adj) /'leðə/

look fashionable / luk 'fæʃənəbəl/

look good / luk 'gud/

look gorgeous / luk 'gordgəs/

look original / luk əˈrɪdʒɪnəl/ look scruffy / lok 'skrafi/

look smart / luk 'smart/

newsagent's /'njuzz_eidzənts/ on (special) offer /pn (spe[əl) 'pfə/

optician's /pp'tɪʃənz/ pet shop /'pet ∫pp/

pick up a bargain / pik Ap ə 'bargən/

post office /'paust pfas/ printer ink /'printer ink/ quality /'kwpləti/ shoe shop /'ʃuː ʃɒp/

shoelaces /'surleisiz/ shop online / fop on'lain/

silk /sılk/

sports shop /'sports ∫op/ stationer's /'ster[ənəz/

store /sto:/ suit /suxt/

supermarket /'surpa,markat/

toy shop /'toi fop/

vintage shop /'vintidʒ ∫pp/

wool/wul/

7.2 Grammar **◄**) 4.50

approximately /ə'prɒksɪmətli/ consumer /kənˈsuːmə/ crops /krpps/

drinking water /'drinkin wortə/

make a living / meik ə 'liviŋ/ plant /plaint/ protect the environment /prəˌtekt ði in'vairenment/ set up /set 'Ap/

7.3 Listening **(4**) 4.51

aisle /aɪl/

be a matter of sth/a question of sth /,bi ə 'mætər əv/ə 'kwest ʃən əv 'sʌmθɪŋ/ be capable of doing sth / bi keipəbəl \niθmas' nixub, ve

be in debt /bi in 'det/ cheer up / tʃɪər 'ʌp/ debt /det/ debtor /'detə/

earn /sin/ earner /'aɪnə/ earnings /ˈɜːnɪŋz/

face cream /'feis krizm/

friendship bracelet /'frendsip breislat/

invest in /in'vest in/ investment /in'vestment/

investor /in'vestə/

make sb feel happier / meik sambodi

firl 'hæpiə/ pay /pei/ payer /'peɪə/

payment /'permant/ perfume /'parfjurm/

produce /prə'djuxs/ producer /prə'djuxsə/

product /'prodakt/

purse /pais/

recording studio /rɪˈkɔɪdɪŋ ˌst juɪdiəu/

sale /seil/ sell /sel/ seller /'selə/ toiletries /'toiletriz/ trade (n, v) /treid/ trader /'treidə/ value /'væljuː/

7.4 Reading (**4**) 4.52

account /əˈkaʊnt/ available /ə'veɪləbəl/ billionaire / biljə'neə/ bookstore /'bukstox/ checkout desk /'t fek-aut |desk/ complaint /kəm'pleɪnt/ customer /'kastəmə/ delivery /dɪˈlɪvəri/ employee /im'ploi-ii/ entrepreneur / pntrəprə'n3:/ household name / haushauld 'neim/ immigrant /'imigrant/ increase /'Inkriss/

order /'ɔɪdə/ passenger /'pæsındʒə/ passion /'pæʃən/ queue /kjuː/ request /rɪ'kwest/ rise /raɪz/ ship /ʃɪp/ stepfather /'step,faxðə/ unicyclist /'juxni,saiklist/

wait in line / west in 'lain/

7.5 Grammar **(**◄) 4.53

advertising /ˈædvətaɪzɪŋ/ ballet flats /'bælei flæts/ boots /buits/ broken /'braukan/ disease /dɪˈziːz/ flip-flops /'flip flops/ high heels /,har 'hixlz/ imagination /I,mædʒI'neI[ən/ knee-high /,nix 'haɪ/ sandals /'sændəlz/ slippers /'slipəz/ \lics\ lios trainers / treinəz/

7.6 Use of English (◄) 4.54

be kidding /bi 'kɪdɪŋ/ cost a fortune / kpst ə 'fɔxtʃən/ street market /strixt 'maxket/

7.7 Writing (◄) 4.55

apologise /əˈpɒlədʒaɪz/ complain /kəm'plein/ damaged /'dæmid3d/ exchange sth for sth /iks'tfeind3 samθin fə samθin/ headphones /'hedfəunz/ postage /'paustid3/ receive /rɪˈsiːv/ return /rɪˈtɜːn/ sell-by date /'sel bar dert/ service /'sarvas/ some parts are missing /səm parts a subscription /səb'skrıp∫ən/ swap /swpp/ wedding /'wedin/ zip /zɪp/

7.8 Speaking (**◄**) 4.56

bother /'boðə/ cash /kæ[/ changing room /'tseindzin ruim/ faulty /'foxlti/ out of stock / aut av 'stok/ reduced /rɪˈdjuɪst/ ripped /ript/ sell out / sel 'aut/ size /saiz/ try on / trai 'pn/

VOCABULARY AND GRAMMAR

1 Choose the odd one out in each group. 1 businessperson, employee, company director, entrepreneur 2 trader, entrepreneur, customer, investor **3** scruffy, cotton, cashmere, silk 4 smart, fashionable, original, denim 5 butcher's, stationer's, baker's, greengrocer's 2 Complete the sentences with the correct form of the words in capitals. 1 Stanley has saved half of his _____for a new computer. **EARN** 2 A modern water park was built last year, which was the best _____ in our city. **INVEST** 3 I don't use any cash. All my _____ are made by credit card. PAY 4 What company is the largest _____ of personal computers in the world? PRODUCE 5 This shop has had a for two weeks. **SELL** 6 The factory tried to keep some _____by offering them more money. **EMPLOY** 3 Complete the second sentence so that it has a similar meaning to the first. 1 How much does the factory pay the workers? How much the factory workers **2** Farmers have never grown rice in this field. Rice _____ never ____ in this field. 3 They have sold over 1,000 bikes so far this year. Over 1,000 bikes _____this year. **4** They keep their investments secret. Their investments _____ secret. **5** He painted more than 100 pictures in this studio. More than 100 pictures _____ in this studio. **6** When did they open their first shop? When ____their first shop ____ 4 Choose the correct answer, A, B, C or D. 1 'How ____ tablets do you own?' 'Just one.' A any B few C much **D** many 2 There are ___ people in the queue. It's too long to **B** lots C a little **D** lot A a lot of 3 'I'm so hungry.' 'I have ___ biscuits in my bag. Would you like one?' A very little B a few C too much **D** any 4 I think there is ___ advertising on TV. I can't stand it. C too much A too many B lot of **D** a little 5 homework do you get every day? **A** How B How long C How many **D** How much

6 She's got ___ money to buy designer clothes, but she

D any

often goes window shopping.

A very little B too many C very few

USE OF ENGLISH

5 Choose the corre	ct answer, A, B or C
--------------------	----------------------

1	There supermarkets in my
	neighbourhood.
	A is little
	B aren't much
_	C are few
2	If you haven't got money for an expensive jacket,
	you should try to
	A pick up a bargain
	B have a sale
2	C be worth it
3	We need to find to buy food. A somewhere
	B anywhere
	C everywhere
4	of their debtors have returned the
	money yet.
	A No one
	B None
	C Anyone
5	The T-shirt didn't fit my brother, so I sent it back and
	asked for a
	A receipt
	B refund
	C bonus

6 Read the text and choose the correct answer, A, B or C.

Mystery shopping - a type of market research

Kara, 19, a university student, has an unusual part-time job. She works as a mystery shopper. What does she do? One day she buys a pair of glasses at 1____, another day she has a meal in a restaurant. She looks like an average customer, but after the visit she writes a report about the place and sends it to the company's office. This is how the shops or restaurants get information about their goods or services and whether 2___ is not satisfied.

'It's the perfect job for me', explains Kara. 'Going shopping has always been my hobby but I don't have 3___ money to buy what I like. With this job I can have a free meal in an elegant restaurant or get some designer clothes. Mystery shopping also gives me 4___ interesting to do at weekends and during my lunch hours.'

Market Force, the company which employs people like Kara, says: 'Mystery shoppers ⁵___ once a month. To make sure that our employees are honest and reliable, we sometimes send ⁶___ shoppers to the same place.'

1 A a jeweller's	B an optician's	C a shoe shop
2 A everybody	B anybody	C nobody
3 A many	B much	C some
4 A something	B nothing	C everything
5 A pay	B paid	C are paid
6 A a few	B a little	C none

READING

7 Read the text and choose the correct answer, A, B, C or D.

THE HIGH STREET

Last summer I visited Britain. On the first day I needed some aspirin for my headache, so I asked the hotel owner where I could get some. She said: 'There's *a chemist's* on the high street.' I soon learned that a chemist's is what British people call *a pharmacy* and *high street* is called *main street* in America. That was a classic illustration of two nations divided by a common language.

The phrase *high street* is hardly ever explained to tourists because it is a part of everyday life in the UK. It means the main commercial street in every British town. What can be surprising is that a town's high street is not always the most important place in town and is not often called *High Street*, but has another official name.

In small villages, the high street has little more than a mail box, a newsagent's and a small supermarket. In a bigger town, you will find a chemist's, a DIY store, a pub and also traditional food shops like a butcher's or greengrocer's. In big cities, pubs, clothes shops, toy shops, banks and estate agents line up on the high street. But there are not many vintage shops or fast food bars, unless they are part of big, multinational companies. This is because high street rents are usually the highest for businesses in the town.

Another surprise is *high street fashion*, which does not refer to the clothes that are sold in the high street shops — it only describes clothes that are not too expensive but are fashionable. They are usually produced from good quality materials and you can find them everywhere, from big department stores to small local shops. Everyone can afford them.

Is the high street going to disappear from the British culture? I don't think so. Every year the competition for The Best High Street is announced. In 2016, there were 900 candidates. The title went to Blackburn, a big town in the north of England and one of my favourites.

- 1 The writer:
 - A is a British tourist to the USA.
 - **B** is an American tourist to the UK.
 - C runs a shop in the high street.
 - D lives in Blackburn.
- **2** What did the writer find out about the high street?
 - A It is the central part of every British town.
 - **B** Every high street looks the same.
 - C Most town sellers have their shops there.
 - D You can't have a fast food meal there.
- 3 High street fashion refers to:
 - A the most popular clothes.
 - **B** clothes on special offer.
 - **C** good quality brands.
 - D very expensive clothes.
- 4 In the text, the writer:
 - A gives the reasons for the differences between British and American English.
 - **B** invites people to go shopping in the high street.
 - **C** encourages towns to take part in the competition for the Best High Street.
 - D shares his/her discoveries about British culture.

SPEAKING

8 Do the task in pairs.

Student A

You are spending the summer with your family in the UK and you have been invited to an 'end of summer' party with your cousins. You go to a clothes shop to buy some new clothes for the special occasion. Student B starts the conversation.

- Explain what you need and what the special occasion is.
- Say what size you are and ask if you can try it on.
- Say there is a problem with an item of clothing and explain what it is.
- Decide to buy an item and ask about payment.

Student B

You have a summer job at a clothes shop. A customer, Student A, enters your shop and wants to buy some clothes. Help him/her. You start the conversation.

- Suggest an item of clothing from the new collection and ask what size he/she needs.
- Say where the changing rooms are. Ask if everything is OK.
- React to the problem and offer help.
- Answer the customer's question and finish the sale.

WRITING

9 Match the products (1–4) with the possible problems you might have when you buy them (a–d). Then, in pairs, add one more possible problem for each of the products.

PRODUCTS

1 a box of chocolates
2 a book
3 a pair of jeans
4 an MP3 player

PROBLEMS

- a Some pages are missing.
- **b** It has bad sound quality.
- **c** They are past their sell-by date.
- d They shrank after the first wash.
- 10 Use one of the products in Exercise 9 and do the writing task.

A few weeks ago you made an online purchase. The shop promised that the parcel will be delivered within two days but you had to wait longer. When you opened the parcel, there was a problem with the product you ordered. Write an email of complaint. Include the following information:

- explain what you bought and when
- complain about the fact that the parcel was delivered late
- describe the problem with the product you received
- explain what you expect the company to do to solve the problem.



A good laugh and a long sleep are the two best cures for anything. Irish proverb

B B C



KEEPING FIT

७ 36 Watch the BBC video.For the worksheet, go to page 130.

VOCABULARY

8.1

Body parts • symptoms • health • phrasal verbs

I can use language related to wellness and illness.

SHOW WHAT YOU KNOW

- 1 Put the body parts in order from head to toe in each set of words.
 - 1 mouth forehead ear heart → forehead ear mouth heart
 - 2 shoulder nose throat eyebrows
 - 3 hip tongue back foot
 - 4 chest lips eyelashes knee
 - 5 tooth finger neck leg
- 2 Point to a part of your body and ask your partner to say the word.

APPS TO KEEP YOU FIT

Feel unhealthy or unfit? Need to lose weight?
Stressed out? No worries – just get the right app!

Here are five types of apps that will help to improve your general health and levels of fitness.

1

You'll find it easier to work out if you have the right tunes. **Fit radio** lets you choose your own playlist, for Zumba®, running or aerobics.

2

Do you sometimes **feel dizzy** after doing exercise? Get an app that tells you to drink water before you pass out. Apps like **Fooducate** can also help you to make healthy food choices and cut out things that are bad for you. Scan a barcode and get nutritional information like how many calories it contains.

3

Are those exams stressing you out? Does your head hurt? Get a mindfulness app like Aura and learn how to be calm. Meditation will reduce anxiety and stress.

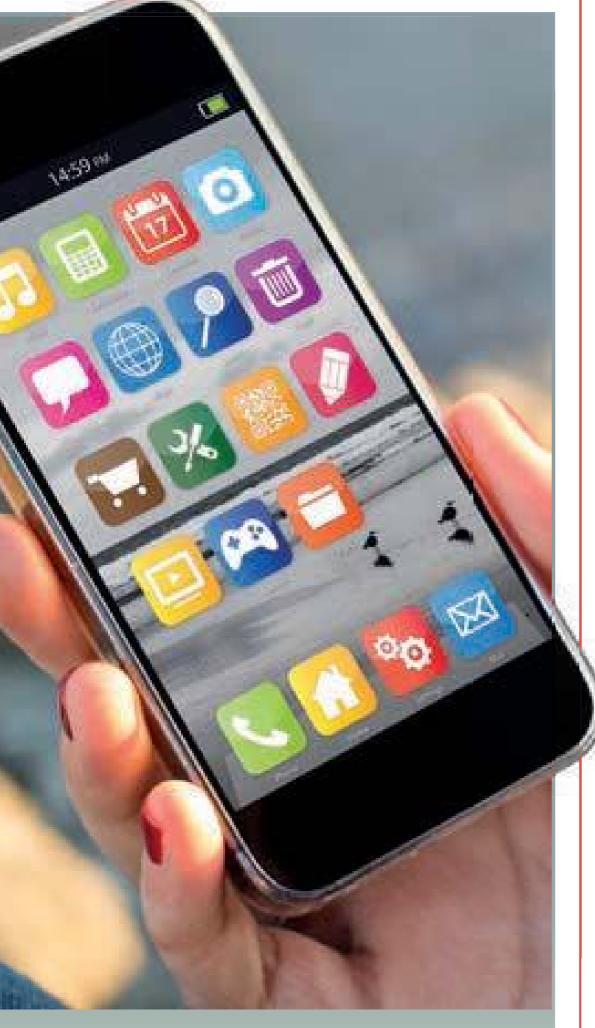
4

Everyone should exercise regularly. If you prefer to do your exercise outdoors, take up cycling. **Strava** can find you a route and track your distances. It can also check your pulse and heart rate.

5

You've got a temperature, a headache and you've come out in a rash! Or maybe you've got a cough, a sore throat and a pain in your chest. Symptomate will tell you what the problem is and how to get over it. You know you're allergic to nuts, or you suffer from a runny nose in spring? Get Allergy Alert to keep track of your symptoms.

- 3 SPEAKING Discuss the questions.
 - 1 How many apps do you have on your phone?
 - **2** What are the apps for and which ones do you use most?
 - 3 What apps do you know of that help you keep fit and stay healthy?
- 4 Read the article. Match headings A–E with paragraphs 1–5.
 - A Feel calmer
 - **B** Get the right music
 - **C** Stay well
 - **D** Keep fit
 - **E** Eat and drink the right things
- 5 SPEAKING Which apps would you like to use and why? Discuss with a partner.



WORD STORE 8A Symptoms

- 6 (3) 3.29 Complete WORD STORE 8A with the words in red in the text. Then listen, check and repeat.
- 7 SPEAKING Choose the correct option. Then ask and answer the questions.
 - 1 When was the last time you felt ill / runny?
 - 2 Does your back / hair hurt sometimes?
 - 3 Does anything make you feel allergic / dizzy?
 - 4 Have you ever had a pain in your chest / cough?
 - **5** What do you do if you have a sore throat / chest?
 - 6 Did you have a weight / headache yesterday?

WORD STORE 8B | Health >

- 8 (1) 3.30 Complete WORD STORE 8B with the base form of the verb in the underlined collocations in the text. Add a translation. Then listen and repeat.
- 9 SPEAKING Match the sentence halves. Discuss whether you agree with the statements.

1	The only	way to I	ose	
9	Cla : Lal	-l /+ l		 1

- 2 Children don't know how to make
- 3 It's important to keep
- 4 People usually come out in
- 5 If you are allergic
- 6 Most people don't know how to check
- **a** healthy food choices.
- **b** to nuts, you should tell everybody.
- c weight is to eat less and exercise more!
- d a rash because of something they've eaten.
- e their pulse.
- f track of the calories you eat in a day.

WORD STORE 8C Phrasal verbs

- 10 <3.31 Complete WORD STORE 8C with the base form of the verb in the highlighted phrasal verbs in the text. Then listen, check and repeat.
- 11 Replace the underlined verb phrases with the phrasal verbs in WORD STORE 8C.
 - 1 I like <u>doing physical exercise</u> to music.
 - 2 I've decided to start jogging.
 - 3 I don't think I've ever <u>fainted</u>.
 - 4 Fortunately, nobody in my family <u>has</u> asthma.
 - **5** It always takes me a while to recover from a cold.
 - 6 I don't really like meat so I'm going to stop eating it.
 - 7 Exams always <u>make me feel nervous</u>.
- 12 SPEAKING Read the sentences in Exercise 11 to each other. Are they true for you or your partner?



brice Muamba

GRAMMAR

Past Perfect

I can use the Past Perfect in a range of common situations.

1 Read Part 1 of a story about a very lucky footballer. What happened to Fabrice Muamba?

Part 1

Shauna Muamba was watching her fiancé play football on television with her three-year-old son Joshua and her mother when Josh said 'Mummy, Daddy is frozen.'

Bolton footballer, Fabrice Muamba, had fallen down on the pitch. 'He's probably passed out,' Shauna's mother said.

But he hadn't fainted - he had had a heart attack.

Around the world, millions of people were watching the FA Cup match between Tottenham and Bolton. Everyone knew it was serious because he had fallen like a tree – he hadn't put out his arms, he'd just dropped to the ground. By the time the medical people got to him, his heart had stopped.

- 2 Read the GRAMMAR FOCUS and answer the questions.
 - 1 How do you form the Past Perfect?
 - 2 When do you use the Past Perfect?
 - 3 According to the text, what things had Fabrice Muamba done/not done before the medical people got to him?

GRAMMAR FOCUS

637

Past Perfect

You use the **Past Perfect** to make it clear that one past action happened before another past action.

By the time the medical team got to him, his heart had stopped.

past present

Note: By the time + Past Simple, Past Perfect.

Past Perfect: had + Past Participle

- + | I had ('d) worked.
- He had not (hadn't) worked.
- ? Had they worked?
 Yes, they had./No, they hadn't.

3 Read Part 2 of the story. Choose the correct option. Who/What saved Fabrice Muamba's life?

Part 2

The Bolton physiotherapist 1 was / had been the first to notice that Muamba ²fell down / had fallen down . He screamed, 'Get on the pitch, get on the pitch!' It 3 was / had been obvious that something serious ⁴happened / had happened . But Muamba was lucky. Tottenham fan Dr Deaner, a consultant cardiologist, was one of the 35,000 spectators at the match that day. When he 5 saw / had seen that Muamba ⁶dropped / had dropped to the ground, he turned to his brothers and said 'I should help'. He ⁷ ran / had run onto the pitch and told the ambulance to take Muamba to the London Chest Hospital. He 8 knew / had known that they had specialist equipment. This decision saved Muamba's life. When he finally 9 woke up / had woken up, he 10 was / had been 'dead' for 78 minutes.

- 4 Compare these sentence pairs. In each sentence, decide what happened first. Which sentences are true for you?
 - 1 a When I got home yesterday, <u>my mum had made</u> dinner.
 - **b** When I got home yesterday, my mum made dinner.
 - 2 a When I got to school this morning, I had breakfast.
 - **b** When I got to school this morning, I'd had breakfast.
 - 3 a This lesson started when I arrived.
 - **b** This lesson had started when I arrived.
 - **4 a** When the lesson began, I read about Fabrice Muamba.
 - **b** When the lesson began, <u>I</u> had read about Fabrice Muamba.
- 5 Write six Past Perfect sentences about yourself. Use By the age of ... and verb phrases in the box or your own ideas.

learn how to read/swim/ski buy (or get) my first phone/laptop/bike go to the capital city/a foreign country/a live concert

By the age of six, I had learnt how to swim. By the age of ...

6 SPEAKING Read your sentences in Exercise 5 to your partner and find out how similar you are.

FOCUS VLOG 638 About achievements

6 38 Watch the Focus Vlog. For the worksheet, go to page 131.

Grammar page 153

8.3

LISTENING

Multiple choice

I can identify key details in a radio podcast.

- 1 SPEAKING Discuss what you know about Central Park in New York.
- 2 Read US TODAY. Guess the missing numbers using the ones in the box. Which fact is the most interesting?

21 26 93 9,000

3 (3) 3.32 Listen to the introduction of a podcast about Central Park and check your ideas in Exercise 2. What other things can you do in Central Park?

EXAM FOCUS Multiple choice

- 4 (1) 3.33 Listen to the complete podcast. For questions 1–6, choose the correct answer, A, B or C.
 - The podcast presenter thinks Central Park is
 A the busiest place in the world.
 - **B** like a garden for New Yorkers.
 - C a good place to enjoy city life.
 - 2 Central Park is a good place to
 - A be alone.
 - B go shopping.
 - C keep fit.
 - 3 The two French girls the presenter speaks to A only have a few hours in New York.
 - **B** both want to spend all day in the park.
 - C don't want to do the same things.
 - 4 The 'Team Central Park' runner is
 - A training for a marathon.
 - **B** not going to do a marathon.
 - C doing a 5K fun run.
 - **5** The group of young people
 - A spend a lot of time in the park in summer.
 - B always bring a picnic.
 - C are not allowed to use skateboards.
 - 6 The group of young people
 - A watch people playing Frisbee.
 - **B** ride bikes fast through the park.
 - C enjoy a lot of different things in the park.
- 5 (3) 3.33 Answer the questions. Then listen to the podcast again and check.
 - 1 Which sporting activities do New Yorkers do in Central Park?
 - **2** Apart from sport, what other things can you do there?
 - 3 Why did the French girls hire bicycles?
 - **4** Why isn't the 'Team Central Park' runner sure he can complete the marathon?
 - **5** Why do you have to be careful when you skateboard in Central Park?

US TODAY



Central Park ...

- covers 6 percent of Manhattan
- welcomes 40 million visitors a year
- was designed by the winners of a competition in 1858
- took 20,000 workers 15 years to complete
- is six times bigger than Monaco
- has featured in over 350 movies
- includes: ¹_____ kilometres of pathways to walk on, ²____ benches to sit on, ³____ playing fi elds, ⁴____ playgrounds for children, 275 species of bird, 125 drinking fountains, and 36 bridges and arches



- 6 SPEAKING Discuss what the biggest public park near you is.
 - 1 What activities can you do in the park?
 - 2 What kind of people use the park and when is it busiest?
 - 3 How often do you go to the park and what do you do there?

PRONUNCIATION FOCUS

7 (1) 3.34 Listen and repeat the diphthongs.

	-		
Diphthong	Example	Diphthong	Example
1 /eə/	air	5 /əʊ/	
2 /eɪ/		\e _I \ 6	
3 /ʊə/		7 /aɪ/	
4 /ɔɪ/		8 /au/	

8 <a>3.35 Complete the examples in Exercise 7 with the words in the box. Then listen, check and repeat.

air climb hear low noise out	kate su	ıre

WORD STORE 8D Places to do sport

9 <a>3.36 Complete WORD STORE 8D with the nouns in the box. Then listen, check and repeat.

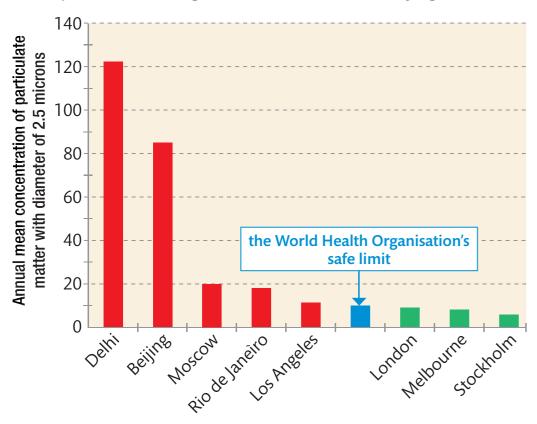


READING

Open-ended questions

I can identify specific information in a short article.

1 Look at the graph about air pollution and label the photos: Los Angeles, Stockholm and Beijing.





1



2



3 _____

- 2 SPEAKING Discuss what you know about:
 - 1 the causes of air pollution.
 - 2 the health problems caused by air pollution.
 - 3 ways of reducing air pollution.
- 3 Read the text and check your ideas in Exercise 2. What do you think about the Smog Free Tower?

EXAM FOCUS Open-ended questions

- 4 Read the text again and answer the questions.
 - 1 Who suffers most from air pollution?
 - 2 What do people do to avoid polluted air?
 - 3 How does a Smog Free Tower work?
 - 4 What can you make with smog particles?
 - **5** What motivated the designer to create the Smog Free Tower?
 - 6 How does the Smog Free Tower project develop?
- 5 Read the text again and complete the notes.

Smog Free Tower Project		
1 Number of people dying of air pollution:a year2 Symptoms of health problems caused by air pollution:		
and		
3 Name of the Smog Free Tower's inventor:		
4 The Smog Free Tower's height:		
5 Type of energy used by the tower:		
6 Number of towers to be placed in China:		

6 (3) 3.38 Complete the collocations with the words in blue in the text. Then listen, check and repeat.

1	air	6 face
2	air	7 factory
3	dust	8 smog
4	exhaust	9 vacuum
5	environmental	

- 7 Answer the questions with words in Exercise 6.
 - 1 What is responsible for over three million deaths every year? *Air pollution*
 - 2 What are the three main causes of smog in Beijing?
 - **3** What do people wear to protect themselves from air pollution?
 - 4 What does the Smog Free Tower look like?
 - **5** The designer says it is the biggest 'what' in the world?
 - 6 What does the tower collect and store?
 - **7** Which Chinese ministry wants to put towers in other cities?
- 8 SPEAKING Discuss which of these environmental problems affects the world, your country and you the most.
 - 1 air pollution (smog from exhaust fumes, factory smoke etc.)
 - 2 ocean and river pollution (chemicals from factories or plastic)
 - 3 land pollution (chemicals used in farming)
- 9 SPEAKING List three things that you, your country or the world could do to solve the problem of air, water and land pollution. Discuss as a class.

You could use public transport more or walk or cycle to places ...

The Tower That Sucks in Smog and Spits Out Clean Air

◄) 3.37

The city of Beijing has such a big problem with its air quality that there are days when you can't see the buildings on the other side of the street. According to Nature Magazine, air pollution is responsible for three million deaths per year, and most of these deaths are in Asia. More and more people suffer from chest pain and have difficulty breathing. Children and the elderly are most at risk.

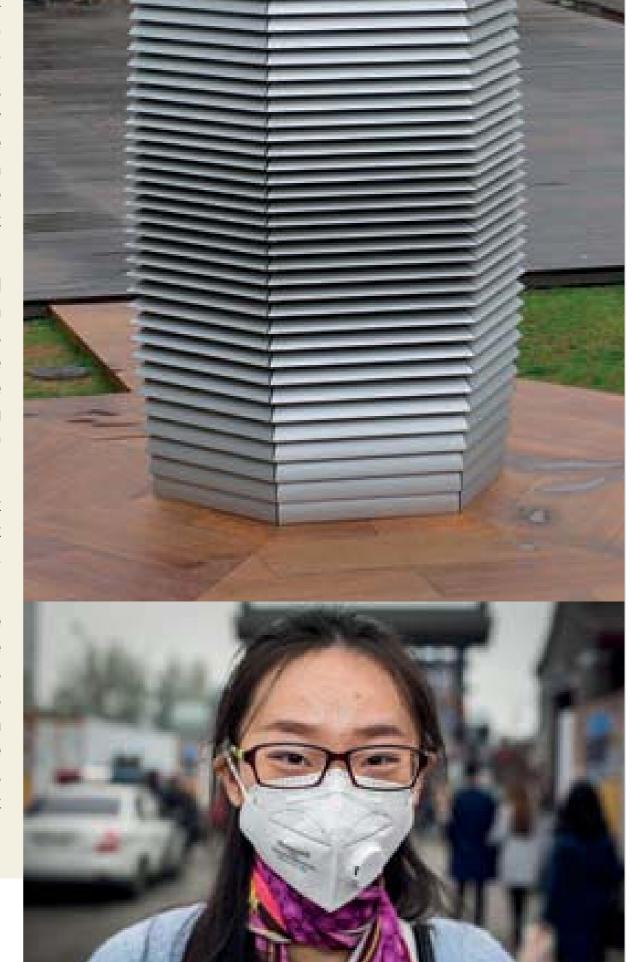
The 'Smog' – a blend of the words 'smoke' and 'fog' – is
mainly caused by car exhaust fumes, factory smoke and
dust storms from local construction projects. To protect
themselves from the unhealthy effects of pollution,
people wear face masks and children play sports indoors.

Last week, a Smog Free Tower was erected in the arts district of Beijing. It is part of an air purifying project by Daan Roosegaarde from Holland and is designed to take in smog and release clean air. The seven-metre-high tower resembles the kind of air purifier you may have in your house. Roosegaarde describes it as the largest smog vacuum cleaner in the world.

The Smog Free Tower was created by Roosegaarde and a green tech company in the Netherlands. It runs on renewable power. Smog particles that are dangerous to health are collected and stored inside the tower. The tower then blows out cleaner air. Roosegaarde uses the collected smog particles to make jewellery. When you buy a Smog Free Ring or a pair of cufflinks, you buy 1,000 cubic metres of clean air.

Roosegaarde got the idea for the Smog Free Project when he visited Beijing in 2013. One day he looked out of his hotel window and he simply couldn't see anything. The city had disappeared under a thick layer of smog.

Roosegaarde's project has the support of the Chinese Ministry of Environmental Protection, who have requested towers in four other cities. Roosegaarde is planning to set up 800 of his giant air purifiers in parks all over China to raise awareness of the huge problem of pollution. He believes that both citizens and the government need to work together to fight pollution. His dream is that in ten to fifteen years from now, we won't need his towers anymore.



WORD STORE 8E Word families

10 (1) 3.39 Complete WORD STORE 8E with the correct noun, verb or adjective in the text. Mark the stress. Then listen, check and repeat.

639

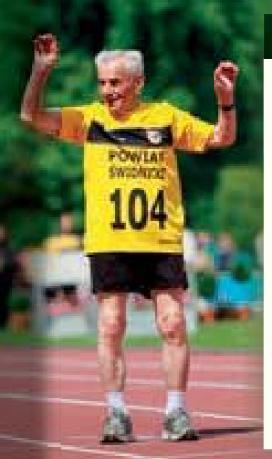


GRAMMAR

Reported Speech

I can make tense changes in reported speech.

- Read the text and answer the questions.
 - 1 What record has he broken?
 - 2 What is his secret for a healthy life?



Stanislaw Kowalski

Stanislaw Kowalski has become the oldest person in Europe to run a 100-metre race. When he crossed the finishing line, the 104-year-old grandfather said that he felt like a new man. He said he wasn't surprised that he had lived to such an old age. He said he had always done everything he wanted to do and he had never been to the doctor's. He also said that he had cycled or walked 10 km to work every day of his working life. He told reporters that he was looking forward to breaking the world record for the 60-metre race, which he actually did half a year later.

- 2 Compare the Direct Speech 1-6 below with the Reported Speech in blue in the text. What changes are there to the verb forms and pronouns?
 - 1 'I feel like a new man.'
 - 2 'I'm not surprised that I've lived to such an old age.'
 - 3 'I've always done everything I want to do.'
 - 4 'I've never been to the doctor's.'
 - 5 'I cycled or walked 10 km to work every day.'
 - 6 'I am looking forward to breaking the world record.'
- Read the GRAMMAR FOCUS. Complete the examples using the correct verb form.

GRAMMAR FOCUS 639

Reported Speech

In Reported Speech verb forms and pronouns change depending on the context.

Direct Speech

Present Simple

'I work,' she said.

Present Continuous 'He's working,' we said.

Present Perfect

'We've worked,' he said.

Past Simple

'She worked,' they said.

Reported Speech

- → Past Simple She said she worked.
- → Past Continuous We said he 1
- → Past Perfect He said they ²
- → Past Perfect They said she ³

REMEMBER THIS

Say + (that) something

He said that he felt like a new man.

Tell + somebody + (that) something

He told reporters that he was looking forward to breaking the world record.

- Read the text. Rewrite sentences A-G in Reported Speech and use them to complete the text. Why didn't the officials believe Dharam?
 - A I am 119 years old. = He said he was 119 years old.
 - **B** He can't prove his age.
 - C My secret is cow's milk.
 - D Singh is lying about his age.
 - **E** I am not only the oldest athlete in the world.
 - **F** We understand that he has never known his real age.
 - **G** I think the people who have accused me of lying are jealous.

Dharam Pal Singh

When Dharam Pal Singh, a farmer from India, entered an Australian Athletics competition, he told the officials that ¹he was 119 years old. He said that ²_, but he was also the oldest man in the world. The officials told reporters that ³_. They said that Singh had never had a birth certifi cate so ⁴_. They said that they liked him, and ⁵_. Singh said that ⁶ ___ of his health and his running ability. He told reporters that 7___, herbal chutney and fruit.

Choose the correct verb.

My teacher said / told me I wasn't concentrating.

- **2** He said / told I looked tired.
- 3 I said / told him that I hadn't slept very well.
- 4 | said / told | had watched a really scary film.
- 5 | said / told him that was why | hadn't done my homework.
- 6 He said / told I'd used that excuse before!
- Rewrite the sentences in Exercise 5 in Direct Speech.
 - 1 You aren't concentrating.
- 7 SPEAKING Follow the instructions to complete
 - 1 Tell your partner five true facts about yourself. Use some of the 'facts' in the box or your own ideas.

I am/am not tired I can/can't snowboard I like/don't like politics I've been/haven't been to London I'm going out/not going out tonight I watched/didn't watch TV last night

- 2 Your partner then reports back. How many facts can your partner remember correctly?
 - A: You said you could snowboard.
 - B: Yes, that's right.
 - A: You said you liked politics.
 - **B:** No, I said I didn't like politics.

Grammar page 154

8.6

USE OF ENGLISH

Phrasal verbs

I can correctly use a range of common phrasal verbs.

- 1 SPEAKING Look at the photo. Jenny and her mum have just moved to a new town. Try to answer the questions.
 - 1 Why is Jenny so worried/stressed?
 - 2 What do you think her mum is telling her?
 - 3 How would you feel if you had to start a new school now?
- 2 (3) 3.40 Listen and check your ideas in Exercise 1. Does the conversation end positively?
- 3 (4) 3.40 Listen again and tick 'Jenny' or 'Mum'.

Who	Jenny	Mum
1 says she has fallen behind?		
2 seems negative and puts herself down?		
3 feels that she doesn't fit in?		
4 promises to figure things out for herself?		
5 thinks it's good to talk things over?		
6 doesn't like the situation but says she'll		
get through it?		
7 needs to catch up on her work?		
8 says they have to get on with life?		

4 Read the LANGUAGE FOCUS. Decide whether the phrasal verbs in blue in Exercise 3 are type 1, type 2 or type 3.

LANGUAGE FOCUS

Phrasal verbs

A phrasal verb is a verb + particle(s). There are three basic types of phrasal verbs.

- 1 Verb + particle

 It's difficult to join in.
- 2 Verb + object + particle
 I can hand an essay in and I can hand it in.
 I can hand in an essay but NOT I can hand in it
- 3 Verb + particle + object
 I want to go over some lessons and I want to go over them.

Note: A few phrasal verbs take two particles.

We just have to get on with life.

5	Put the words in brackets in the correct order to complete
	the sentences. Which sentences are true for you?
	1 Laftan atayad with my grandparants when I was a shild

	Torten stayed with my grandparents when I was a child
	– they <u>looked after me</u> (after/looked/me).
2	I've missed several weeks of my favourite TV series
	- I need to (it/up/on/catch).
3	I don't like doing after-school activities – I never
	(for/up/sign/them).
4	I guessed all the answers in my last exam – I don't know
	how I (it/got/through).
5	I don't like arguing with my friends – I prefer to

(talk/over/it).

_____ (me/down/put).

6 My parents always encourage me – they never



6 USE OF ENGLISH Choose one word, A, B or C to complete both questions.

1	How well do you de	eal difficult pro	oblems?
	Are you good at co	oping extrem	e pain?
(A with	B in	C out
2	How long does it ta	ike you to get	a cold?
	Do you always go	your homewo	ork before you
	hand it in?		
	A into	B over	C through
3	How do you get	with your neigh	nbours?
	If you have a proble	em, who can you r	ely ?
	A off	B away	C on
4	Do you give ea	asily when things	get difficult?
	What time do you	normally turn	for school?
	A up	B after	C with
	•		

7 SPEAKING Ask and answer the questions in Exercise 6.

Use of English page 155



WRITING

A reader's comment – linkers

I can write a simple online posting giving opinions.

Newsfocus.com: Daily Discussion

Is social media making you lose sleep?

A new study has found that one in five young people wakes up in the night to send or check messages.

What is more, research has shown that teenagers need 9.5 hours of sleep each night, but on average they only get 7.5 hours. This means they don't sleep long enough or well enough. A lack of sleep can make them tired, depressed and more likely to catch colds, flu and stomach bugs.

Personally, I don't think that social media is bad in itself. It's a great way to get information and keep in touch with your friends. However, I believe there is too much pressure on young people to be available 24/7 on social media. If you think about it, no message is so urgent that it can't wait until morning. For this reason I think that young people need to learn the importance of logging off at night. Switch your phone off and get a good night's sleep!

Join the Daily Discussion and tell us what you think in our Reader's Comments section below.

daisy345 says: Thanks for a great post. <u>It made me</u> think about how I use my own phone ...

- **SPEAKING** Discuss the question on the online forum page. Then read the post and decide whether you agree or disagree with the views expressed.
- 2 Read the WRITING FOCUS. Complete the examples with the linkers in purple in the article in Exercise 1.

WRITING FOCUS

A reader's comment

When you give your opinion in a piece of writing such as a reader's comment, use linkers to:

- give an opinion: I think .../¹Personally, I don't think/
- add further points: In fact, .../I also agree that .../ I also think that .../3_
- give an opposite opinion: On the other hand, I strongly disagree .../4
- conclude: Therefore .../So .../That's why .../
- Complete the reader's comment on the post in Exercise 1 with appropriate phrases in the WRITING FOCUS.

daisy345 says: Thanks for a great post. It made me think about how I use my own phone. ¹Personally, I b ____ t __ social media is a fantastic tool for sharing information and staying in touch with friends. I can communicate with my friends when I'm not with them. ²W i_m, I never feel alone. ³H sometimes I can't concentrate on my homework. If I get a message, I can't wait – I have to answer it immediately. ${}^4F_{__}$ $t_{__}$ r , I sometimes wake up in the night to answer a message or look at a post. Then I start looking on the Internet and I can't get back to sleep. ⁵S__, I end up feeling really tired and bad-tempered. On the one hand I know I should ignore my phone at night, but 60_ t_ o_ h_ , I don't want my friends to think I'm ignoring them!

Look at a summary of opinions expressed by both writers. Then answer the questions.

SUMMARY

- Social media is a good thing and has lots of benefits
- Checking your phone at night is not good for you
- It's impossible to ignore your phone
- 1 Which two opinions do both writers agree on?
- 2 Which opinion do they disagree about?
- 3 Who do you agree with and why?

5 Read the LANGUAGE FOCUS. Complete the examples with the sentences underlined in the text in Exercise 1.

LANGUAGE FOCUS

Structures with make

Make always takes an object and either the infinitive without to, an adjective or a noun.

- make + object + infinitive without to
- make + object + adjective/noun
- Put the object in brackets in the correct place. Which sentences are true for you?
 - 1 I think smartphones make everybody's life easier. (everybody's life)
 - 2 I like posting things that make my friends laugh. (my friends)
 - 3 My parents make me switch my phone off at night.
 - 4 If I can't check my phone regularly, it makes me anxious.(me)
 - 5 Teachers make us put our phones on silent in class. (us)
 - 6 I think smartphones make the world a better place. (the world)

SHOW WHAT YOU'VE LEARNT

7 Read the text. Then do the writing task. Use the WRITING FOCUS and LANGUAGE FOCUS to help you.

Newsfocus.com: Daily Discussion

Does social media make you happy?

The answer is probably not. A recent survey found that one in five people say they feel depressed when they use social media. Academic research suggests that regular use leads to feelings of anxiety, stress and poor sleep. We use social media to present a false picture of our lives – like a movie of the life we'd like to live rather than the one we're actually living. If we post something and don't get enough 'shares' or 'likes', it makes us feel bad or unloved. What is more, teenagers are losing the ability to communicate face-to-face. Social media is addictive, and like all drugs, it is doing us more harm than good. Just say no!

Join the Daily Discussion and tell us what you think in our Reader's Comments section below.

You've read the article above on a news website. Write a reader's comment. Include the following information:

- express your opinion about the article
- write what you agree with and why
- write what you disagree with and why
- describe your conclusions.



SPEAKING

A doctor's appointment

I can describe basic symptoms to a doctor.

1 Complete the sentences with the words in the box.

arm 2	back	chest
a cough	dizzy	foot
ill	indigestion 🗍	left leg
neck	a runny nose	shoulder
sick	a sore throat	a temperature
thumb	very well	

- **1** I've got ...
- 2 I've got a pain in my .../My ... hurts.
- **3** I feel ...

2 (1) 3.41 Read the dialogue and choose the correct option. Then listen and check.

Doctor: Hello, Andrew. What's the problem? **Andrew:** I've got a ¹ pain / sore in my chest. **Doctor:** I see. And when did it start?

Andrew: A few days ago.

Doctor: Do you have any other ²sicknesses / symptoms? **Andrew:** Yes, sometimes my stomach ³ hurts / is dizzy. **Doctor:** And how are you feeling now? Have you got

a headache? Do you *have / feel dizzy?

Andrew: No, I feel okay. But when I have a stomachache

I feel a bit ⁵ sick / hurt.

Doctor: I see. And do you have this 'illness / pain all the time?

Andrew: No, I get it in the evening after dinner, and

sometimes after lunch.

Doctor: Aha. Okay, I'm going to examine you.

3 (1) 3.42 Read and listen to Part 2 of the dialogue and answer the questions.

- 1 What does Andrew think the problem is?
- 2 What does the doctor think the problem is?
- 3 What does the doctor suggest?

Doctor: Now ... Breathe in and out for me. Good, thank you. Now, open wide – hmm, that looks fine. Right, I'm just going to take your temperature ... Okay, that seems normal. Now lie down, please.

If I push here, does it hurt?

Andrew: Ow. A little bit. Do you think it's my heart, doctor? **Doctor:** Your heart! Why would it be your heart? You're

sixteen years old.

Andrew: My mum says I eat the wrong things and I eat too quickly and she thinks I'll have a heart attack

before I'm twenty.

Doctor: I see. Well, your heart is fine. We don't need to

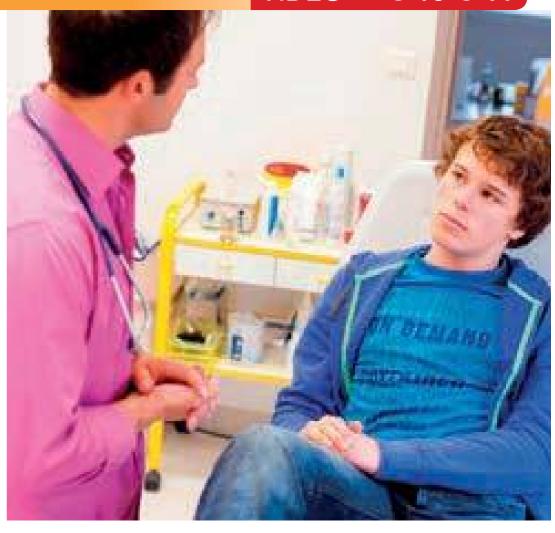
operate just yet. I think you've got indigestion. But your mother's right – you need to eat more slowly, and you should drink more water. I'm going to give you a prescription – take one tablet after each meal. Make another appointment to

see me in a month.

Andrew: Aren't you going to do a blood test?

Doctor: No, I don't think that's necessary.

Andrew: Oh good, thank you very much.



4 Complete the SPEAKING FOCUS with verbs in Part 2 of the dialogue.

SPEAKING FOCUS

	•			•
- 1 1	1		10	CIC
-	16	uı	10	SIS
		3 1-		

When did the pain start?
I'm going to examine you/1 take your temperature.

I'm going to _____2
Breathe in and out.

wide.

Lie down, please.

If I press here, does it hurt?

I think you've got indigestion/flu/an infection/a virus ... You're probably allergic to ...

a blood test ...

Treatment

You should eat more slowly/go on a diet.

You need to drink more water.

I'm going to ⁴______ you a prescription.
I'm going to ⁵_____ an appointment for you (e.g. to see the specialist).

6______ one tablet after each meal.

5 SPEAKING Follow the instructions below to prepare a dialogue. Use the SPEAKING FOCUS to help you.

Student A: You're a student. You are doing a language course in the UK. You fall ill and go to see a doctor. Tell the doctor your symptoms and answer any questions.

Student B: You're a doctor. Your patient is a foreign student. Find out about his/her symptoms, ask questions and give advice.

6 SPEAKING Practise your dialogue. Then act it out to the class.

			4	
ROL	F-PI	ΔΥ	(>,4 0	641

A doctor's appointment

(6 40) (6 41) Watch the video and practise. Then role-play your dialogue.

8.1 Vocabulary (4) 4.57

barcode /'bax kəud/ be allergic to / bi əˈlɜɪdʒɪk tə/ be asthmatic / bi æs'mætik/ check your pulse/heart rate / t fek jox 'pals/'hart reit/ come out in a rash/in spots / kam aut In a 'ræs/ in 'spots/ cough /kpf/ **cut sth out** / k \(t \) s \(m \theta \) in 'a \(v \) / feel dizzy /ˌfiːl 'dɪzi/ feel ill /ˌfiːl 'ɪl/ feel sick / fixl 'sik/ headache /'hedeik/ healthy choices/decisions / helθi 't∫ɔɪsɪz/dɪ'sɪʒənz/ hurt /hart/ keep fit / kizp 'fit/ keep track of / kizp 'træk əv/ lose appetite / luz 'æpətaɪt/ lose weight / luxz 'weit/ make choices / meik 't sisiz/ my back/head/thumb hurts /mai |bæk/ _hed/_lθ_Am 'h3:ts/ pain in the chest/leg/shoulder / pein in ðə 'tsest/'leg/'səuldə/ pass out, faint / pars 'aut, feint/ recover from / get over an illness /rı'kʌvə frəm / ˌget ˌəuvər ən 'ɪlnəs/ reduce anxiety/stress /rɪˌdjuɪs æŋ'zaɪəti/'stres/ runny nose /ˌrʌni ˈnəʊz/ sore throat /ˌsɔː 'θrəut/ stomachache /'stʌmək-eɪk/ stress out / stres 'aut/ suffer from /'sʌfə ˌfrəm/ take sth up / teik samθin 'ap/ temperature /'temprət∫ə/ work out /wsik 'aut/

8.2 Grammar (**◄**) 4.58

ambulance /'æmbjələns/
capital city /ˌkæpətl 'sɪti/
cardiologist /ˌkɑɪdi'ɒlədʒɪst/
drop /drɒp/
equipment /ɪ'kwɪpmənt/
fiancé /fi'ɒnseɪ/
frozen /'frəʊzən/
heart attack /'hɑɪt əˌtæk/
physiotherapist /ˌfɪziəʊ'θerəpɪst/
pitch /pɪtʃ/
put out your arms /ˌput ˌaut jɔɪr 'ɑɪmz/
spectator /spek'teɪtə/

8.3 Listening **◄**) 4.59

arch / art //
badminton court / 'bædminton kort/
basketball court / 'bærskitborl kort/
bench / bent //
boxing ring / 'bɒksiŋ riŋ/
bridge / bridʒ/
climbing / 'klaimiŋ/
cycling / 'saikliŋ/
football pitch / 'fotborl pit //
fountain / 'fauntin/
handball court / 'hændborl kort/

hockey pitch /'hoki pɪtʃ/ horse riding /'hors raidin/ ice rink /'ais rink/ marathon /ˈmærəθən/ motor racing track / mouto 'reisin træk/ pathway /'pαːθweɪ/ playground /'pleigraund/ rugby pitch /'rʌgbi pɪtʃ/ running track /'rʌnɪŋ træk/ sailing /'seilin/ skateboard /'skeitboid/ **skating rink** /'skeitin rink/ species /'spixfixz/ swimming pool /'swimin puil/ tennis court /'tenis koit/ volleyball court /'voliboxl koxt/

8.4 Reading (**4**) 4.60

(air) pollution /'eə pəˌluːʃən/

air purifier /'eə ˌpjuərəfaɪə/ at risk /ət risk/ blanket /'blænkit/ blow out / blov 'aut/ citizen /'sɪtɪzən/ construct /kən'strʌkt/ construction /kənˈstrʌkʃən/ constructive /kən'strʌktɪv/ create /kri'eɪt/ creation /kri'er[ən/ cufflinks /'kʌf lɪŋks/ dust storm /'dast storm/ environmental protection / ın,vaırən,mentl prə'tek∫ən/ exhaust fumes /ɪgˈzɔːst fjuːmz/ face mask /'feis mask/ factory smoke /'fæktəri sməuk/ fight /fait/ **government** /'gavənmənt/ pollute /pəˈluːt/ pure /pjʊə/ purification / pjuərifə kei sən/ purify /'pjuərifai/ smog particle /smog partikal/ support (n, v) /sə'pɔɪt/ supportive /sə'pɔxtɪv/ tower /'tauə/ vacuum cleaner /'vækjuəm ˌkliːnə/

8.5 Grammar (**◄**) 4.61

birth certificate /'baxθ səˌtɪfɪkət/break a record /ˌbreɪk ə 'rekəxd/chutney /'tʃʌtni/herbal /'haxbəl/old age /ˌəʊld 'eɪdʒ/

8.6 Use of English (4) 4.62

catch up on /,kætʃ 'Ap pn/
cope with /'kəup wið/
fall behind /,fɔːl bɪ'haɪnd/
figure out /,fɪgər 'aut/
fit in /,fɪt 'ɪn/
get on with /,get 'pn wið/
get through /,get 'θruː/
go over /,gəʊ 'əʊvə/
join in /,dʒɔɪn 'ɪn/
put sb down /,put ,sʌmbɒdi 'daun/

sign up /ˌsaɪn 'ʌp/
talk sth over /ˌtɔːk ˌsʌmθɪŋ 'əʊvə/

8.7 Writing **◄**) 4.63

addictive /ə'dɪktɪv/
bad-tempered /ˌbæd 'tempəd/
do harm /ˌdux 'hɑxm/
importance /ɪm'pɔxtəns/
pressure /'preʃə/
stay in touch /ˌsteɪ ɪn 'tʌtʃ/
switch off /ˌswɪtʃ 'pf/
therefore /'ðeəfɔx/
urgent /'ɜɪdʒənt/
what is more /ˌwɒt ɪs 'mɔx/

8.8 Speaking (**◄**) 4.64

blood test /'blad test/ breathe in / brixð 'ɪn/ breathe out / brisð 'aut/ examine /ɪgˈzæmɪn/ flu /fluː/ go on a diet / gəu on ə 'darət/ indigestion / Indi'dʒest∫ən/ lie down / lar 'daun/ make an appointment / merk ən ə'pointment/ meal /mixl/ prescription /pri'skrip[ən/ press /pres/ tablet /'tæblət/ take sb's temperature / teik sambodiz 'tempratsa/ virus /'vaiərəs/

VOCABULARY AND GRAMMAR

1 Choose the correct options.

- 1 I've never been allergic / ill / dizzy to dust.
- 2 Tim's had an awful sick / chest / cough for two weeks.
- 3 An indoor skating ring / rink / pool has been built in our town.
- 4 When they saw Sarah pass / hang / find out during the match, they called an ambulance.
- **5** By the time Mark suffered from / worked out / got over the indigestion, he hadn't eaten anything.

2 Complete the sentences with the correct form of the words in capitals.

1	We should use public transport to reduce air . POLLUTE
2	Centuries ago people could drink
	water from streams and rivers. PURIFY
3	There are a lot ofabout too much
	noise in the city centre. COMPLAIN
4	My doctor has got a lot of patients because she is
	really SUPPORT
5	Chris has to make an important about
	which team he wants to play for. CHOOSE
	omplete the second sentence so that it has a similar
m	eaning to the first. Use the correct forms of past
te	enses.
1	I had a fast heart rate for three days, so I went to see
	my doctor.
	Before I to see my doctor,
	Ia fast heart rate for three days.
2	The doctor advised Helen to lose weight, so she
	started to work out in the gym.
	Helento work out in the gym after the
	doctorher to lose weight.
3	The teacher figured the problem out and then
	everybody arrived.
	By the time everybody, the teacher
	the problem out.
4	Josh ate a piece of nut cake and came out in spots.
	After Josh a piece of nut cake, he
	in spots.
5	Gustave Eiffel created hundreds of metal
	constructions all around the world. He died in 1923.
	Before Gustave Eiffel in 1923, he
	hundreds of metal constructions all
	around the world.

4 Complete the second sentence so that it has a similar meaning to the first. Use Reported Speech.

	·
1	'I feel ill,' said Eva. Eva said
2	'Every visit to the dentist makes me feel stressed',
	said Ann. Ann said that
	·
3	'Steve joined in the race', said Jo.
	Jo told me that
4	'People in the capital city are wearing face masks
	today', said the minister.
	The minister said that
	that day.
5	'I didn't go out last night', she said.

She said _____

USE OF ENGLISH

6

5

	. Of ENGLISH
Cl	oose the correct answer, A, B or C.
1	X: My left knee hurts and I can't walk fast.
	Y: When ?
	A the knee hurt you
	B you had a pain
	C did the pain start
2	X: Dr Willson's surgery. What can I do for you?
	Y: I'd like to for tomorrow morning.
	A make an appointment
	B see a doctor
	C have a meeting
3	X: Mum, can I stay at home today? I don't feel well.
	Y: OK. But you'll have to the schoolwork.
	A fall behind
	B catch up on C get on with
4	X: Jeff, do you remember that we need to make
_	some decisions about the project?
	Y: Can we tomorrow? I'm in a hurry.
	A talk it over
	B give it up
	C hand it in
5	X: I'd like to know your opinion about social media.
	Y: social media is very powerful in influencing
	people's opinions.
	A On the other hand
	B Personally, I believe that
_	C Therefore
0	X: Carl can't play basketball since the injury. Y: I've beard be's going to require ming. It's safe for
	Y: I've heard he's going to swimming. It's safe for him.
	A take up
	B pass out
	C turn up
	noose the answer, A, B or C that is closest in
	eaning to the underlined words.
Τ	I don't have much time to <u>hang out</u> with my friends.
	A spend time B do sports C discover new places
2	Daria's been in our group for two weeks and <u>she's</u>
_	fitted in already.
	A she's made new friends B she's been accepted
	C she's become the group leader
3	The government <u>figured out</u> why there was so much
	air pollution.
	A discussed B understood C reported
4	Doing some aerobic activities will help you reduce
	anxiety.
	A body weight B allergy C nervousness
5	Exhaust fumes from vehicle engines cause great
	damage to the environment.

A dust storms B smog particles C waste gases

3

LISTENING

- 7 (3) 3.43 Listen to six speakers. For questions 1–6 choose the correct answers A–C. Listen to the recording twice.
 - 1 The conversation takes place:
 - A at a health centre reception
 - **B** in a hospital corridor
 - C in a doctor's surgery
 - 2 The speaker is:
 - A the Town Mayor
 - **B** a doctor
 - C a radio presenter
 - 3 How will the boy get home?
 - A by bus
 - **B** by car
 - C on foot
 - 4 The woman is:
 - A explaining something
 - **B** supporting someone
 - C asking people to do something
 - **5** How much time do young people spend on social networking sites?
 - A three hours a day or more
 - **B** fifteen hours a day
 - C all day long
 - **6** The text does not mention:
 - A where the place is located
 - **B** where the visitors can stay
 - C how the temperature is kept constant inside

SPEAKING

- 8 Match the two halves of the questions. Then, in pairs, ask and answer the questions.
 - 1 Would you like to be
 - 2 Do you use
 - 3 What qualities do you need
 - 4 What would you do
 - a to be a doctor?
 - **b** food apps? Why?/Why not?
 - c if you wanted to lose weight?
 - d a professional sportsperson? Why?/Why not?
- 9 Do the task in pairs.

Look at Posters A and B.

You are on a scholarship in a school in England for a few months. The authorities of the city you're staying in want to organise a campaign promoting a healthy lifestyle to accompany World Health Day. You are taking part in a survey to decide which poster is better for the campaign.

- Choose the poster which you think is more suitable for the campaign and explain why.
- Explain why you rejected the other poster.





- 10 Ask and answer the questions.
 - 1 Does social media help its users have an active lifestyle? Why?/Why not?
 - 2 Why are food apps so popular?
 - 3 What could you do to make your diet healthier?
 - 4 What could we do to make the air less polluted?

WRITING

11 Read the writing task. In what order should the information be presented?

You've read an article in an English-language magazine in which the author criticises young people's eating habits. Write a reader's comment on an Internet forum. Include the following information:

- present your opinion and arguments behind it
- explain what article you are referring to
- encourage other readers to join in the discussion
- present the article writer's views
- 12 Do the writing task in Exercise 11.

61

Student Accommodation



BEFORE YOU WATCH

1	In pairs, match the collocation parts. Use your dictionary if
	necessary.

1	wave	a rent
2	miss out	b in a project
3	be involved	c in a nursing home
4	live	d on the fun of student life
5	pay	e somebody goodbye
6	develop	f friendships

- 2 SPEAKING Discuss what typical student accommodation is like in your country.
- 3 SPEAKING You are going to watch a video about student accommodation. Discuss which words and phrases in the box you think you will hear.

books dining room deaf elderly people isolation loud music loud television parties peaceful posters save money

WHILE YOU WATCH

- 4 **(b)** 1 Watch the video and check your ideas in Exercise 3. What is unusual about student accommodation at Humanitas?
- 5 © 1 Complete the sentences with the numbers in the box. Then watch the video again and check your answers.

Then water the viace again and eneck your answers.
5 18 30 80 160 30,000
1 Most of the residents are over
2 The accommodation is free for Jurrien and
other students.
3 Jurrien must spend hours each month with
the elderly residents.
4 Jurrien can save euros while he's studying.
5 One of the students lived in a student house when he was
·
6 Jurrien likes having grandparents waving him
goodbye when he goes to college every day.

5	6 1 Complete the sentences. Watch the
	video and check your answers.

1 Jurrien is involved	l in a project to
you	ng and older people
and	the elderly with feelings
of loneliness and	isolation.
2 He wanted to hav	e theof
connecting with e	elderly people.
3 'What I've learnt h	nere is to
the older residen	ts, the older people in
our society.'	
4 Both	have a lot to learn
from each other.	
5 The friendships th	natare
important for bot	

AFTER YOU WATCH

7 SPEAKING Discuss the advantages and disadvantages of living in this kind of student accommodation. Use the KEY PHRASES to express your ideas.

The good thing about living in this kind of accommodation is that you don't have to pay rent.

KEY PHRASES

The (only) good/bad thing is that it is/about it is ...

I would/wouldn't like to live there because ...

Focus Vlog About happiness

What makes you happy?



1 SPEAKING Which three things in the box are likely to make young people happiest? Discuss.

family food fresh air friends money shopping sport sunshine

2 Watch the interviews where people talk about what makes them happy. Complete the table.

	What makes him/her happy?	Why?
Jake Jake		
Laura		
Lola		

3	(P3)	Complete the quotes.	Then watch	again	and
	chec	k your answers.			

Jake:	'You can get 1		into the	
	countryside ar	nd ²	air.'	
Laura:	'Money makes me happy because I've			
	3	it, it's well-ear	ned and then	I get
	to spend it on	4	_I want to spe	end it
	on.'			
Lola:	'Life without fr	riends is just ⁵		and
	sad.'			

4 SPEAKING Discuss what makes you happy and why.

FOCUS ON LIFE SKILLS

Communication

5 Complete the profile information. Give at least one piece of information which is not true. Share your profile with your partner and guess what is not true about him/her.

I'm crazy about	I also like
and	I find
very relaxing.	I think
can be fun, but I don't like	and I really
hate	

6 SPEAKING Ask and answer the questions. Use the adjectives in the box. Explain why you feel these emotions in these situations.

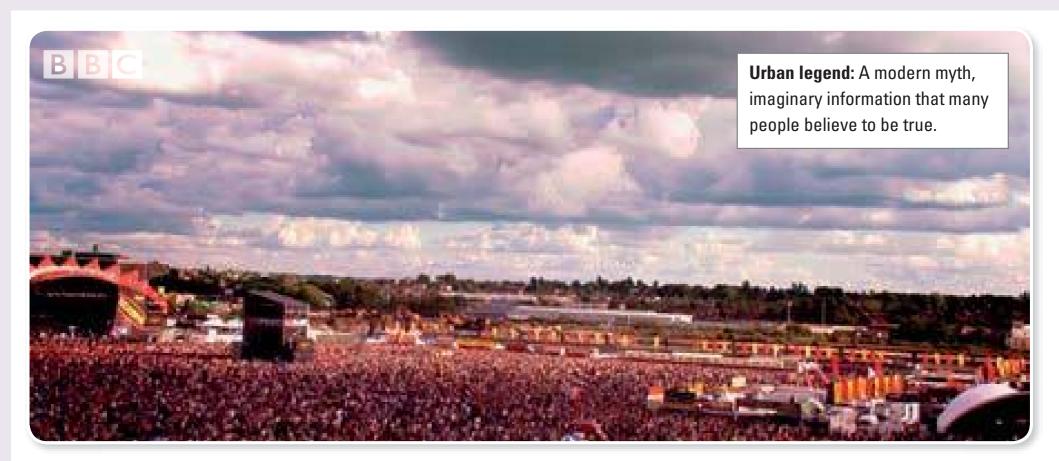
How do you feel when ...

- you are meeting a friend and he/she is really late?
- you work really hard for something and you succeed?
- your team loses a game?
- a teacher appreciates your work?
- you do poorly in a test?
- your best friend doesn't want to help you with your homework?
- you have a house to yourself for the weekend?

angry bored excited happy irritated lonely proud relaxed sad stressed worried

When I'm meeting a friend who is really late I usually feel irritated. I don't like when people waste my

Urban legends



BEFORE YOU WATCH

- 1 SPEAKING Only one of sentences 1–5 is a fact, the others are urban legends. Which sentence do you think is true? Discuss.
 - 1 You can see the Great Wall of China from space with the naked eye.
 - 2 People only use 10 percent of their brains.
 - 3 An earthquake can change the length of a day.
 - 4 Chewing gum stays in your body for seven years.
 - **5** Elvis Presley is alive.
- 2 Choose the correct option.
 - 1 You measure an earthquake on the Richter / Weighing / Global scale.
 - 2 A crowd is a small / large / young group of people.
 - **3** When you want to test a theory, you *make / carry / do* an experiment.

WHILE YOU WATCH

3 Complete the presenter's introduction to the video with the correct words in the box. There are two extra words.

all	billion	entire	exactly	move	stop	
lmag	gine in fi	ve minu	ıtes' time	, everyc	ne on th	е
1		plane	et was go	ing to j	ump at	
2		the s	ame time	e. From	London t	to
Sydr	ney, Del	hi to Ne	w York, 6	.9 ³		_ people
leap	in the a	ir. Coulc	they ma	ke the e	arth	
4		?	-			

- 5 Look at the photo. What kind of event is it? Why did Greg choose this place to do the experiment? Watch the next part of the video (00:53 01:30) and check your ideas.
- 6 Watch the rest of the video (01:30 03:13). Put the events in chronological order.

1	Greg tests Paul Denton's machine.	
)	Greg arrives at Reading Festival.	
•	Everybody jumps.	
k	So the urban legend is completely untrue.	
ļ	The jump measures 0.6 on the Richter Scale.	
	You can see the jump on Paul's machine.	
)	Greg tells the crowd about his experiment.	
1	But you need 8 on the Richter scale to move	

AFTER YOU WATCH

the planet.

7	SPEAKING Greg Foot has done a series of videos
	like this one. Which of the following would you be most
	interested in? Tick three and then compare your ideas
	with a partner.

1	Why is fire hot?	
2	Can I escape from quicksand?	
3	If a coin falls off the top of the Empire State	
	Building and hits someone on the pavement,	
	will it kill them?	

- 4 Why does a boomerang come back?
- 5 Can you survive in a falling lift?

Focus Vlog About technology

When was the last time you had a problem with technology?



- 1 SPEAKING Ask and answer the questions.
 - 1 What kind of technology do you usually use ...
 - for school?
 - in your free time?
 - to keep in touch with people?
 - 2 What do you use the Internet for?
 - 3 What do you use your mobile phone for?
- 2 **(b)** Watch the interviews where people talk about problems they've had with technology. Put a tick in the correct boxes. There is one extra problem.

	a mobile phone	music loudspeakers	a desktop computer
Laura			
Callum			
Jake Jake			

3	▶8 Are sentences 1–6 true (T) or false (F)? Discuss
	with a partner. Then watch again and check.

1	Laura couldn't get on the Internet in the car.	
2	Callum had problems listening to music on	
ł	nis phone.	

- 3 Jake's speakers were making a strange sound.
- 4 Laura needed to get Wi-Fi to book a fl ight.
- **5** Callum was trying to contact his friends while he was at school.
- **6** Jake was chilling out at home when the speakers started popping.
- 4 SPEAKING Have you ever had any of the problems in Exercise 3? Tell your partner about the last time you had a problem with technology.

FOCUS ON LIFE SKILLS

Communication • Critical thinking

- 5 SPEAKING Discuss the questions. Use the phrases below to ask your partner to explain their opinion.
 - 1 Do you think technology is making the world a better place to live in?
 - 2 Would you say teenagers spend too much time on their mobile phones?
 - 3 Are social media sites important in our lives?
 - **4** Do you agree that technology is improving the way we communicate?

Use the following as examples:

- What evidence is there that ...?
- Why do you think that ...?
- How do you know that ...?
- When did people start believing that ...?
- Where did you read that ...?
- **A:** Do you think technology is making the world a better place to live in?
- **B:** Yes, I do.
- **A:** Why do you think that?



The Musketeers



BEFORE YOU WATCH

- 1 What do you know about the Four Musketeers? Discuss. Read the sentences and choose the correct option.
 - 1 They are French / Spanish characters in a book by Alexandre Dumas.
 - **2** Dumas' book is a historical adventure story set in *nineteenth / seventeenth*-century Paris.
 - **3** The Musketeers work for the royal court and their job is to *protect / capture* Queen Anne.

WHILE YOU WATCH

- 2 **(b)** 11 SPEAKING Watch the video without sound. What is happening? Guess the answers to the questions and compare your ideas with a partner.
 - 1 Why do they stop at this place?
 - 2 What does Queen Anne do?
 - **3** How do the Musketeers feel about the food?
 - 4 Why do they set off so suddenly?
- Watch the video with sound and check your ideas in Exercise 2.

4	6 11	Complete the dialogues. Then watch the video
	again a	nd check your answers.

1	IVI:	There's been no sign of the	m for an hour now.
		We're safe for a while.	
	M:	The Queen needs to 1	
2	Q:	Can I help?	
	M:	Rest while you can, Your M	ajesty.
	Q:	No, I'd like to be ²	Really.
	M:	In that case, can you gut a	fish?
3	M:	Delicious, Your Majesty.	
	Q:	It's the first time I've ever o	ooked.
	M:	That's hard to ³	
	Q:	Would you like 4	?
		Thank you but I'm full.	
4	M:	I'm tired of 5 a	away. Perhaps we should be

5 Complete a summary of the scene using words from Exercise 4 in the correct form.

the ones doing the chasing.

it by making a stand.

Queen Anne's1	is at risk. The	Musketeers must			
take her back to the royal palace in Paris. In this scene, they stop					
so that the Queen ca	n ² The	Queen wants to be			
and so	she cooks fish for the	Musketeers.			
However, the food is	disgusting and the me	en politely refuse to			
eat 4po	rtion after they tasted i	t. Suddenly Athos			
hears horses in the distance and they prepare to leave. Athos					
and Porthos have a disagreement – Porthos doesn't want to					
⁵ away	but Athos 6	that the			
Queen's life is more i	mportant than fighting	J.			

5 M: The Queen's 6_____ is paramount. We can't risk

AFTER YOU WATCH

- 6 **SPEAKING** Discuss the questions.
 - 1 Would you like to watch more episodes of *The Musketeers*? Why?/Why not?
 - 2 What kind of TV series do you like watching?
 - **3** What is the best TV series you've ever watched?

Focus Vlog London attractions

Have you done anything interesting recently?



1 SPEAKING Imagine you can have a day out in London. Discuss the activities you would and wouldn't like to do.

visit the Science Museum see a musical go to Notting Hill Carnival go shopping go on a boat trip visit Buckingham Palace go on the London Eye

- 2 **(b) 14** Watch Oliver, Ella and Chelsea answering the questions below. Which of the things in Exercise 1 do they mention?
 - 1 Have you done anything interesting in London recently?
 - 2 What did you like about it?
- 3 **6** 14 Watch again and answer questions 1–3.
 - 1 Who enjoyed a massive party with different kinds of people?
 - 2 Who loved the general atmosphere in the theatre?
 - **3** Who thought the costumes and songs in the show were good?
- 4 SPEAKING Have you done anything interesting in your city recently? What did you do and what did you like about it?



Creativity • Teamwork • Communication

- 5 Ask questions to find someone who fits each description below and write their names in the first column. Collect some more information about him/her by asking further questions.
 - **A:** Have you recently been to a concert?
 - **B:** Yes, I have.
 - **A:** What concert was it?
 - **B:** A famous Italian pop singer came to my city to give a concert.

Find someone who	Name	Extra information
performs music in a band or solo		
likes painting and crafts		
attends drama classes		
has never watched a musical		
binge watches TV series		
likes theatre better than cinema		
has been in a play		

6 In groups, write a survey question about students' film and TV preferences beginning with Who ... and giving three options. (e.g Who prefers watching sci-fi/comedy/documentary series on TV?) Each group asks the class the question and notes down the answers. Then presents their findings using a pie chart.

What is a pie chart?

A pie chart uses 'slices' to show the proportion of things with a number or a percentage. The whole 'pie' is the total number and each segment is a part of the 'pie'.

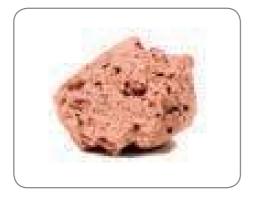
Cave houses



BEFORE YOU WATCH

1 Label the photos with the words and phrases in the box. There is one extra word.

hot air balloon cave volcanic rock conical rock formations basement

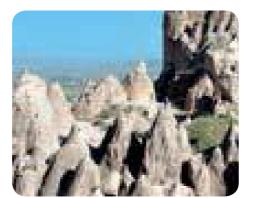




1 _____

2





3

4 _____

2 SPEAKING Which adjectives in the box are appropriate to describe the landscape? Discuss. Add more adjectives to your list.

amazing crowded lonely incredible magical modern prehistoric strange quiet unique

WHILE YOU WATCH

- Watch the video and check whether you can hear any of the adjectives in Exercise 2.
- 4 **SPEAKING** Are sentences 1–5 true (T) or false (F)? Discuss with a partner. Then watch the first part of the video again (up to 2:00) and check your answers.
 - 1 Every evening people visit the incredible landscape in hot air balloons.
 - **2** The rock formations are called fairy chimneys.
 - 3 Humans started living here hundreds of years ago.
 - **4** Rafik owns a local restaurant.
 - **5** His grandparents live in a cave.
- 5 SPEAKING Watch the rest of the video (02:00 03:13). Then discuss the questions with a partner.
 - 1 Why do Rafik and his wife live in a house now?
 - 2 Does Rafik miss living in a cave? Why?/Why not?
 - 3 Have you ever seen a landscape like this? Would you like to visit it by hot air balloon?

AFTER YOU WATCH

- 6 SPEAKING Discuss the questions. Use the KEY PHRASES to express your ideas.
 - 1 Do your parents and grandparents still live in the place where they grew up?
 - 2 Do you think you'll stay in the place where you grew up or do you think you'll move away? Why?

I think one of the disadvantages of moving away is that you are far away from the family.

KEY PHRASES

I think the advantage/disadvantage of (moving away) is that ... One of the good/bad points of (moving away) is that ...

Focus Vlog Where people live

Where do people live?



1 Put the words in the box under an appropriate heading.

bedroom bathroom drive flat garden kitchen floors/storeys in London opposite a park terraced house

Type of house Location Inside Outside

2 **6** 17 Watch the interviews where people talk about the places they live. Complete the sentences with the names of the speakers.









ı		lives in a nouse which is opposite
	a park.	
2		lives in a small house in London.
3		shares his house with other university
	students.	
4		has chickens in the garden.
5		lives in a four-bedroom flat.
6		has a house full of colours.

3	6 17	Watch the	video	again.	How	long	have
	they l	ived there?					

Oliver	_
Esme	
Amber	
Millie	

4 SPEAKING What do you like about your house or flat? How long have you lived there? Tell your partner.

FOCUS ON LIFE SKILLS

Critical thinking • Teamwork • Communication

- 5 Would you consider living in a different house from the one you are living in now? In groups, discuss which are the most important things to consider when renting or buying a house.
 - location (in the centre or in the suburbs)
 - type of house (a detached house, a flat etc.)
 - price
 - neighbourhood
 - age (old/modern)
 - pets (allowed/not allowed)
 - size (number of rooms)
 - distance (from school and other important places, e.g. the railway station, the hospital etc.)
 - garden
 - garage
- 6 In pairs, decide on the top three things to consider when looking for a house. Present your opinion to the class.

In my opinion the most important thing to consider while looking for a house or flat is the neighbourhood it's in because ...



South Korean schools



BEFORE YOU WATCH

1	Tick the boxes next to the words or phrases you
	associate with school and learning.

)	test and exams	

- pressure
- scores
- hard work
- creativity
- extra lessons
- long hours of study
- time to relax
- 2 SPEAKING List the three things that are most important to you at school. Then compare your answers with a partner.

WHILE YOU WATCH

- 3 (b 20) Watch the first part of the video (up to 1:38) and answer the questions.
 - 1 How does Hye-Min feel about her school day?
 - 2 How many hours does she study every day?
 - **3** What time does she have dinner, go to bed and get up in the morning?
 - **4** What does her mother think about Hye-Min's daily routine?
- 4 SPEAKING Discuss the advantages and disadvantages of the South Korean education system. Think about:
 - the standard of education
 - young people's health
- Watch the second part of the video (01:38 03:11). Does anybody mention the ideas you discussed in Exercise 4?

/	R4 - I	4 0 .			collocations
n	Match	$1-\times M$	th a_h	to make	COMPOSTIONS

1 education	a her dreams
2 extra	b investment
3 achieve	c system
4 huge	d a high price
5 suicide	e lessons
6 test	f scores
7 under	g rate
8 pay	h a lot of stress

7 Complete the sentences with the collocations in Exercise 6 in the correct form.

1	When they finish their regular classes they go to
	private school in the evening for
2	This has transformed Korea.
3	It's the only thing she can do to
4	The is the highest in developed
	countries.
5	may be important in the age of
	industrialisation but not any more.
6	But people have been and
	young people have
7	The South Korean is one of the
	best in the world.

8 (b 20) Watch the whole video again. Who says the sentences in Exercise 7: Hye Min's mother, Professor Lee or the presenter?

AFTER YOU WATCH

- 9 SPEAKING Discuss the questions in small groups.
 - 1 What do you think you can learn from South Korea's education system?
 - **2** How would a South Korean student manage in your school?

I think a South Korean student would do great in my school because ...

Focus Vlog About education

Can you describe a perfect student?



1 SPEAKING Choose the qualities you would use to describe a perfect student. Discuss with a partner.

A perfect student is someone who ...

- sets goals and works hard to achieve them
- is disciplined and well-organised
- is not afraid of asking questions and making mistakes
- likes sharing his/her knowledge with others
- knows his/her strong and weak points
- can keep stress and emotions under control
- spends long hours studying.
- 2 © 23 Watch the interviews where people describe a perfect student and a perfect place to study. Match the statements with the speakers: Callum, Oliver, Millie or Lewis.

W	ho says the perfect student
1	enjoys reading?,,
2	is a sociable person?

3 makes lots of effort to learn?

4 has the right balance between work and play? _____

5 is a happy person? ____

6 likes spending time in a library?

Who thinks the perfect place to study is ... 1 a library?

2 a place with food and drink? ______,

3 somewhere you can also relax?

4 somewhere you feel comfortable? __

3 SPEAKING Are you a perfect student? Discuss.

FOCUS ON LIFE SKILLS

Collaboration • Communication • Digital skills

- 4 In pairs, answer the questions about your study habits.
 - Do you like listening to music or having the TV on when you study? Why?/Why not?
 - Do you study best with low or bright lighting? Why?
 - Do you prefer sitting upright in a chair when you study or lying down on the sofa? Why?
 - Do you have a regular schedule or time of day when you study? If you do, what time?
 - Do you study best alone, or in a group? Explain why.
 - Do you ever take breaks to get up and move around while you study? How does this help you?

I love listening to music when I study because ...

Now organise a survey to collect data about your classmates. Use an online survey builder to organise an online survey with eight multiple-choice questions. Give out the link and collect the data over a period of time. Then present the results to the class.

Making a survey:

Surveys are a method of gathering information from individuals. They have a variety of purposes, and can be conducted in many ways, through a printed questionnaire, over the telephone, by email, in person, or on the web. Every participant is asked the same questions in the same way.



Window cleaning



BEFORE YOU WATCH

- 1 SPEAKING Discuss the questions.
 - 1 What's the highest building or structure you've ever been to the top of? How did you feel then?
 - 2 What could you see when you looked down?
- 2 Decide whether the adjectives are positive (P), negative (N) or can be both (B).

complex disappointing excellent fascinating good iconic intense lovely nervous nice terrified scared

WHILE YOU WATCH

- 4 SPEAKING Discuss the questions.
 - 1 What is Dallas's job for the day?
 - 2 How does Dallas feel before he starts working and after he has finished?
- 5 © 25 Complete quotes 1–5. Then watch the video again and check your answers.
 - 1 I was secretly hoping that it was going to be too windy today and it would all be _____ and we could all just go home and somehow the windows would just clean themselves.
 - 2 I'm absolutely _____ right now. I've never been so scared in my life.
 - 3 I haven't _____ down yet. Now I've ____ down.
 - **4** It's hard to believe how _____these windows are.
 - 5 If Dallas dropped something it could do a lot of

6 © 25 Complete the email to Dallas. If necessary, watch the video again and check your answers.

Hi Dallas,	
Welcome to Dubai. Please come – we're proud of it because it's t	•
building in the world. When you lift to Floor 2 Ask	u get here, take the
for the 3cleaning	team. We need to
prepare you for your day's wor	,
your window-cleaning, try not to	
down – you will be more than ⁵ _	metres
above the ground – that's highe	er than the world's
6tallest building.	
Don't worry about the 7	The Burj
Khalifa has an aerodynamic des	
a problem. Don't ⁸	anything – you
could do a lot of damage. There	
windows to clean. It takes three	e <u>10</u> to
clean them all. Then we start cl	eaning them
again!See you soon,	
The Burj Khalifa window-cleani	ng team.

AFTER YOU WATCH

- 7 SPEAKING Discuss the most dangerous jobs in the world. Which would be the worst job for you? Why?
 - Snake charmer
 - Gold miner
 - Deep sea fisher
 - Fire-fighter
 - Racing driver
 - Underwater construction worker

For me, the most dangerous job is fire-fighter, because fire is uncontrollable.

6 Focus Vlog About dream jobs

If you could have any job in the world, what would you want to be?



- 1 SPEAKING Discuss the questions.
 - 1 When people talk about a dream job, what do they mean?
 - 2 What was your dream job when you were a child?
 - 3 If you could do any job in the world, what would you like to be?
 - 4 Would you refuse a job that isn't 'perfect' for you?

V	ho would like to			
1	help others?	_		
2	do something creative?		_	
3	be wealthy?	_		
4	become a composer?			
5	work abroad?			
6	work in Oxford?			
7	stay in London?			

- 3 **627** Are sentences 1–5 true (T) or false (F)? Discuss with a partner. Then watch again and check.
 - 1 Oliver is a teacher.
 - **2** Ethan wants to have access to the latest technology.
 - 3 Freya wants to be her own boss.
 - 4 Oliver thinks Oxford is too big.
 - **5** Ethan wants to work in Austria.

FOCUS ON LIFE SKILLS

Communication • Critical thinking

- 4 What three things would you consider important in a job?
 - Working with your hands (e.g. in construction, with animals, doing the gardening etc.)
 - Meeting people and making connections
 - Travelling abroad
 - Working creatively with words and images
 - Working in a team
 - Inventing something new or coming up with new ideas
 - Achieving concrete results
 - Listening and responding to people's needs
 - Spending time outdoors rather than sitting in front of a screen
 - Other (explain

I think that achieving concrete results is important when you work, because that shows that you make progress.

- 5 Read the list in Exercise 4 again and decide which things you ...
 - are able to do (skills)
 - like doing (passions)
 - dream of doing (ambitions)
- 6 Read about Europass CV. Start filling in your CV online. You can update it when you have new information to add, for example about a course or an exam you have taken.

Europass curriculum vitae:

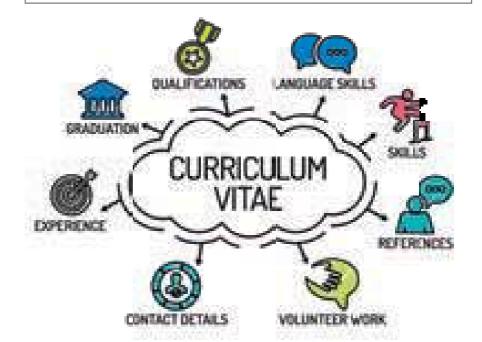
What is Europass CV?

Europass is a service started by the European Union to help people communicate their skills, qualifications and experience through a collection of documents.

In particular, the Curriculum Vitae helps you present your skills and qualifications. You can create your CV online using tutorials or download the template, examples and instructions.

If you want to learn more:

https://europass.cedefop.europa.eu



Cheap shopping



BEFORE YOU WATCH

1 SPEAKING Do the mini-questionnaire. Then compare your answers with a partner. What do your answers say about you?

What kind of shopper are you?

- 1 Do you think shopping is ...
 - a a necessity? b a leisure activity? c a hardship?
- 2 Do you prefer shopping for clothes in ...
 - a small shops? b designer shops? c a shopping mall?
- 3 When you go shopping for clothes, do you look for ...
- a bargain? b good quality? c designer style?

WHILE YOU WATCH

2 Try to match the prices in the box with the items 1–6 below.

62p 75p £7.99 £15.99 £19.99 £21















-	
. I	
	_

3 (b 30) Watch the first part of the video (up to 0:33) and check your answers in Exercise 2. What is 'weird' about the price of things?

4 © 30 Read the leaflet about the Mall of America. Then watch the next part of the video (00:33 – 01:42) and complete the sentences.

The MALL OF AMERICA THE WORLD'S BUSIEST SHOPPING MALL					
It's enormous! You could put ¹ jumbo jets inside.					
Shopping at the Mall of America is a ² activity!					
It opened in ³ and since then more than half a ⁴					
people have visited. It's 5 in Bloomington, Minnesota.					
There are 520 ⁶ and 40 million ⁷ every year.					
That's more than Graceland, the Grand Canyon and Disneyland combined.					
There's no 8 on apparel (clothes)!					
It's a great place to shop!					

- 5 (6) 30 Watch the next part of the video (01:42 03:33) and answer the questions.
 - 1 What did people in the video buy?
 - 2 Why did they buy these items?
 - **3** What is fast fashion?
- 6 © 30 SPEAKING Discuss the possible disadvantages of fast fashion. Then watch the last part of the video (03:33 03:55) and compare with your ideas. Producing too much rubbish.

AFTER YOU WATCH

- 7 SPEAKING Work in two groups. Discuss the statement 'Fast fashion is a good thing'.
 - **Group 1:** Agree with the statement. Think of arguments to support your case.
 - **Group 2:** Disagree with the statement. Think of arguments to support your case.

Focus Vlog About clothes

How many pairs of jeans do you have?



1 SPEAKING Answer the questions.

- 1 How many people in your class are wearing jeans today? Count the percentage.
- **2** How many pairs of jeans do you have in your wardrobe?
- 3 How many pairs of jeans have you thrown away in the past year?
- 4 How much did your last pair of jeans cost?

2 (6) 33 Watch the interviews where people talk about how many pairs of jeans they've got and how much they usually spend on them. Choose the correct option.

- 1 Ethan has many / two / only a few pairs of black jeans.
- 2 Rachel / Freya / Oliver is the one who has the most pairs of jeans of all.
- 3 Rachel has a *black / white / blue* pair of jeans with rips in them.

3 Watch the interviews again and answer the questions.

- 1 How much do Ethan and Freya usually spend on a pair of jeans?
- **2** What does Rachel consider when buying a pair of jeans?
- 3 How much does Oliver usually spend on a pair of jeans?
- **4** Why is Oliver ready to spend that much on a pair of jeans?

FOCUS ON LIFE SKILLS

Collaboration • Communication • Digital skills

- 4 In pairs, prepare a list of five questions about fashion. For example:
 - How important is fashion to you?
 - How many pairs of jeans have you got?
 - How much do you spend on clothes every month?

Ask the questions to other students, collect the answers and prepare an infographic with the results. Then present your findings using graphs and charts in a survey infographic. You can draw the infographics or use an online tool to create them.

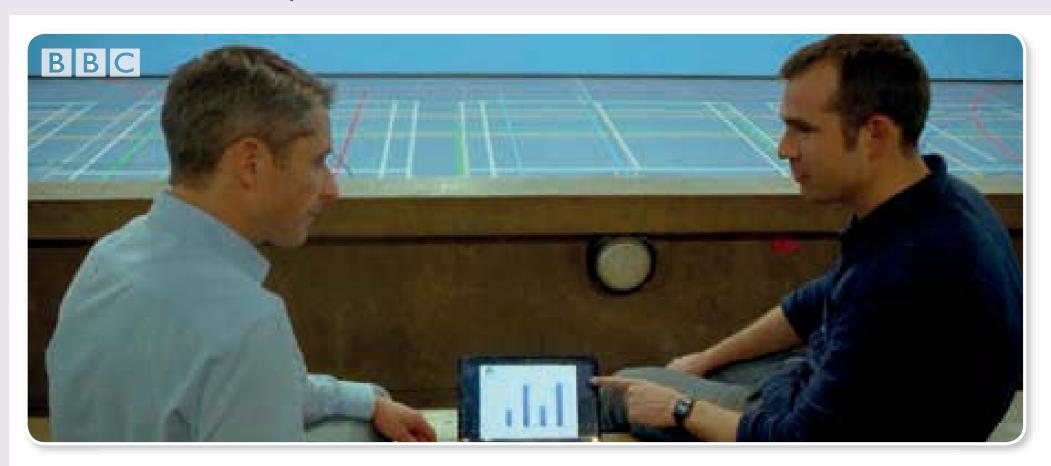
Survey infographic:

What is a survey infographic?
Survey infographics present survey data using a combination of graphs, charts and text.
Visual graphics are a powerful way to show survey results.

A well-designed infographic will capture the attention of your audience and engage them.



BBC Keeping fit



5

4 Using a5 Carrying

AFTER YOU WATCH

every day to keep fit.

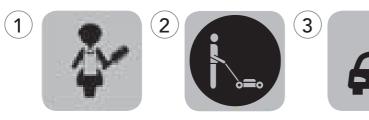
BEFORE YOU WATCH

1 SPEAKING Discuss your preferred ways of keeping fit. Refer to the activities in the box or your own ideas.

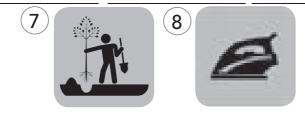
cycling going to the gym running swimming

2 Match the activities in the box with pictures 1–8. Which of these activities uses the most and which the least energy in your opinion?

cleaning windows dusting gardening ironing mopping mowing the lawn vacuuming washing a car







WHILE YOU WATCH

130

3 © 36 Complete the doctor's recommendation. Then watch the first part of the video (up to 0:32) and check your answer.

Adults should try to get at least	minutes of
'moderate intensity physical exercise'	per week.

01:50). Complete the se	entences.				
1 Eightare going to do some household jobs indoors and outdoors.					
2 Activity monitors will r they use.	neasure the				
3 Dr Andy Blannin is an					
4 He will give each activi	ty a MET (Metabolic				
Equivalent of Task)	·				
5 A score of more than _	shows that the				
activity is good enoug					
SPEAKING Tick	the activities which are				
	on. Then watch the next				
) – 03:07) and check your				
answers.	o oo.o,, and eneck your				
ironing	washing the car				
dusting	washing the window				
mopping	mowing the lawn				
planting flowers	vacuuming				
6 24 Name 4 F 21	and the second of the second of the second				
	-e to make collocations.				
Which activity do you think uses the most/the least energy? Watch the last part of the video (03:07 –					
	part of the video (03:07 –				
03:34) and check.					
1 Walking	a trolley				
2 Going	b up a shopping basket				
3 Picking ()	c shopping bags				

d briskly

e cycling

7 SPEAKING Make a list of activities you can do to

keep fit without going to the gym. Discuss your ideas.

Instead of going to the gym, you can take the stairs

4 (6) 36) Watch the next part of the video (00:32 –

Focus Vlog About achievements

What had you learnt by the time you left school?



- 1 SPEAKING Think of a victory (in sports, school, personal life) and answer the questions.
 - 1 What did you achieve?
 - 2 How did you prepare?
 - 3 Who helped you? How?
- 2 (38) Watch the interviews where people talk about what they had learnt by the time they left school or turned eighteen. Match the statements with the speakers.









What had they learnt by the time they left school?

1	had realised how important
	education is.
2	had understood the importance of
	family and friends.
3	had learnt how to be independent.
4	had acquired the skills
	for cooperating with others.
5	had experienced the joy of learning
	anguages.

What had they achieved by their eighteenth birthday?

1		$_{ extsf{L}}$ had learnt to play	a musical
	instrument.		
2		had run several m	arathons.
3		had started to stu	dy a foreign
	language.		
4		had had a platinu	m CD.
5		and	had been abroad

3 SPEAKING What had you learnt by the time you left primary school? Discuss with a partner.

FOCUS ON LIFE SKILLS

Communication

- 4 Ask three adults the following questions.
 - 1 What had you learnt by the time you left school?
 - 2 What had you achieved by your 18th birthday?
 - 3 Who/What had helped you to achieve these goals?
- 5 Prepare a short presentation about the people you have interviewed.

For each of them:

- give some personal information (who they are, what they do, how you are related to each of them)
- go through the answers you have collected and explain their achievements
- say if they are a model for you and what lessons you have learnt from their examples.



1.2 Present tenses – question forms

We form yes/no questions, wh- questions and subject questions in different ways. Look at the tables below for questions in the Present Simple, the Present Continuous and the Present Perfect.

Present Simple

Yes/No questions					
Do		I/you/we/they	encals English?		
Does		he/she/it	speak English?		
Wh- questions					
What	do	I/you/we/they	speak?		
languages	does	he/she/it	speak?		
Subject questions					
Who		speaks	English?		

Present Continuous

Yes/No questions			
Am		I	
Are		you/we/they	working now?
ls		he/she/it	
Wh- question	s		
What	am	1	
	is	he/she/it	doing?
are		you/we/they	
Subject questions			
Who		is working	now?
		is working	now?

Present Perfect

Yes/No quest	tions			
Have		I/you/we/they	swum in a river?	
Has		he/she/it	swum in a river!	
Wh- question	ıs			
What	have	I/you/we/they	done?	
vviidt	has	he/she/it	done:	
Subject ques	tions			
Who		has swum	in a river?	

Notice the position of the preposition in wh- questions with verbs followed by a preposition, e.g. listen to music.

What does Emily listen to?

In subject questions in the Present Simple, we do not use an auxiliary verb (do/does).

Julia gives money to charity.

Who gives money to charity?

What does Julia give to charity?

Choose the correct option.

- 1 Who sits / does sit next to you in class?
- 2 Where does your best friend live / lives your best
- 3 Which capital cities has visited your best friend / has your best friend visited?
- **4** You are watching / Are you watching the news now?
- 5 Why Jamie and Toni have been / have Jamie and Toni been so quiet today?
- **6** What you do / do you do at the weekends?

2 Write questions about the underlined information.

1 My grandparents give money to <u>a charity</u> .
2 <u>Tina</u> has tried Japanese food.
3 I'm dreaming about my winter holiday in Austria.
4 My best friend lives <u>in Frankfurt</u> .
5 Jo has visited <u>Poland, Russia and Slovakia</u> .
6 <u>Jim</u> is watching a comedy at the moment.

3

A	sk questions for the following answers.	
1	No, I haven't. I've never met an important person.	?
2	No, she hasn't. She has never worked in an office.	_ ?
3	My Dad usually cooks dinner in our family.	- ?
4	Yes, I am. I am studying at the moment.	_ ·
5	I love reading books in my free time.	_ `

4 Complete the questions with the correct forms of the auxiliary verbs do, be or have. One question does not need an auxiliary verb.

1	What music you like, Sebastian? I like hip-hop.
2	Who your parents talking to in the kitchen?
3	you seen my laptop? I can't find it anywhere.
4	Why Asia always so serious? She never looks
	happy.
5	What Martin eaten this afternoon?
6	Jane looking for her glasses? They're over
	here.
7	Who wants to help me bake dad's birthday
	cake?
8	you like apples? These ones are really
ju	CY.

1.5 Verb + -ing or verb + to + infinitive

English sentence clauses often contain two consecutive verbs. After some verbs we use the *-ing* form, after others *to* + infinitive.

We use the -ing form after:

 verbs expressing emotions, e.g. enjoy, hate, like, love, (not) mind

I hate wearing a suit and a tie.

 particular verbs and verb phrases: avoid, consider, can't stand, prefer, spend time
 Laura prefers texting to sending emails.

We use the to + infinitive after:

- most verbs expressing plans, decisions, intentions and willingness, e.g. hope, want, decide, choose
 Tim wants to study Law.
- verbs such as: agree, can't afford, manage, need, pretend, refuse

Why do you refuse to lend me your shoes?

 verbs expressing preferences: would like, would love, would prefer

I like going out with my friends, but today I **would like to stay** at home.

1 Complete the sentences with the correct forms of the verbs in brackets.

1	I don't mind	(get up) early.
2	Karen spends a lot	of time(chat) online.
3	I refuse	(wear) this skirt – it is too short!
4	l always agree	<u>(h</u> elp) my brother at home.
5	They hope	(meet) Sting after the concert.
6	I can't stand	(shop). It's so boring!
7	Peter wants	(be) like Steve Jobs.
8	Sue has decided _	(lend) me her new dress
9	Does Angela enjoy	y(work) as a volunteer?
10	Ben prefers	(swim) to running.

2 Choose the correct option.

- 1 Karen really enjoys reading / to read poetry.
- 2 Would you like going / to go to the cinema?
- 3 Pete can't stand wearing / to wear formal clothes.
- 4 We can't avoid telling / to tell him.
- **5** I've decided going / to go abroad.
- 6 He would like spending / to spend more time with me.
- 7 I really hate getting / to get up early in the winter.
- 8 Did she manage completing / to complete her work?
- 9 We don't mind waiting / to wait for you.
- **10** I can't afford *buying / to buy* a new computer.

brackets. Add any necessary words. Do not cha the order of the words given.	ange
1 can't (stand/spend) the holidays	s at
home. I'd like to go somewhere exotic!	
2 Why does Peter (pretend	l/worry)
Sarah? He clearly doesn't like her.	
3 It's a good idea to (avoid/de	epend)
people that you don't know very well.	
4 I finally (manage/focus) my	
homework.	
5 We (hope/see) you both at the p	arty.
6 Roger (not/mind/ta	alk) his
ex-girlfriend. They're still very good friends.	
7 (miss/spend/time) my b	oest
friend from primary school.	
8 Edgar (hate/listen) heavy meta	l music.
He prefers hip-hop.	
Complete the second sentence so that it means	S
the same as the first. Use no more than five wo	
including the word in capitals.	
1 I don't want to wear the same clothes every day.	REFUSE
I the same clothes every day.	
2 It's not a problem for me to get up early in the	
morning. MIND	
I early in the morning.	
3 He didn't want to see me, so he stayed at home	€.
AVOID	
He stayed at home to me.	
4 It's my choice to study Art at university next year. Cl	HOSEN
4 It's my choice to study Art at university next year. CI I Art at university next year.	HOSEN
I Art at university next year.	
Art at university next year. 5 Karen doesn't want to go to the theatre, she wa	ants to
Art at university next year.Karen doesn't want to go to the theatre, she way go to the cinema. PREFERS	ants to
Art at university next year. 5 Karen doesn't want to go to the theatre, she way go to the cinema. PREFERS Karen doesn't want to go to the theatre, she	ants to —
Art at university next year. 5 Karen doesn't want to go to the theatre, she way go to the cinema. PREFERS Karen doesn't want to go to the theatre, she	ants to —
Art at university next year. 5 Karen doesn't want to go to the theatre, she way go to the cinema. PREFERS Karen doesn't want to go to the theatre, she cinema. 6 It is really fun for me to play football with my team.	ants to ENJOY
Art at university next year. 5 Karen doesn't want to go to the theatre, she way go to the cinema. PREFERS Karen doesn't want to go to the theatre, she cinema. 6 It is really fun for me to play football with my team. I really with my team. Complete the text with the correct form of the	ants to ENJOY
Art at university next year. 5 Karen doesn't want to go to the theatre, she way go to the cinema. PREFERS Karen doesn't want to go to the theatre, she cinema. 6 It is really fun for me to play football with my team. I really with my team. Complete the text with the correct form of the in the box. change do go join play practise spend tell win	ENJOY verbs
Art at university next year. 5 Karen doesn't want to go to the theatre, she way go to the cinema. PREFERS Karen doesn't want to go to the theatre, she cinema. 6 It is really fun for me to play football with my team. I really with my team. Complete the text with the correct form of the in the box. Change do go join play practise spend tell win Last month I decided 1 my lifestyle. When the correct form of the spend tell win my lifestyle.	ENJOY verbs
Art at university next year. 5 Karen doesn't want to go to the theatre, she way go to the cinema. PREFERS Karen doesn't want to go to the theatre, she cinema. 6 It is really fun for me to play football with my team. I really with my team. Complete the text with the correct form of the in the box. Change do go join play practise spend tell win Last month I decided 1 my lifestyle. Who I don't mind _2 you that I was a bit worri	ENJOY verbs ay? Well, ied
Art at university next year. 5 Karen doesn't want to go to the theatre, she way go to the cinema. PREFERS Karen doesn't want to go to the theatre, she cinema. 6 It is really fun for me to play football with my team. I really with my team. Complete the text with the correct form of the in the box. Change do go join play practise spend tell win Last month I decided 1 my lifestyle. What I don't mind _2 you that I was a bit worriabout my size and my weight. I spent too much tire	ENJOY verbs ay? Well, ied
Art at university next year. 5 Karen doesn't want to go to the theatre, she way go to the cinema. PREFERS Karen doesn't want to go to the theatre, she cinema. 6 It is really fun for me to play football with my team. I really with my team. Complete the text with the correct form of the in the box. Change do go join play practise spend tell win Last month I decided 1 my lifestyle. Who I don't mind _2 you that I was a bit worriabout my size and my weight. I spent too much times computer games and I refused 4	ENJOY verbs ay? Well, ied
Art at university next year. 5 Karen doesn't want to go to the theatre, she way go to the cinema. PREFERS Karen doesn't want to go to the theatre, she cinema. 6 It is really fun for me to play football with my team. I really with my team. Complete the text with the correct form of the in the box. Change do go join play practise spend tell win Last month I decided 1 my lifestyle. Wh I don't mind _2 you that I was a bit worriabout my size and my weight. I spent too much time and kind of exercise as well.	ents to ENJOY verbs ay? Well, ied me
Art at university next year. 5 Karen doesn't want to go to the theatre, she way go to the cinema. PREFERS Karen doesn't want to go to the theatre, she cinema. 6 It is really fun for me to play football with my team. I really with my team. Complete the text with the correct form of the in the box. Change do go join play practise spend tell win Last month I decided 1 my lifestyle. Who I don't mind _2 you that I was a bit worriabout my size and my weight. I spent too much time and with the correct form of the interpretable win to the gym. But the property of the gym. But the property of the gym. But	ents to ENJOY verbs ay? Well, ied me
Art at university next year. 5 Karen doesn't want to go to the theatre, she way go to the cinema. PREFERS Karen doesn't want to go to the theatre, she cinema. 6 It is really fun for me to play football with my team. I really with my team. Complete the text with the correct form of the in the box. Change do go join play practise spend tell win Last month I decided 1 my lifestyle. Who I don't mind 2 you that I was a bit worriabout my size and my weight. I spent too much times and with the spent too much times and with the spensive and I can't afford 6 to the gym. But the expensive and I can't afford 6 much more	ENJOY everbs ay? Well, ied me his is is ney.
Art at university next year. 5 Karen doesn't want to go to the theatre, she way go to the cinema. PREFERS Karen doesn't want to go to the theatre, she cinema. 6 It is really fun for me to play football with my team. I really with my team. Complete the text with the correct form of the in the box. Change do go join play practise spend tell win Last month I decided 1 my lifestyle. Who I don't mind 2 you that I was a bit worriabout my size and my weight. I spent too much times and with a spend of exercise as well. Firstly, I considered 5 to the gym. But the expensive and I can't afford 6 much more Plus, it's a little boring and unsociable, I think. So,	ENJOY verbs ay? Well, ied me his is ney. I chose
Art at university next year. 5 Karen doesn't want to go to the theatre, she war go to the cinema. PREFERS Karen doesn't want to go to the theatre, she cinema. 6 It is really fun for me to play football with my team. I really with my team. Complete the text with the correct form of the in the box. Change do go join play practise spend tell win Last month I decided 1 my lifestyle. Wh I don't mind _2 you that I was a bit worri about my size and my weight. I spent too much ting about my size and my weight. I spent too much ting any kind of exercise as well. Firstly, I considered 5 to the gym. But the expensive and I can't afford 6 much more plus, it's a little boring and unsociable, I think. So, 7 a badminton club, instead. I wasn't very series as well.	ents to ENJOY verbs ny? Well, ied me nis is ney. I chose ery
Art at university next year. 5 Karen doesn't want to go to the theatre, she way go to the cinema. PREFERS Karen doesn't want to go to the theatre, she cinema. 6 It is really fun for me to play football with my team. I really with my team. Complete the text with the correct form of the in the box. Change do go join play practise spend tell win Last month I decided 1 my lifestyle. Who I don't mind _2 you that I was a bit worriabout my size and my weight. I spent too much time and wind of exercise as well. Firstly, I considered 5 to the gym. But the expensive and I can't afford 6 much modeller. I think. So, 7 a badminton club, instead. I wasn't very good at first, but I managed _8 my first.	ents to ENJOY verbs ny? Well, ied me nis is ney. I chose ery
Art at university next year. 5 Karen doesn't want to go to the theatre, she way go to the cinema. PREFERS Karen doesn't want to go to the theatre, she cinema. 6 It is really fun for me to play football with my team. I really with my team. Complete the text with the correct form of the in the box. Change do go join play practise spend tell win Last month I decided 1 my lifestyle. Wh I don't mind 2 you that I was a bit worriabout my size and my weight. I spent too much tir 3 computer games and I refused 4 any kind of exercise as well. Firstly, I considered 5 to the gym. But the expensive and I can't afford 6 much more plus, it's a little boring and unsociable, I think. So, 7 a badminton club, instead. I wasn't very good at first, but I managed 8 my first yesterday so I'm really happy. Of course, I need	ents to ENJOY verbs ay? Well, ied me his is ney. I chose ery t game
Art at university next year. 5 Karen doesn't want to go to the theatre, she way go to the cinema. PREFERS Karen doesn't want to go to the theatre, she cinema. 6 It is really fun for me to play football with my team. I really with my team. Complete the text with the correct form of the in the box. Change do go join play practise spend tell win Last month I decided 1 my lifestyle. Who I don't mind _2 you that I was a bit worriabout my size and my weight. I spent too much time about my size and my weight. I spent too much time any kind of exercise as well. Firstly, I considered 5 to the gym. But the expensive and I can't afford 6 much most plus, it's a little boring and unsociable, I think. So, 7 a badminton club, instead. I wasn't very good at first, but I managed _8 my first.	ents to ENJOY verbs ay? Well, ied me his is ney. I chose ery t game

5

GRAMMAR AND USE OF ENGLISH

1.6 so and such

We use the pronouns **so** and **such** when we want to stress the noun they precede.

We use **so** before:

- adjectives without nouns: I love talking with my aunt Tanya. She is so inspiring.
- quantifying expressions (e.g. many/much) followed by a noun:

I'm very happy that **so many friends** are coming to the party.

Teenagers don't spend **so much time** watching TV these days.

We use **such** before:

- adjectives followed by nouns: Greg has got **such a comfortable sofa** in his bedroom.
- nouns:

Such people will always help you in need.

Angela always has **such luck** – she is always in the right place, at the right time.

Notice that with **such**:

 we use the indefinite article a/an, if it precedes a countable singular noun:

Moving to the UK was **such a good decision** because we live closer to my family now.

Uncle Tom has **such an interesting life** – he travels a lot.

• we do not use any article if it precedes a plural or uncountable noun:

Bob works as a police officer and he often gives people such bad news that they feel upset.

Every morning Josh goes for **such long walks** with his dogs.

So and such may be also used in expressions such ... that and so ... that, when we want to stress an adjective or noun and focus on the consequences of events described in the main sentence clause:

Luckily, my parents bought such a cheap house that we've got some money for new furniture.

My younger sister has got so many toys that my parents want to give some away.

Choose the correct option.

- 1 He's so / such adventurous and loves extreme sports.
- 2 That was so / such an irresponsible thing to do!
- 3 There were so / such many people at the restaurant we couldn't get a table.
- **4** They're never at home because they're so / such busy people.
- 5 The book was so / such an interesting I read it in one
- 6 It's so / such a lovely day today let's go to the park.
- 7 I had so / such much work to do yesterday.
- 8 Becky made so / such a good impression when she met my parents.

2 C	complete the sentences with so, such, or such a(n).
1	You really shouldn't spendmuch time playing games.
2	My sister is friendly and caring person!
3	My neighbours are outgoing people and love having garden parties.
4	You've gotmany clothes that you must have something I can borrow.
5	It was amazing idea to have a family picnic in the park.
6	I won't ask Ann because she gave me irresponsible advice last time.
	oin the two sentences to make one. Use so, such and hat.
1	My brother is a cheerful person. He says hello to everybody.
2	It was a wonderful holiday. We want to go back next year.
3	My father was inexperienced at cooking. He burned our breakfast.
4	It was a comfortable armchair. I fell asleep.
5	The shirt was inexpensive. I bought one for you too.
6	The weather was bad. We decided to stay at home.
	NIT REVIEW Choose the correct answer, A, B or C to omplete the text.
\mathbb{N}	My favourite cousin is the son of my dad's brother. His
	ame is Jack and he's the same age as me. We don't
	ave any brothers or sisters but we spend 1 time
to	ogether that we are like brothers. We have 2 fun
to	ogether and do all kinds of adventurous things like

going climbing and visiting new places. We are different in many ways, however. For example, I think that Jack is _ hard-working person. He always gets good grades at school and is able to really focus 4___ one thing and does the best he can at everything. I can be rather lazy, to be honest. On the other hand, Jack can be rather shy – not like me. I also think he's a little too ⁵ because sometimes I have to tell him not to worry 6____ what other people think or say. Despite these differences, he's still my best friend.

1 A so much	B so many	C such a
2 A so	B such	C such an
3 A such	B such a	C so
4 A at	B with	C on
5 A sensible	B selfish	C sensitive
6 A on	B about	C at

2

3

2.2 Past Continuous and Past Simple

We use the Past Continuous:

 to describe a longer background scene in a story, during which other main events (described in the Past Simple) took place:

At 7 p.m. Doug **was working** on his computer. He **was sitting** at his desk and **downloading** some photos when the lights **went out**.

 to talk about an action that was in progress when another action took place (for the shorter action, which happened while the longer one was in progress, we use the Past Simple):

While Meg was texting a message to her friend, she dropped her phone.

to talk about actions in progress at the same time:
 While Ann was doing some experiments, Terry was taking some measurements.

Affirmative			Negative			
I/He/ She/It	was		I/He/ She/It	wasn't (was not)	watching TV.	
You/ We/ They	were	watching TV.	You/ We/ They	weren't (were not)		
Yes/No questions			Short answers			
Was	I/he/ she/it	atabina	Yes, I/he/she/it was. No, I/he/she/it wasn't.			
Were	you/ we/ they	TV? Yes, you/we/they were. No, you/we/they weren't.				

Wh- questions			Subject questions			
	was	I/he/ she/it				atabina
What	were	you/ we/ they	watching?	Who	was	watching TV?

1 Choose the correct option.

- 1 | lay / was lying on the beach when suddenly it started / was starting raining.
- 2 I read / was reading a book when you called me / were calling me at 4 o'clock yesterday.
- 3 The first time I was seeing / saw my boyfriend, he danced / was dancing at a party.
- 4 We were having / had lunch when the door opened.
- **5** It was a sunny day. I *left / was leaving* home. Suddenly the postman *was knocking / knocked* on the door.
- **6** When my mum *drove* / *was driving* to work yesterday, she *saw* / *was seeing* her old friend from school.
- 7 Molly was breaking / broke her leg when she climbed / was climbing a tree.
- 8 Was Ben studying / Did Ben study yesterday at 8 p.m.?

W	rite questions for the following answers.
1	Sally was doing her homework when the phone rang. (What)?
2	Clare was wearing a fantastic dress at the party. (What) ?
3	We played tennis from five to eight. (How long) ?
4	At 7:30 yesterday morning, Sophie was driving to the airport.
(Where)
	?
	They were having dinner at seven. (When)?
6	We saw Mark at the café.
	(Who)?
7	Alice was crying during the film because it was a drama. (Why) ?
	Chris bought a sandwich for lunch. What) ?
ve	omplete the sentences with the correct form of the erbs in brackets. Use the Past Simple or the Past ontinuous.
1	Mum (work) on her laptop while
	dad (listen) to music on his new
	MP3 player.
2	Margaret (talk) on her smartphone
	when she (start) crying.
3	Adam (not/watch) the film so
	I (change) TV channels.
4	Tony (not/take) any photos with
	his phone at the party because he
	(send) text messages to Jessica all the time.
5	I (drop) my memory stick when
	I (run) for the tram.
6	Alan and I (play) on the games
	console when my dad (come) home.
W	rite sentences from the prompts.
	I / run / in the park / when / Joanna / telephone / me.
2	while / Gareth / update / social media profile / his wife / do / yoga.
3	what / you / eat / when / I / get / back home?
4	you / sleep / when / the teacher / explain / the task to us?
5	Jo / use / computer / when / it / crash.
6	I / cook / dinner / then / visit / favourite website.
7	while / Jane / study / Dan / play / video games.
	Jim / get up / and then / get ready / for school.

GRAMMAR AND USE OF ENGLISH

3

5

used to 2.5

We use *used to* to talk about past states or actions which happened regularly in the past but do not happen anymore. I used to play tennis a lot. (I don't play anymore or I don't play very often.)

He didn't use to be so unkind. (But he's different now.) Did you use to study astronomy? (You don't study anymore.)

When we talk about single actions that happened only once or that did not happen regularly, we use the Past Simple, <u>not</u> used to.

In high school we **went** to the mountains two or three times. Kim **bought** a new mobile phone yesterday.

Affirmative			Negative				
I/You/ He/Sh It/We/ They	e/	used	swim.		I/You/ He/She/ It/ We/ They	didn't (did not) use to	swim.
Yes/No questions			Short answers				
Did	Did I/you/ he/she/ it/we/ they		use	swim?	Yes, I/you/he/she/it/we/they did No, I/you/he/she/it/we/they didn't.		,

Wh- questions	;			Subjec	t questio	ns
Where did	I/you/ he/ she/ it/we/ they	use	swim?	Who	used to	swim?

Complete the sentences with used to and the verbs in brackets.

1	Kim	(be) much	n more confident about herself.
2			_ (our neighbours/live) abroad
	before they moved	l here?	
3	My boyfriend's frie	nds	(not like) me.
4	Who	(cook) yo	ou dinner when you were ten
	years old?		
5		(you/have	e) a mobile phone when you
	were very little?		

	years ord:
5	(you/have) a mobile phone when you
	were very little?
	rite sentences from the prompts. Use <i>used to</i> where ossible. If not, use the Past Simple.
1	I / go to the cinema / with my grandparents / every week
2	we / not have / mobile phones or computers
3	my family / move / to San Francisco
4	I / get / a digital watch / for my seventh birthday
5	he / eat / sweets / every day

	omplete the sentences with used to or didn't use to add the verbs in brackets.
1	Ten years ago I (love) cycling in
2	the park. Now I don't even have a bike. I (use) my old phone much, but
_	then I got a smartphone and I use it all the time now.
3	My grandfather (be) an
	astronomer, but now he's stopped working.
4	We (take) measurements using
	a really big computer. Now we use an app on a tablet.
5	Paulina got an MP3 player for her birthday. Before then,
,	she (listen) to music very often.
6	Did Antek really (have) the same password for everything? How silly!
_	
	omplete the dialogue between Ben and his dad with sed to or didn't use to and the verbs in the box.
	do find go meet use write
B:	Dad, where did you ¹ information
ρ.	before somebody invented the Internet?
D:	Good question. I ² to the library, of course. I know this might sound strange to you but
	some people still use libraries.
B:	Really? Nooo. Only joking. And what about your
	schoolwork? Probably you ³
	everything with a pen.
D:	In school, yes. But at home I a pen
	or a pencil very much. In fact, I 5
	everything on a typewriter. You know, it has a keyboard
	like a desktop computer but you put paper in the top of it.
R٠	Yes, dad. I know what a typewriter is. And where did
٥.	you 6 your friends before they
	invented coffee shops?
D:	Very funny. Haven't you got any homework to do?
W	rite positive sentences (√), negative sentences (Ӽ)
	nd a question (?) from the prompts. Use the correct
	orms of used to.
	hen I was a child
1	mobile phones / be really big. (✔)
2	people / use phones as alarm clocks. (X)
3	children / play on the streets. (🗸)
4	people / need passwords (?)
5	Richard / like me, but now we're very good friends. (**)
6	people / drive electric cars (X)
7	you / live in a big house (?)
8	teenagers / spend much time online (?)

2.6 Linkers and time expressions

Linkers and time expressions are followed by full sentences (i.e. linker + subject + main verb).

While and **when** are used to link two sentences describing events taking place at the same time:

While the astronauts were collecting specimens on the Moon, they found some interesting rocks.

David became interested in psychology **when** he was in high school.

After, as soon as, before and **when** are used to link two sentences describing events taking place one after another:

After Mark spent hours observing the work of archaeologists, he realised how important their job is.

I checked the price of the new smartphone **before** I bought it. **As soon as** Ann published the photos of her new experiments

on social media, she got a lot of positive comments. **When** Sarah received text messages asking for the password to her account, she deleted them straight away.

Linkers and time expressions are followed by nouns or noun phrases: during the holidays, for twenty-two days, until (till) late evening, by the end of the century.

During refers to a period of time:

The linguist explored several languages **during** his stay in India.

Until and **till** refer to a point in time:

We didn't do many experiments in Chemistry classes **until** (till) last year.

By, when used with a noun, refers to an event which is happening or which happened before a particular point in time:

By the time we got home, we were tired and hungry.

1 Choose the correct option.

- 1 Bill Gates became interested in computers when / during he was a kid.
- 2 My sister always buys the latest gadget until / as soon as it is available.
- 3 Computers had smaller memories than smartphones during / while my childhood.
- **4** We completed all of the chemistry reports by / till twelve o'clock.
- **5** I learned how to analyse data *during / while* I was working in Silicon Valley.
- **6** Text me after / until you get home tonight, OK?
- **7** You need to enter a password *until / before* you can use the computer.
- 8 I didn't know how to use the printer as soon as / till you showed me.

2	Complete the second sentence so that it means the
	same as the first. Use no more than five words including
	the word in capitals. Do not change the word given.

1 The chemist developed	a theory at the sa	me time she
analysed the data. WHI	LE	
	the data, s	she
developed a theory.		
2 We finished the biology	class and then im	mediately
went home. SOON		•
We	_ we finished the b	piology class.
3 I collected the evidence report. AFTER		
I started writing this reperture evidence.	oort	_ the
4 I became an optician la	st year, in Decemb	er. UNTIL
I didn't	December	last year.
5 When David was doing something interesting	•	e discovered
David	_	the
experiment.		
6 He washed his hands ar BEFORE	nd then he prepare	ed lunch.
	ho washod his ha	nds
7 Everyone was in the clas		
8 Lisa began to panic who	en she saw the Ma the Maths te	
began to panic.		
UNIT REVIEW Choose th	e correct answer	A B or C to

3 UNIT REVIEW Choose the correct answer, A, B or C to complete the text.

Steven Jobs (1955–2011) was an American businessman and ¹___ who changed the world. He grew up with an adoptive family ²___ his biological parents decided not to keep him. As a child, he helped his father fix things in their garage, and in this way, he developed an early love for engineering. At college he studied Physics, literature and poetry, but after some time he quit and decided to travel through India instead. ³__ he was there, he became interested in Zen Buddhism. Perhaps he was inspired by this Eastern philosophy, because Jobs later became famous for producing simple and minimalist devices. What's more, he did not ⁴__ research on these gadgets but designed them by using only his intuition. Many of these products ⁵__ a big effect on modern life and Jobs' company became successful and iconic.

- 1 A inventionB inventor
 - **C** invented
 - **B** by

2 A while

- **C** after
- 3 A While
 - B Till
 - **C** During

- 4 A have
 - **B** make
 - C do
- **5** A used to have
 - **B** were having
 - **C** had

3.2 Comparative and superlative adjectives

- We use the comparative form of adjectives and the word than to compare two people or things:
 Daniel Craig is taller than Zac Efron.
- To compare two people or things, we can also use the structure: (not) as + adjective + as:

Rupert Grint is **not as famous as** Daniel Radcliffe.

 We use the superlative form of adjectives to show that a person or thing has the higest degree of a certain quality (compared to at least two other people or things):

Sean Connery is **the tallest** of the three James Bond actors.

Adjectives		Comparative	Superlative
one-syllable	young nice hot	younger nicer hotter	the youngest the nicest the hottest
one- and two-syllable ending in -y		prettier drier	the prettiest the driest
two-syllable or longer	attractive difficult	more attractive more difficult	the most attractive the most difficult
irregular	good bad far	better worse further	the best the worst the furthest

To compare two people or things, we can also use the following structures:

• (just) as + adjective + as, when two things or people are the same:

The plot of Angela's latest novel is **as complex as** her previous one.

• **not as** + adjective + **as**, when two things or people are different:

For me, talent shows aren't as interesting as game shows.

Comparative adjectives may also be used with a bit or much/far:

- a bit: Reading an e-book is a bit easier.
- much/far:

This television is **much more expensive** because it has a better screen.

1 Choose the correct option.

- 1 This is the longer / longest film I've ever seen.
- 2 He's not as clever than / as his sister.
- 3 The Po is more short / shorter than the Nile.
- 4 The taller / tallest building in the world is in Dubai.
- **5** Is this car more cheap / cheaper than that one?
- 6 Which is the worse / worst play you've ever seen?
- **7** Can I use your smartphone camera? It's better / best than mine.
- **8** A restaurant is usually more expensive / most expensive than a pub.
- **9** My school friends are more friendly / friendlier than my cousins.
- 10 Jane is the prettier / prettiest girl in the class.

2	Complete the sentences with <i>as, more</i> or <i>than</i> .	
	1 E-books are often a bit cheaper paper books	ks.
	2 Watching documentaries is engaging than	1
	watching sitcoms.	
	3 The soundtrack to this movie is just as moving	
	the script.	
	4 This romantic comedy is much funnier	
	I expected.	
	5 Reality TV shows aren't as imaginative today	
	they used to be.	
	6 The plots of thrillers are usually far comp	lex
	than the plots in horrors.	
	7 A wide-screen TV is better one with a small	screen
	8 Classical music isn'tpopular as hip hop wit	n
	teenagers.	
	9 Do you think poems are difficult to write	than
	stories?	
	10 This film is worse the first one in the series	•
3	Complete the second sentence so that it has the s	ame
	meaning as the first.	anne
	1 The Hunger Games series was more popular than	tha
	Maze Runner films.	uie
	The Maze Runner films weren't as	
	The Hunger Games series.	
	2 In my opinion, no actor is funnier than Will Ferrell.	
	In my opinion, Will Ferrell is o	fall
	3 Reading an e-book isn't as enjoyable as reading	ı alı.
	a paper book.	
	Reading a paper book is reading ar	1
	e-book.	
	4 Gaming computers used to be more expensive.	
	Gaming computers aren't as us	ed to
	be.	00,00
	5 She doesn't think any writer is as good as J.K. Row	lina.
	She thinks J.K. Rowling is writer in the wo	_
	<u>-</u>	
	6 Ariana Grande isn't as old as Katy Perry. Ariana Grande	
4	Katy Perry is Ariana Grande.	
4		ın
	the comparative or superlative form.	
	The first Maze Runner film, based on a series of book	s by
	James Dashner, came out in 2014. It wasn't	1.1
	1 (popular) as other teen series	
	The Hunger Games, but the producers decided to m	
	more. There have been three films up to now, and fo	
	2 (interesting) of them is the sec	
	one, The Scorch Trials. The plot is ³	
	(crazy) than I expected. There are so many different	
	things happening that I sometimes thought it was a k	
	4(complicated) than it needed to	
	But the action scenes and the sets are so amazing th	
	the end I decided I enjoyed watching this movie. The	e last
	film, The Death Cure, is definitely	
	5 (long) of the three, probably	
	because it included so many details from the book. S	Still,
	there are good things in all three films, so give them a	

Present Perfect with just, already, (not) yet and Past Simple

We use the Present Perfect:

- to talk about actions which happened and finished in the past, but we do not know when exactly or it is not important:

 I have read a lot of biographies and autobiographies.
- to talk about actions which happened in the past and the result is visible in the present:
 Eddie has painted his first portrait.

Common time expressions used with the Present Perfect:

- ever used in questions:Have you ever been to an art gallery?
- never used in negative sentences:
 My grandparents have never left England.
- since then:

She won The X Factor in 2006. **Since then** she has sold millions of albums.

 already and just – used mainly in affirmative sentences between have and the Past Participle verb form:
 I have already seen it.

They have just left.

• **yet** – used in negative sentences and questions and always at the end of the sentence:

I haven't seen her **yet**. Has she written any songs **yet**?

If we want to say when something happened, we use the Past Simple. We also use the Past Simple in questions with when. She **won** a Grammy in 2016.

When **did** you **see** Blur play live?

1 Write questions, positive (✓) and negative (✗) answers from the prompts. Use the Present Perfect and already or yet.

1 Leonardo DiCaprio / win / an Osca	ar ?	
(✓)	·	
2 Katy Perry / write / her autobiograp	ohy	?
(X)		- ·
3 Madonna / play concerts / in Pola	nd	7
(/)		·
4 E-books / replace / paper books	?	
(X)		
5 Harry / buy / his concert ticket	0	
(/)		
6 the play / start	?	
7 Rihanna / release / a new album		
(✓)		
8 the shops / open		?
(v)		

2	Complete the sentences with the words in brackets
	in the correct tense.

1 A:	_(you/ever/be) to the
opera?	
B: Yes. I	(go) to the opera
last month. I	(see)
Madame Butterfly by Puccini.	
2 Camilla Läckberg	(write)
a lot of crime stories. She	
(write) The Witch in 2017.	
3 Look, Pierre	(just/upload)
some videos.	
4 My favourite singer	
(release) his new single last we	ek, but I
(r	not hear it/yet).
5 Emily	(already/buy)
a birthday present for her mum	٦.

3 Choose the correct option.

AN OPERA TO REMEMBER

I ¹just came / have just come back from the opera house where I watched a new production of *The Magic Flute* and I have to say it is one of the best operas
I ² have ever seen / ever saw! It is a famous opera which Wolfgang Amadeus Mozart ³ wrote / has written around 1790. It is a magical romantic comedy. The audiences in the eighteenth century ⁴ thought / have thought it was a bit silly, but the music and the characters are so interesting that it is still popular three centuries later. The latest film version of the opera ⁵ has come / came out in 2006, but it ⁶ didn't receive / hasn't received very good reviews at the time. In my opinion, you can't really understand the beauty of *The Magic Flute* if you ¹ haven't had / didn't have a chance to see it in one of the great opera houses, where all of its magic comes to life.

4 Choose the best option from the brackets and add it to the sentence in the correct position.

- 1 I haven't seen the new Star Wars film . (yet / just)
- 2 James has been to a rock concert, so he's got a bit of a headache at the moment. (just / already)
- **3** You can have your book back now because I've finished it. (already / yet)
- 4 Oliver hasn't been in a film , but he acted in a TV show last year. (already / yet)
- 5 I've been to Hollywood, but I've never been to Miami. (already / yet)
- **6** Hannah is tired because she has got home from the theatre and the play was over four hours long. (just / already)

3.6 too and not enough

We use **too** and **(not) enough** to make comparisons and talk about a degree of a quality. **Too** means 'more than you need or want'. **Enough** means 'the amount you need'. **Not enough** means 'less than you need or want'.

We use **too**:

• before adjectives:

The painting is **too dark** and I can't see what's in it. **Too** has a negative meaning when used in an affirmative sentence. When used with negation, it has a positive meaning:

The plot **is too complex** – I can't understand it. The plot **isn't too complex** – it's easy to follow it.

with nouns, in expressions too many/much:
 There are too many horror films at the cinema these days.
 The artist didn't give too much advice to the kids so they painted how they liked.

We use (not) enough:

• after adjectives:

The special effects weren't **realistic enough** so the film wasn't very popular.

• before nouns:

I think there are **enough cooking programmes** on TV nowadays.

Enough has a positive meaning when used in an affirmative sentence. When used with negation, it has a negative meaning:

We had **enough photos** to prepare the exhibition.

We **didn't have enough** photos to prepare the exhibition.

1 Complete the sentences with too or enough and the adjectives in the box.

chilly complex dishonest embarrassing generous good imaginative outgoing
1 I think Angela is to trust with the money
for our concert tickets.
2 Do you think Adam is to write
a fantasy novel?
3 Sarah isn't to take part in a live TV
show.
4 It's much to go painting outside, so we'll
stain the art studio today.
5 John thinks it's to walk through
thetreets in his Batman costume.
6 Do you think the company is to buy
us new cameras?
7 Tom's grades aren't to get into a better
school.
8 I didn't enjoy that thriller – the plot was

Complete the dialogues with too or enough and the word(s) in brackets.
1 A: Are you going to watch the new <i>Star Wars</i> film at the cinema?
B: The tickets are, so I'll wait for
the DVD. (expensive) 2 A: Why was the exhibition cancelled?
B: In the end, there weren't
(paintings)
3 A: Do you still want to learn how to play the guitar? B: No. I think there are, so I'll
learn the drums. (guitar players)
4 A: Do you want to watch this new science fiction series? B: No. TV series are and a waste
of time. (addictive) 5 A: This thriller isn't very good, is it?
B: Yes, it isn'tto continue
watching. (gripping)
6 A: I don't know what's happening in this period drama
B: Yeah, the plot is much to
understand. (complex)
UNIT REVIEW Choose the answer, A, B or C, that is closest in meaning to the words in bold.
1 I think the concert won't be too popular.
A a lot of people will go to the concert
B not many people will go to the concert
C nobody will go to the concert
2 There shouldn't be more game shows on TV.
A are enoughB aren't enough
b architenough

3

2

C aren't many

3 I think there should be more art in public spaces.

A there is enough

B there isn't enough

C there is too much

4 At the end of this film, the bad character **shows his** support for the hero.

A takes on

B gives up

C stands up for

5 This sculpture is **smaller than** I thought it would be.

A as big as

B as small as

C not as big as

6 Hove books with creative plots set in famous periods in the past.

A fantasy novels

B historical fiction books

C biographies

for me.

4.2 Present Perfect with for and since

We use the Present Perfect to talk about states and actions that started in the past and still continue. We often use the words *since* and *for* when we use the Present Perfect in this way.

- **Since** refers to a moment or point in time when the activity started:
 - **since** 2000 / Monday / last summer / my birthday / I was born
- For refers to a time period between a time in the past and now:

for five minutes / two weeks / a long time / ages

Notice the example sentences:

My parents **have had** this house **since** 1990. I **have known** Carol **for** ten years.

Questions about duration are formed using How long ...? **How long** have you lived in this house?

1 Look at today's date and time and complete the table with the correct time expressions.

since			for
1	since December	=	
2	since Saturday	=	
3		=	for 45 minutes
4	since breakfast	=	
5		=	for 27 years
6		=	for five weeks
7	since I started school	=	

2 Write questions with *How long ...?* Then write two answers to each question with *since* and *for*.

you / live in your house or flat?	0
	? ?
you / know your best friend?	
	:
you / be at this school?	?
you / have a mobile phone?	?
	you / know your best friend? you / be at this school?

3	•	e sentences with the Present Perfect form in brackets. Then choose for or since.
	1 We	(live) in this house for / since 2005.

		J						
3	Birgit	1	(work)	in	Paris	for/	since	ages

2 I _____ (not/see) Rob for / since my birthday

4 We	(not/visit) grandma for / since last
winter	

- 5 It looks like you _____ (not/clean) this kitchen for / since several weeks.
- 6 My family _____(stay) in this holiday villa
- in Spain every year for / since I was born.

 7 John and Magda (not/speak) to each
- **7** John and Magda _____ (not/speak) to each other *for / since* five days.
- 8 Karen _____(not/be) near the sea for / since a long time.

4 Correct the mistakes.

six weeks ago.

- 1 How long has Marta and Ania owned this cottage?
- 2 I have lived in the suburbs since three weeks.
- **3** I love the countryside. How long you have been here?
- 4 Charlie, have you did the ironing?
- 5 Bob, look! Monica has came round to visit us.
- 6 I haven't spent Christmas with my family for 2015.
- 7 I have known her from ten years.
- 8 Sarah hasn't got any money left because she has buy a new flat.
- 5 Complete the second sentence so that it means the same as the first. Use no more than five words including the word in capitals.
 - 1 We moved to Ankara two years ago. **FOR**

We _____ two years.

2 I last saw Mark in February. SINCE

I _____ February.

3 Annette bought the cooker last week. **HAD**

Annette _____ last week.

4 Dad stopped making furniture about five years ago. NOT

Dad ______ about 2015.

5 I met my neighbour a long time ago. KNOWN

l_____ ages.

Complete the text with the correct form of the verbs in the box. There are two extra gaps. Use for or since in the extra gaps.

invite make move plan promise show

I'm really happy because my	family has just ¹
near the sea. In fact, we've li	ved here ² one
month. Of course, I was sad	to leave my friends back in
Manchester, but I've3	them to stay with me
next summer and I've	to write to them often
I've been at my new school	last Monday
and I have already 6	some new friends.
They're really nice and have	me the best
places to see. I'm sure they'v	ve ⁸ something
interesting for this weekend	too. I think I'm going to
really enjoy living here.	

4.5 Future forms: Present Continuous, be going to and will

- We use the Present Continuous for fixed future arrangements, which have already been planned and prepared:
 - I can't go shopping tomorrow at five. I'm playing tennis with Joy. (I've already made an arrangement with Joy.)
- We use *be going to* + infinitive to talk about future intentions or plans, which may still be changed:

Are you **going to invite** your aunt to the party?

 We use will + infinitive for spontaneous decisions made at the moment of speaking, often in reaction to a new situation. We often use will with:

I think I'll ..., I'll probably ..., Don't worry, I'll ... I think I**'ll ask** Luke for help.

Affirmativ	е		Negative				
I	am ('m)		I	am not ('m not)			
You/We/ They	are ('re)	going to sleep.	You/We/ They	are not (aren't)	going to study.		
He/She/ It	is ('s)		He/She/It	is not (isn't)			
Yes/No qu	uestions		Short answe	ers			
Am	I		Yes, I am. No, I am no	ot ('m not).			
Are	you/we/ they	going to study?	Yes, you/we	e/they <mark>are</mark> . /they <mark>are not</mark>	(aren't).		
ls	he/she/ it		Yes, he/she No, he/she	e/it is. /it is not (isn'	t).		
Wh- quest	tions						
	am	I					
When are you/we/		you/we/ they	going to study?				
	is	he/she/it					
Subject qu	uestions						
Who	is	going to	study?				
Affirmative			Negative	a			
I/You/ He/She/ It/We/ They	will	drop biology	I/You/ He/She		drop biology.		
Yes/No qu	uestions		Short an	swers			
Will	I/you/ he/she it/we/ they	/ drop biology	,? No, I/yo	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they will not (won't).			
Wh- ques	tions						
What	will	l/you/ he/she/ it/we/ they	drop?	drop?			
Subject q	uestions						
			ology?				

1 Choose the correct option.

- 1 We had a discussion and we've decided we are not going to / will not attend the meeting next week.
- 2 Don't worry. I'll phone / I'm phoning you to tell you the news.
- **3** What time are you meeting / will you meet Dr Stevens tomorrow?
- **4** Who do you think will / is going to win the next World Cup?

2 Complete the sentences with the appropriate future forms of the verbs in brackets.

1	Mum(see)	the dentist at	four
	o'clock this afternoon.		
2	It's my birthday next month	but I	
	(not have) a party.		
3	Brrr, it's cold in here. I think	l(turn)	
	the heating on.		
4	What	(you	u / do) later?
	Do you want to go for a coff	ee?	
5	My cousin	(get married)	in May.
6	Sorry, I can't talk now. I	((call) you
	back later.		
7	These bags are so heavy, I		(carry)
	them for you.		

3 What will these people say in the following situations? Choose the best option.

- 1 A customer at a café:

 I'll have / I'm going to have / I'm having a big glass
 of orange juice, please.
- 2 Someone who's just heard about his uncle's problem: What? Uncle Bob will paint / is going to paint his house all by himself on Saturday? I'm going to help / I'll help him!
- 3 A businesswoman talking about her plans for the new year:

 I'm going to help / I'll help / I'm helping some African charities this year.
- **4** Someone talking to his/her friend on the phone: I'm having / I'll have / I'm going to have a house party on Saturday. I've already bought the food and drink but can you bring the music?
- **5** Someone talking to his/her friend:

 I'll buy / I'm going to buy / I'm buying Matt a desk lamp for his birthday. Do you think that's a good idea?

4 Complete the text with the appropriate future forms of the verbs in brackets.

Next weekend we _'	(have) a school disco ir
the main hall. I ²	(wear) my favourite
shirt with my new jeans a	and brown shoes.
1 ³ (work) in	the afternoon in my mum's
shop, but after that I ⁴ _	(return) home to
have a shower and get c	dressed. I'm quite excited. But
who do I invite? I know!	I (ask) Sarah
in my Maths class. She's	really nice

REFERENCE AND PRACTICE

4.6 Adverbs

We use adverbs with:

• verbs:

Are you sitting comfortably?

• adjectives:

The living room is really beautiful.

• other adverbs:

We drove incredibly slowly because of the traffic jams.

Adverbs are usually formed by adding -ly to an adjective (soft – softly).

In other cases:

- for adjectives ending in -le: the -e changes into -y (possible – possibly),
- for adjectives ending in a consonant + -y: -y changes into -i and we add -ly (happy happily).

Some adverbs take the same form as adjectives: hard – hard, fast – fast, late – late, early – early.

We use adverbs to define verbs:

- directly after the verb: She dances beautifully.
- after an object, if it is directly after the verb:

 We ate our breakfast quickly and left for our holidays.

We form the comparative for most adverbs with **more** and the superlative with **the most**:

beautifully - more beautifully - the most beautifully.

Adverbs with the same form as adjectives take the same comparative and superlative forms as the adjectives: low – lower – the lowest.

Some adverbs take irregular comparative and superlative forms:

- well better the best
- badly worse the worst

We can use **adverbs of degree** before both adjectives and adverbs to modify their meaning:

- a little/a bit/slightly:
 Sue says that living in the suburbs is slightly better now because there are more shops.
- quite/rather/pretty:
 Since we redecorated the room, it looks pretty good.
- really/extremely/completely:
 You need to move this chest of drawers extremely carefully because it is an antique.

1 Choose the correct option.

- 1 This town is well / extremely crowded in the summer.
- 2 You've looked after your garden good / well .
- **3** The dates in this book are *historic / historically* incorrect.
- 4 Nick works hard / hardly to make his home beautiful.
- **5** The men painted the outside of the house bad / badly.
- 6 He got up late / lately this morning and missed the bus.
- 7 It's completely / a bit too dark to read in here.
- 8 The children are playing surprisingly *quiet / quietly* in the garden.

2	Put the words in the correct order to make sentences							
	1	fath	ner / the / m	ıy /	cleans / rathe	r/h	ouse / quickly	
	2	you	ı've / beaut	iful	ly/your/dec	orat	ed / room	
	pancakes / makes / pretty / good / Janice							
	4 your / mine / bigger / is / slightly / wardrobe / than							
	5 the / carefully / door / close / extremely / front							
	6	lou	dly / Laura /	th '	e / housework	:/d	oes / really	
3					•		n the box. Then rrect adverbs.	
	$\left[c \right]$	are	ful easy	fas	st good luc	ky	slow	
	2	Hov Plea	w ase do the v	_ d was	o you play the	pia	this cosy cottage. ino, Bjorn? I don't want you	
		you	ver drive ı are in a hu ve walking _	rry.			llage – even when e city centre when	
	6	l mi	ive lots of ti issed the bu in twenty r	ıs, İ	but	<u>t</u> he	re was another	
4			REVIEW C			ct ar	nswer, A, B or C,	
	waa it is alman hoo coo Wee bu les soo pla	as versions of the second of t	ery strange quiet co t no traffic of here aren't to es. There are ges – most of re in a bung om, howeve ntertaining ere are som cially like the times at the with lots of are 5 vie	for mp on to oo e be be fit alcomer, in the are recorded gride gri	me at the beg hared to living the roads. We many terraced eautiful, ² of hem with only wwwhich is ³ s small – but it re – there aren amazing ⁴ r uins of the old eekends and it pping stories there too, and	ginn in the live dor designor one tis with monday about the case of the case o	e or two floors. very cosy. It's not hany shops or cafés uments nearby. It's stle. We walk there such a fascinating ut it from the past. It's Sunday my family	
	_						ife in the city at all!	
	1		a bit		extremely		the most	
	2		tradition		traditional		traditionally	
	3		pretty history	B B	a little		slightly historical	
	4		history		historic			
	5		lush		scorching		breathtaking	
	6	A	will have	В	are having		am going to have	

First Conditional 5.2 We use First Conditional sentences to talk about the possible results of an action. First Conditional sentences refer to the future: **If** I **tell** them the truth, they **won't believe** me. He won't pass his exams if he doesn't work hard. Will he pass his exams if he works hard? We use the Present Simple in the *if*-clause, which describes the condition. We use will/won't in the clause describing the result. Either clause may come first in the sentence. We put a comma at the end of the if-clause if it comes first in the sentence. If Vicky pays attention in **class, she** will do her homework well. Vicky will do her homework **well if** she pays attention in class. If + Present Simple will/won't + infinitive (condition), (result) **If** he **works** hard, he will pass his exams. the teacher will send him to **If** George **is** late again, the head teacher. will/won't + infinitve if + Present Simple (condition) (result)

Choose the correct option.

The teacher **will send** George

He **will pass** his exams

to the head teacher

1 If Joe passes / will pass all his exams, his parents buy / will buy him a car.

if he **works** hard.

if he **is** late again.

- 2 My teacher doesn't / won't mind if I finish / will finish my essay tomorrow.
- 3 If Ella doesn't / won't find a paid job this year, she does / will do voluntary work to get experience.
- 4 They miss / will miss all their friends if they choose / will choose to go abroad.
- 5 If the school uniform is / will be compulsory next year, we have / will have to wear it.
- 6 If John drops / will drop PE and Art, he has / will have more time for academic subjects.
- 7 Will you help / Do you help me with my homework if I will have / have a problem?
- 8 Sandra doesn't do / won't do a gap year if she doesn't save / won't save some money.

2 Complete the sentences to make them true for you.

10 If I have more free time, I

1 I will get a place at university if _____ 2 If I don't get a place at university, I _____ 3 If my timetable is very demanding next year, _____ 4 I won't get good marks if _____ 5 If I don't get a good job, _____ 6 I will move house if _____ 7 I will travel round the world if _____ 8 If I get stressed about my exams, I _____ **9** I will do voluntary work if _____

1 Andy / carry / will / bag / if / it's / your 2 If / show / watch / you / carefully, / I'll 3 I / you / don't / won't / understand / you / if 4 If / we'll / now, / don't / we / be / leave 5 I / you / help / if / don't / you / won't a you what to do. b speak more slowly. c help me. d too heavy. e late for the exam. Write sentences from the prompts. Use the First Conditional. 1 You / not / make friends / if / not speak / new people 2 If / Adam / study / London / improve / English 3 If / I / not / fall asleep / I / finish / my homework 4 We / take / Sociology / next year / if / on the timetable 5 Mum / not happy / if / not pass / my exams Complete the First Conditional sentences with the correct form of the verbs in brackets. 1 If you (not go) abroad, you (not learn) a foreign language. 2 If you (not take) it easy, you (get) sick. 3 Sue (waste) her time if she (go) travelling. 4 (you/phone) me if you (have) time? 5 If it (cost) too much, (buy) a smaller one. 6 If he (go) backpacking, he (go) to Africa. 8 You (niss) the train if you (get up) late.	of sentences. The endings (a–e).	hen match the beginnings	(1–5) with the
2 If / show / watch / you / carefully, / I'll 3 I/you / don't / won't / understand / you / if 4 If / we'll / now, / don't / we / be / leave 5 I/you / help / if / don't / you / won't a you what to do. b speak more slowly. c help me. d too heavy. e late for the exam. Write sentences from the prompts. Use the First Conditional. 1 You / not / make friends / if / not speak / new people 2 If / Adam / study / London / improve / English 3 If / I / not / fall asleep / I / finish / my homework 4 We / take / Sociology / next year / if / on the timetable 5 Mum / not happy / if / not pass / my exams Complete the First Conditional sentences with the correct form of the verbs in brackets. 1 If you		will / bag / if / it's / your	
3 I/you / don't / won't / understand / you / if			
4 If / we'll / now, / don't / we / be / leave 5 I / you / help / if / don't / you / won't a you what to do. b speak more slowly. c help me. d too heavy. e late for the exam. Write sentences from the prompts. Use the First Conditional. 1 You / not / make friends / if / not speak / new people 2 If / Adam / study / London / improve / English 3 If / I / not / fall asleep / I / finish / my homework 4 We / take / Sociology / next year / if / on the timetable 5 Mum / not happy / if / not pass / my exams Complete the First Conditional sentences with the correct form of the verbs in brackets. 1 If you (not go) abroad, you (not learn) a foreign language. 2 If you (not take) it easy, you (get) sick. 3 Sue (you/phone) me if you (have) time? 5 If it (cost) too much,	2 If / show / wat	tch / you / carefully, / I'll	
a you what to do. b speak more slowly. c help me. d too heavy. e late for the exam. Write sentences from the prompts. Use the First Conditional. 1 You / not / make friends / if / not speak / new people If / Adam / study / London / improve / English 3 If / I / not / fall asleep / I / finish / my homework 4 We / take / Sociology / next year / if / on the timetable 5 Mum / not happy / if / not pass / my exams Complete the First Conditional sentences with the correct form of the verbs in brackets. 1 If you (not go) abroad, you (not learn) a foreign language. 2 If you (not take) it easy, you (get) sick. 3 Sue (waste) her time if she (go) travelling. 4 (you/phone) me if you (have) time? 5 If it (cost) too much, (buy) a smaller one. 6 If he (go) backpacking, he (spend) less. 7 She (do) voluntary work if she (go) to Africa. 8 You (miss) the train if you	3 I/you/don't	/ won't / understand / you /	if
a you what to do. b speak more slowly. c help me. d too heavy. e late for the exam. Write sentences from the prompts. Use the First Conditional. 1 You / not / make friends / if / not speak / new people 2 If / Adam / study / London / improve / English 3 If / I / not / fall asleep / I / finish / my homework 4 We / take / Sociology / next year / if / on the timetable 5 Mum / not happy / if / not pass / my exams Complete the First Conditional sentences with the correct form of the verbs in brackets. 1 If you (not go) abroad, you (not learn) a foreign language. 2 If you (not take) it easy, you (get) sick. 3 Sue (waste) her time if she (go) travelling. 4 (you/phone) me if you (have) time? 5 If it (cost) too much, (spend) less. 7 She (do) voluntary work if she (go) to Africa. 8 You (miss) the train if you	4 If/we'll/now	v, / don't / we / be / leave	
b speak more slowly. c help me. d too heavy. e late for the exam. Write sentences from the prompts. Use the First Conditional. 1 You / not / make friends / if / not speak / new people 2 If / Adam / study / London / improve / English 3 If / I / not / fall asleep / I / finish / my homework 4 We / take / Sociology / next year / if / on the timetable 5 Mum / not happy / if / not pass / my exams Complete the First Conditional sentences with the correct form of the verbs in brackets. 1 If you (not go) abroad, you (not learn) a foreign language. 2 If you (not take) it easy, you (get) sick. 3 Sue (waste) her time if she (go) travelling. 4 (you/phone) me if you (have) time? 5 If it (cost) too much, (buy) a smaller one. 6 If he (go) backpacking, he (spend) less. 7 She (do) voluntary work if she (go) to Africa. 8 You (miss) the train if you	5 I / you / help /	/ if / don't / you / won't	
c help me. d too heavy. e late for the exam. Write sentences from the prompts. Use the First Conditional. 1 You / not / make friends / if / not speak / new people 2 If / Adam / study / London / improve / English 3 If / I / not / fall asleep / I / finish / my homework 4 We / take / Sociology / next year / if / on the timetable 5 Mum / not happy / if / not pass / my exams Complete the First Conditional sentences with the correct form of the verbs in brackets. 1 If you (not go) abroad, you (not learn) a foreign language. 2 If you (not take) it easy, you (get) sick. 3 Sue (waste) her time if she (go) travelling. 4 (you/phone) me if you (have) time? 5 If it (cost) too much, (spend) less. 7 She (do) voluntary work if she (go) to Africa. 8 You (miss) the train if you	a you what to d	0.	
d too heavy. e late for the exam. Write sentences from the prompts. Use the First Conditional. 1 You / not / make friends / if / not speak / new people If / Adam / study / London / improve / English If / I / not / fall asleep / I / finish / my homework We / take / Sociology / next year / if / on the timetable Mum / not happy / if / not pass / my exams Complete the First Conditional sentences with the correct form of the verbs in brackets. If you	b speak more s	lowly.	
write sentences from the prompts. Use the First Conditional. 1 You / not / make friends / if / not speak / new people 2 If / Adam / study / London / improve / English 3 If / I / not / fall asleep / I / finish / my homework 4 We / take / Sociology / next year / if / on the timetable 5 Mum / not happy / if / not pass / my exams Complete the First Conditional sentences with the correct form of the verbs in brackets. 1 If you (not go) abroad, you (not learn) a foreign language. 2 If you (not take) it easy, you (get) sick. 3 Sue (waste) her time if she (go) travelling. 4 (you/phone) me if you (have) time? 5 If it (cost) too much,	c help me.		
Write sentences from the prompts. Use the First Conditional. 1 You / not / make friends / if / not speak / new people 2 If / Adam / study / London / improve / English 3 If / I / not / fall asleep / I / finish / my homework 4 We / take / Sociology / next year / if / on the timetable 5 Mum / not happy / if / not pass / my exams Complete the First Conditional sentences with the correct form of the verbs in brackets. 1 If you	d too heavy.		
Conditional. 1 You / not / make friends / if / not speak / new people 2 If / Adam / study / London / improve / English 3 If / I / not / fall asleep / I / finish / my homework 4 We / take / Sociology / next year / if / on the timetable 5 Mum / not happy / if / not pass / my exams Complete the First Conditional sentences with the correct form of the verbs in brackets. 1 If you	e late for the ex	kam.	
2 If / Adam / study / London / improve / English 3 If / I / not / fall asleep / I / finish / my homework 4 We / take / Sociology / next year / if / on the timetable 5 Mum / not happy / if / not pass / my exams Complete the First Conditional sentences with the correct form of the verbs in brackets. 1 If you		s from the prompts. Use t	he First
3 If / I / not / fall asleep / I / finish / my homework 4 We / take / Sociology / next year / if / on the timetable 5 Mum / not happy / if / not pass / my exams Complete the First Conditional sentences with the correct form of the verbs in brackets. 1 If you	1 You/not/ma	ake friends / if / not speak /	new people
4 We / take / Sociology / next year / if / on the timetable 5 Mum / not happy / if / not pass / my exams Complete the First Conditional sentences with the correct form of the verbs in brackets. 1 If you	2 If / Adam / stu	ıdy / London / improve / Er	nglish
Complete the First Conditional sentences with the correct form of the verbs in brackets. 1 If you (not go) abroad, you (not learn) a foreign language. 2 If you (not take) it easy, you (get) sick. 3 Sue (waste) her time if she (go) travelling. 4 (you/phone) me if you (have) time? 5 If it (cost) too much,	3 If / I / not / fa	ll asleep / I / finish / my hor	mework
Complete the First Conditional sentences with the correct form of the verbs in brackets. 1 If you (not go) abroad, you (not learn) a foreign language. 2 If you (not take) it easy, you (get) sick. 3 Sue (waste) her time if she (go) travelling. 4 (you/phone) me if you (have) time? 5 If it (cost) too much,	4 We / take / So	 ociology / next vear / if / on	the timetable
Complete the First Conditional sentences with the correct form of the verbs in brackets. 1 If you	-		
correct form of the verbs in brackets. 1 If you	5 Mum / not hap	opy / if / not pass / my exar	ms
correct form of the verbs in brackets. 1 If you			
	-		s with the
	1 If you	(not go) abroad.	VOU.
2 If you (not take) it easy, you (get) sick. 3 Sue (waste) her time if she (go) travelling. 4 (you/phone) me if you (have) time? 5 If it (cost) too much, (buy) a smaller one. 6 If he (go) backpacking, he (spend) less. 7 She (do) voluntary work if she (go) to Africa. 8 You (miss) the train if you			
(get) sick. Sue(waste) her time if she(go) travelling. (you/phone) me if you(have) time? If it(cost) too much,			
<pre>3 Sue (waste) her time if she</pre>	•	•	, , , o o.
(go) travelling. (you/phone) me if you (have) time? I (cost) too much, (buy) a smaller one. I (go) backpacking, he (spend) less. 7 She (go) voluntary work if she (go) to Africa. 8 You (miss) the train if you			she
4(you/phone) me if you(have) time? 5 If it(cost) too much, I(buy) a smaller one. 6 If he(go) backpacking, he(spend) less. 7 She(do) voluntary work if she(go) to Africa. 8 You(miss) the train if you			0.10
(have) time? 5 If it(cost) too much, I(buy) a smaller one. 6 If he(go) backpacking, he(spend) less. 7 She(do) voluntary work if she(go) to Africa. 8 You(miss) the train if you			
 5 If it (cost) too much, I (buy) a smaller one. 6 If he (go) backpacking, he (spend) less. 7 She (do) voluntary work if she (go) to Africa. 8 You (miss) the train if you 			
I(buy) a smaller one. 6 If he(go) backpacking, he(spend) less. 7 She(do) voluntary work if she(go) to Africa. 8 You(miss) the train if you			
6 If he(go) backpacking, he(spend) less. 7 She(do) voluntary work if she(go) to Africa. 8 You(miss) the train if you			
(spend) less. 7 She (do) voluntary work if she (go) to Africa. 8 You (miss) the train if you			, he
7 She (do) voluntary work if she (go) to Africa. 8 You (miss) the train if you	<u>'</u>		· -
(go) to Africa. 8 You (miss) the train if you		•	k if she
8 You (miss) the train if you		•	
•	8 You	(miss) the train if y	ou/ou
		•	

4

5

Put the words in the correct order to make beginnings

5.5 Defining relative clauses

In defining relative clauses (which give essential information about a person, thing or place) we use the following relative pronouns:

- who and that to talk about people:
 This is the teacher who/that teaches my class.
 Do you know the girls who/that are talking to the PE teacher?
- which and that to talk about things:
 Is this the laptop which/that you ordered?
 I'll visit you during the term break which/that begins next week.
- where to talk about places:
 We're going to visit the school where my mum taught for twenty years.
 Ella went to a school where most pupils were girls.

The relative pronouns who, which and that usually come after the noun (i.e. the people, thing or place) they refer to. We can omit the relative pronouns who, which and that if they are

We have a timetable (which/that) we can change.

followed by a personal pronoun or noun.

We **cannot** omit the relative pronoun if it is **not followed** by a personal pronoun or noun.

We have a gym which has a lot of modern equipment.

- 1 Join the pairs of sentences using relative pronouns.
 - 1 There is a nice café. We can go there.
 - 2 I know a boy. He speaks perfect Chinese.
 - 3 McDonald's is a restaurant. It sells hamburgers and chips.
 - 4 I'm sure you'll find a job. You're going to love it.
 - **5**My son knows lots of websites. You can play online games there.
 - 6 Tina is a great sportswoman. She never gives up.
 - 7 Titanic is a film. I've seen it about ten times.
 - 8 This is the man. I saw him in front of the jeweller's.
- 2 Complete the sentences with relative pronouns who, where or which where necessary.
 - 1 We live in a town doesn't have a university.
 - 2 Do you know the boy is dancing with Molly?
 - 3 Sam used to live in a country the schools are free.
 - 4 This is the teaches my sister.
 - **5** Bath is a small town has many historic sites.
 - 6 What is the school subject you like best?
 - 7 I go to a school uniforms are compulsory.
 - 8 Is this the girl lives in the house opposite yours?
 - **9** France is the country Susan loves the most.

3 Choose the correct option. More than one answer may be correct.

- 1 She's the teacher who / which lost my homework.
- 2 That's the library where / which has lots of good DVDs.
- 3 That's the dog who / which stole my bag.
- **4** There's the staffroom where / which the teachers go after class.
- **5** Is this the biography who / which you wanted to borrow from me?
- 6 There's Jim. He's the person who / that can help you.

4 Complete the sentences with who, which, where. Use no pronoun where possible.

1	Can you tell me N	Mr Smith is? I can't find him
	anywhere.	
2	PE is the subjectA	Adrian loves the most.
3	She's the professor of Ma	thsAnna admires a lo
4	Does Jon know re	oom we need to go to next?
5	i I can't show you [Brian is because I've never
	seen him.	
6	That's the school	got the best exam results.

5 Correct the mistakes.

- 1 Ms Armstrong is the teacher which teaches French
- 2 Do you know the boys which are waiting in the hall?
- 3 This is the lab we do science experiments.
- **4** The playground where is behind the school is the biggest one.
- **5** That's the girl isn't keeping up with her studies.
- 6 I know a shop you can get cheap books.
- **7** Amanda is a girl which never makes mistakes.
- 8 It's the elementary school where my sister goes to.

6 Rewrite the sentences without using who, which, that.

- **1** The book is very interesting. I bought it yesterday.
- **2** The school is very well organised. We visited it last week.
- 3 The library didn't have the book. I wanted the book
- **4** You've spoken to the man just now. Is the man a friend of yours?
- **5** The exam was difficult. We did it yesterday.
- 6 You borrowed a book from me. Can I have the book?

2

3

5.6 Future time and conditional clauses

Conditional clauses are introduced with:

- if: If Mark doesn't hand in his homework today, his Maths teacher will get really angry.
- unless: Amy will not make any progress unless she works systematically.

Time clauses are introduced with:

- when: When the new term starts, the teachers will attend a conference.
- **before**: **Before** I take Chemistry and Physics for my A levels, I will talk to my teachers.
- after: After you mark your students' homework, you will know where they tend to make most mistakes.
- as soon as: The kids will feel better as soon as the school breaks up for holiday.

We use the Present Simple in future time and conditional clauses.

Subordinate clas	use	Main clause
if unless when before after as soon as	+ Present Simple,	will/won't + verb

My sister will never succeed **unless she learns** from her mistakes.

Either clause may come first in the sentence. We put a comma at the end of the subordinate clause if it comes first in the sentence, but we don't use a comma if the main clause comes first:

I will let you know about the time of our meeting **as soon as**I get my new timetable.

As soon as I get my new timetable, I will let you know about the time of our meeting.

1 Choose the correct option.

- 1 I like to take it easy after / unless I finish football training.
- **2** Sarah gets into trouble *when / unless* she skips lessons.
- 3 I'll pay for your tuition fees if / before you promise to work hard.
- **4** As soon as / Unless I pass this exam, I'm going to start revising for the next one.
- **5** Jan won't get good grades *if / unless* he learns how to cope with exam stress.
- **6** You should always arrive at least fifteen minutes *before* / when an important exam.
- 7 If / Unless you work hard, I'm sure you'll succeed.
- **8** You should check your homework *while / before* you hand it in.

Complete the text with the correct form of the verbs
in brackets. Use the First Conditional.
As soon as I (finish) school today,
(go) home and have something to eat. If my
mother ³ (be) still at work, I _4(eat) a
cheese and onion sandwich. Before I 5 (watch)
my favourite TV series, I <u>6</u> (do) my Physics
homework.
UNIT REVIEW Choose the correct answer, A, B or C to complete the sentences.
1 When the new term starts next month, we such a busy timetable.
A aren't having
B don't have
C won't have
2 We will have more free time
our Biology projects.
A before we complete
B as soon as we'll finish
C as soon as we hand in
3 Robert won't keep up with other students
in class.
A unless he pays attention
B if he won't pay attention
C if he pays attention
4 You won't fail your exam
everything by heart.
A if you will learn
B if you learn
C if you learned5 As soon as I see my Science teacher today, I
her about our next project.
A ask
B am asking
C will ask
6 He'll go to the cinema tomorrow
he has too much homework to do.
A if
B unless
C when
7 of other people is very
immature.
A Having fun
B Laughing

these old notebooks.

C Making fun

A get rid of

B break up

C struggle with

You don't need them.

8 You should

3

5

6.2 Second Conditional

We use Second Conditional sentences to talk about:

- imaginary situations in the present:
 - If I were rich, I would live in a huge house.
 - If Kate **didn't leave** home before rush hour, she **wouldn't arrive** at the office on time.
- improbable events in the future:

If he left home earlier, he would never be late for work.

If I weren't so tall, I would become a figure skater.

We use the Past Simple in the *if*-clause and *would/wouldn't* in the clause describing the result.

As in First Conditional sentences, the clauses can be in either order. We put a comma at the end of the *if*-clause if it comes first in the sentence.

If + Past Simple (condition),	<pre>would / wouldn't + infinitive (result).</pre>
If Sue knew Italian,	she'd apply for this job.

<pre>would / wouldn't + infinitive (result)</pre>	<pre>if + Past Simple (condition).</pre>
Sue would apply for this job	if she knew Italian.

In Second Conditional sentences we use was or were after I, he, she and it. Were is more formal.

Remember to use were in If I were you:

If I were you, I would tell him the truth.

1 Match the sentence halves.

- 1 If I were a bit taller,
- 2 Would your uncle know what to do
- 3 They'd get access to your computer
- 4 Of course I would take a car to work
- 5 If we didn't have to look for a summer job,
- a if they knew the password.
- **b** we would be on a sunny beach now.
- c I could be a fashion model.
- **d** if I had one.
- e if he lost his job?

2 Choose the correct option.

What would you do if you ¹are / were / be me? I'm a shop assistant, but if I ²hadn't / wouldn't have / didn't have a job, I ³like / liked / would like to go travelling all year round. But of course, no work means no money. If somebody ⁴ offered / would offer / did offer me a job in which I could earn money and travel, however, I ⁵ would take / took / had taken it without thinking! Maybe I should apply for a job as a flight attendant?

Choose three to five words from each set to complete the sentence below it.
1 were, would, for, a, be, apply, she, applied
If she were older, she a job in a clothes shop.
2 brother, did, would, I, when, a, have, had
I would never be lonely if
or sister.
3 afford, afforded, will, could, house, a, can, big If we , we'd have lots of
parties.
4 time, didn't, she, have, hadn't, any, wouldn't
If Sue worked long hours,
to go out with friends.
Complete the sentences with the correct form of the verbs in brackets. Use the Second Conditional.
1 If everybody (go) to university, nobody (want) to do hard physical work.
2 Buses (not be) so crowded if more people (work) from home.
3 If people (not apply) for low-paid jobs, salaries (go) up.
4 Family relationships (improve) if parents (spend) more time with their children.
5 You (be) happier if you (have) an interesting and well-paid job.
6 You (get) the sack if you (go)
to work late every day.
7 If he (not have) a full-time job, he
(spend) more time on his hobbies.
8 If I (work) overtime, I (earn) more
money.
Rewrite the sentences using the Second Conditional.
1 I don't earn money because I am unemployed.
2 Sue doesn't have a boss because she's self-employed.
3 Ian sleeps during the day because he works night shifts.
4 We have to work outdoors because we're builders.
5 Jim isn't happy because he is badly paid.
6 Abigail has eight weeks of holiday because she is a teacher.
7 Max comes up with good ideas because he's creative.
8 I won't apply for the job because I don't have enough experience.

Modal verbs for obligation and permission 6.5

To express obligation or necessity, we use:

• *must*, especially when we refer to something the speaker feels is necessary:

I must talk to her right now. (I feel this is necessary.)

 have to, especially when we refer to something that is necessary because of a rule or law:

My brother has to wear a suit to work. (These are the rules.)

• need to:

Neil often **needs to** do overtime.

To express lack of obligation or necessity, we use:

don't have to:

A tourist guide **doesn't have to** do physical work.

don't need to/needn't:

You **needn't** come to the office. You can work from home. You **don't need to** write the essay again.

To say what is allowed, we use *can*:

Journalists can work flexible hours.

To say what is not allowed, we use:

• can't, especially when the speaker feels something is not allowed:

I can't leave the office during office hours.

• mustn't, if we want to express strong prohibition: You mustn't check your private email at work.

Obligation/necessity	Lack of obligation	Allowed	Not allowed/ forbidden
have to / has to need to / needs to must	don't have to / doesn't have to don't need to / doesn't need to / needn't	can	can't mustn't

Choose the correct answer, a, b or c.

1 `	You	be	phy	vsicall	v fit to	be a	fire-fighter	r.
-----	-----	----	-----	---------	----------	------	--------------	----

b have to **a** can

c need

2 A doctor ___ often work long hours and night shifts.

b can **a** must

c can't

3 A teacher ____ look smart or wear a suit to work.

a mustn't b doesn't need to c can't

4 Self-employed people ____ take a holiday any time they choose.

a need to b have to

c can

write things which are not true. **5** A journalist

a needn't b doesn't have to c mustn't

6 Office workers usually ____ take many breaks during the day.

b don't have to **c** needn't

7 You ____ take a taxi. I can drive you to work.

a can't

b needn't

b need

c mustn't

8 Airline pilots ____ have excellent eyesight.

a must

c can

Choose the correct option.

- 1 A: Is it a formal meeting?
 - **B:** No, you must / don't need to / can wear a tie.
- 2 A: Can I smoke in here?
 - B: I'm afraid not. You need to / needn't / mustn't smoke anywhere inside this building.
- **3 A:** What's wrong? You look stressed.
 - B: I am. I can / needn't / have to finish all this work before the end of the week. There's so much of it!
- **4 A:** Mr Long, I'd like to take a day off tomorrow.
 - **B:** Sorry, I'm afraid you don't need to / must / can't.
- **5** A: You look worried. What's wrong?
 - **B:** I have a meeting with my boss today. I needn't / need to / don't need to get to work on time. Otherwise, I'll lose my job.
- **6** A: Why can't Sarah come with us?
 - **B:** She mustn't / has to / can prepare a presentation for her boss.
- **7 A:** Do I have to / Must I pay in cash?
 - **B:** No, you needn't / mustn't pay in cash. Your credit

Complete the second sentence so that it has the same meaning as the first. Use no more than five words including the word in capitals.

1 The company expects you to wear a uniform at work.				
HAVE				
You a	uniform at work.			
2 It's not necessary for you to work long hours. NEED				
You	long hours.			
3 It's forbidden to bring dogs into the laboratory. MUST				
You	into the laboratory.			

4 It isn't necessary for Mike to bring his laptop today. HAVE Mike _____ bring his laptop today. 5 It's not OK for you to be smoking cigarettes in the

office. CAN'T

You	in the office.		

ŀ	Rewrite the parts of sentences in italics with mustn't
	or don't have to.

1	You are no	t obliged to	work on	Sundays.

2	It's forbidden to smoke in here.	_

3 You're not allowed to wait here.

4 It's unnecessary for you to wait here. 5 It's forbidden to walk on the lawn.

6 It isn't necessary for them to work on Sunday.

6.6 Adjectives ending in -ed and -ing

Pairs of **-ed/-ing** adjectives are formed from the same verb:

amuse – amus**ing** – amus**ed**

motivate – motivat**ing** – motivat**ed**

terrify – terrify**ing** – terrifi**ed**

Some **-ed** adjectives do not have an **-ing** equivalent: ashamed, delighted, relieved.

We use **-ing** adjectives to describe:

- people: A growing child needs to eat a lot.
- objects/places: **My new office** is rather **depressing**. It's very small and dark.
- events: **The first job interview** is usually **challenging**, especially if the candidates aren't very well prepared.

We use **-ed** adjectives to describe:

- states (of people or objects): The instructor was
 a determined person, who wanted to teach us some new
 skiing techniques.
- emotions and feelings: *Maria* looked rather *confused* when she first arrived in our office.

1 Choose the correct option.

- 1 It's disappointing / disappointed that my first job is so badly paid.
- **2** Working and studying at the same time is often quite challenged / challenging .
- **3** Kasia is quite *excited / exciting* about the idea of being self-employed.
- **4** Getting the sack can be *depressed / depressing* and stressful.
- **5** It's *disgusted / disgusting* that Elizabeth had to resign from her job after twenty-five years.
- **6** I'm really *encouraging / encouraged* by the fact that I won the competition.
- 2 Complete the sentences with the correct form of the words in the box. Use -ed or -ing endings to make adjectives.

confuse demand encourage move relieve reward

1 The documentary film about social workers was so that I almost cried.

when I finally found them in my car.

Working for a foreign company is sometimes
because they do things differently.

The job of a ski instructor is quite _______ – it's not all fun in the snow!

Margot felt after she read her boss's

2 I had trouble finding the keys for the office, so I was

positive report on her work.

6 Teachers have a really hard but _____job.

Would you like to be a teacher?

- 3 UNIT REVIEW Choose the correct answer, A, B or C, to complete the dialogue.
 - 1 X: How did your job interview go?
 - **Y:** They asked me a lot of personal questions and it wasn't very nice.

X: ___

- A How embarrassing! B I'm so relieved!
- C It sounds like a satisfying experience.
- 2 X: I'm determined to become a police officer.

Y: __

- X: I know. But I don't want to do anything too easy or repetitive.
- A It's a charming job. B It's a rewarding job.
- C It's a challenging job.
- **3 X:** The financial situation at Paul's company does not look good.

Y:

- A Yes, it is worrying. B Yes, it is worried.
- C Yes, they worried.
- 4 X: What does your dad do?
 - Y: He drives a taxi all day. When he gets home, ____.

A it's exhausted

B he's exhausting

C he's exhausted

5 X: I don't understand these instructions. They're terrible!

Y: I agree. ____

A They're confusing.

B I'm confusing.

C They're confused.

6 X: There's a lot of competition in advertising.

Y: ___

- X: Then you should be fine.
- A Well, I like to compete.
- **B** Well, it is a good competition.
- C Well, I'm not very competitive.
- **7 X:** You never have any free time.

Y:

- A I know. I work night shifts.
- B I know. I work long hours.
- C I know. I work part-time.
- 8 X: Why do you want to be a taxi driver?

Y:

- **X:** That's not a very good reason!
- A Because I have to wear a uniform.
- **B** Because I mustn't wear a uniform.
- C Because I needn't wear a uniform.

7.2 The Passive

We use the Passive when the action is more important than the person who performs it. If we want to add information about the person (the agent), we use the word **by**:

This shopping mall **is visited by** about 50,000 people every day.

How many languages are spoken in the USA?

We form the Passive for different tenses with the correct form of *be* and the Past Participle. In modal clauses, we use a modal verb before *be*.

Designer clothes can be found in high street shops.

Present Simple Passive	Tea is grown in India. Cars are not repaired here. Where are the tickets sold ?		
Past Simple Passive	I was offered a job. These tablets were not produced in China. Where was our car made ?		
Present Perfect Passive	The house in Green Street has been sold. We have not been informed about the change. Has he been invited to Emma's wedding?		
Modal verbs	Conditions must be improved . Parcels can be sent at the post office. Do the rooms need to be cleaned every day?		

1 Put the words in the correct order to make sentences.

- 1 be / music / iTunes store / downloaded / from / can / the
- 2 organically / plants / farm / on / are / our / grown
- 3 uniforms / are / by / England / all schoolchildren / worn / in ?
- 4 have / since 1988 / been / these shoes / produced
- 5 son / month / is / given / presents / their / every

2 Choose the correct option.

- 1 Movie stars pay / are paid a lot of money to advertise products.
- 2 The factory *mustn't sell / mustn't be sold* to an American company because people will lose their jobs.
- **3** Francis taught / was taught English in Thailand for two years and he really loved the job.
- **4** The play has performed / has been performed in over 200 theatres worldwide.
- **5** Fairtrade food has produced / has been produced for many years now in developing countries.
- **6** The musicians *gave / were given* their money from the concert to charity.
- **7** England's prestige football matches *played / have been played* at Wembley since 1923.
- **8** Jenny *surprised / was surprised* I bought her some flowers.

3 Complete the second sentence so that it has the same meaning as the first. Use the passive.

 We must protect 	t the environment	- -•
The environmer	nt	·
2 Department sto		
Many different t	:hings	in department
stores.		
3 These days, you	ı can do all your sh	nopping online.
These days, all y	our shopping	·
4 You mustn't eat	food in the clothe	es shop.
Food	in the cloth	nes shop.
5 Martin didn't se	t up the company	
The company _	Ma	artin.
6 Does your aunt	own that shop?	
	your aunt?	
7 We can't refund	l your money.	
Your money	·	
8 They don't make	e these shoes in E	ingland.
These shoes	in En	gland.
Complete the temperature complete the temperat		ect form (active or
Post offices ¹	(use) to	o deliver letters and
packages for over		
office' ²	(exist) even i	n the 1650s in the UK
		on horses, and 'post
houses' 4	(build) ever	rv few miles between

transporting mail. Today, post offices are very different. Of course, they

major cities. Here, postmen could feed their horses and

rest for a while. These post houses, or 'post stations' in

the US, ⁵ _____ (disappear) when trains and trucks ⁶ ____ (become) a more popular way of

still 7______ (send) our mail. But other services like banking 8 (offer) there too. Since the invention of the Internet, however, the post office has become less important in our lives and, because of modern technology, the transfer of information is now quicker and cheaper than ever before.

5 Correct the mistakes.

- **1** My car has stolen from the shopping centre car park.
- 2 Was that email send this morning?
- **3** Is it true that Aston Martin cars made by hand?
- **4** We have repaired your computer and it can collect this afternoon.
- **5** The new greengrocer's on the corner run by my
- 6 Some great clothes can find at vintage shops.
- **7** The book I ordered online wasn't delivered yet.
- **8** Did you give a refund by the shop manager?

REFERENCE AND PRACTICE

Quantifiers 7.5 To talk or ask about quantities, we use the following quantifiers: Countable nouns **Uncountable nouns** How many? How much? **How many** friends have you **How much** money have you got? (very) little (very) few I've got (very) few friends. I've got (very) little money. a little a few I've got **a little** money. I've got **a few** friends. I've got **some** friends. I've got **some** money. many Have you got **much** money? Have you got **many** friends? I haven't got **many** friends. I haven't got **much** money. a lot of / lots of I've got a lot of/lots of friends. I've got a lot of/lots of money. too many too much I've got **too much** money. I've got **too many** friends. Have you got **any** friends? Have you got **any** money? any I haven't got **any** friends. I haven't got **any** money.

3

4

1 Complete the dialogue with quantifiers in the box.

any	(x2) how many little lot of some too much
Pia:	Thanks for inviting me to your party, Sam. You've got a ¹ presents! ² do you think you've got?
Sam:	Maybe ten or twelve. And my parents gave me money. Have you had birthday
Pia:	cake? It's really delicious. Here, try some. Oh, thanks, I'll have just a 5, please. I've already eaten quite a lot. Have you got 6
Sam:	orange juice? Yes, I bought 20 litres. I think we have 7

	omplete the sentences with few, little, a few or little.
1	'Have you read any books by Stevenson?' 'Yes, I've read'
2	He's got very friends.
	There were very people at the party.
	The teacher gave us extra time for the exercise,
	so I could complete it.
5	The teacher gave us time for the exercise.
	I couldn't complete it.
6	He had soup for supper.
	He always has very sugar in his coffee.
	Buy bananas when you go to the supermarket,
0	please.
	omplete the sentences with a, an, some, any, how uch or how many.
1	'Have you gotorange juice?' 'There's in the fridge.'
2	'Did you buy milk?' 'No, I forgot. But there is
	carton left in the fridge.'
3	Would you like apple? There are in the fruit bowl.
4	'Would you like water?' 'Yes, please. I'll have
·	glass.'
5	' cola do we need?' 'I don't know. There'll
9	be twenty people at the party.' 'Will can each be
	enough?'
6	Would you like chocolate? There's a bar on the table. Have some!
7	pieces of cake have you eaten? Didn't you say you were on a diet?
8	I'd like egg and some toast for breakfast, but there
	aren't eggs.
9	' cola do you want?' 'I don't want'
	' bottles of water do we need for the
. •	picnic?''Just one. Our friends are bringing
	too.'
Cl	noose the correct answer, A, B or C.
1	There are a shopping centres in this town.
	A lots B lots of C lot of
2	I don't like this shop because there are
	products to choose from.
	A very few B very little C a few
3	In tourist areas, there are many of exactly the
	same shops.
	A a bit B too C far
4	Ellen got money for her birthday, so she's
-	going shopping.
	A a little B a few C little
5	I haven't bought new clothes this year.
J	A much B some C any
_	,
0	Julie, online shopping sites do you use?
	A any B how many C how much

7.6 Indefinite pronouns

We use indefinite pronouns to talk about non-specific people, objects or places.

All indefinite pronouns are used with singular verb forms. **Everybody is** fashionable in their own way.

People	Things	Places
someone/somebody	something	somewhere
anyone/anybody	anything	anywhere
no one/nobody	nothing	nowhere
everyone/everybody	everything	everywhere

We use **someone/somebody**, **something**, **somewhere** in affirmative sentences and requests/offers:

Somebody has left their receipt on the counter.

We use *anybody/anyone*, *anything*, *anywhere* in negative sentences and questions:

I haven't bought **anything** made of leather for a long time.

We use **no one/nobody, nothing, nowhere** in affirmative sentences with a negative meaning:

I'm not going to the shopping centre today. There will be **nowhere** to park.

We do not use another negative in a clause with *nobody*, *no* one, nothing, nowhere.

We use **none** (of) when we talk about three or more objects or people. We don't use nouns after **none**:

I was looking for some comfortable high heels but I found **none**.

We use an article + noun after **none of** (the people), a possessive adjective (my friends) or a personal pronoun (us). Plural nouns are followed by singular or plural verb forms:

None of her children **is/are** into trade.

We can modify indefinite pronouns with:

- to infinitve:
 - There is **nobody to go** window shopping with me.
- an adjective:
 - Joan needs to go **somewhere quiet** to rest after work.
- a relative pronoun (who, which, that):
 - A debtor is **somebody who** has spent more money than he or she has got.

1 Choose the correct option.

- 1 There isn't a post office everywhere / anywhere near here.
- **2** He was looking for some T-shirts for his holiday, but he found *none / some*.
- 3 I don't think the shop is closed. I can see *someone* / anyone in there.
- **4** There's anything / nothing to buy here. Let's go to another shop.
- **5** Gyms have become very popular they're *somewhere* / everywhere .
- **6** When I can't find *something I anything* I want in the shops, I go online.
- 7 I'm sure there's a florist's here somewhere / anywhere.
- 8 I never go to that newsagent's. Someone / Everyone there is so rude!

2	Complete the sentences with the correct word in the
	box.

anybody anywhere everything nothing somebody somewhere 1 Do you know that is a billionaire? 2 It's sunny today, but I think I saw _____ wearing wellington boots. 3 I'm not saying I like _____ in the jeweller's, but there are a lot of nice things. 4 Honestly, there was _____in the clothes shop that suited me. **5** Oh, no! I've lost my ballet flats. They could be 6 I know they make green Dr Martens so they have to sell them _____ . 3 Complete the text with appropriate indefinite pronouns. It's a fact that ¹______ I know wears designer clothes or has a special look which makes them cool. But no matter what I wear I always look unfashionable or scruffy. Maybe it's ²_____ to do with my hairstyle - who knows? Last week, for example, I tried to buy a new pair of glasses. I looked ³ _____ for a pair that suited me and went to every optician I could find. And, surprise surprise, I didn't buy 4______. Is there 5 _____ in this whole town that sells the things I want to make me look good? Maybe there is 6_____ that looks like me and I have to find an original and unique style all of my own. 4 UNIT REVIEW Choose the answer, A, B or C, that is closest in meaning to the words in bold. 1 There isn't anything tasty in my local baker's. A There is nothing tasty **B** Not everything is tasty **C** There is nothing as tasty 2 Is it possible for a person to walk in such high heels? A Can nobody walk **B** Can everybody walk **C** Can anybody walk 3 None of the people I know like to buy clothes in a vintage shop. A No one I know likes **B** Not everybody I know likes C Somebody I know likes 4 These trainers are cheaper than usual. A on offer B not worth it C an investment **5 There are some** schoolboys at the checkout desk. **A** There are few **B** There are a few

C There are very little

B are paid too much

A pay too much

C paid too much

6 Professional footballers **earn too much**, in my opinion.

8.2 Past Perfect

We use the Past Perfect to talk about the earliest of two or more events in the past. The action expressed in the Past Perfect happened before the action usually expressed in the Past Simple:

When Alex got to hospital, he **had** already **come** out in a rash. (The rash appeared before he got to the hospital.)

Notice how the Past Perfect changes the meaning of these sentences:

The children **went** to sleep when we came. (First we came and then the children went to sleep.)

The children **had gone** to sleep when we came. (The children were asleep when we came.)

We often use **by** with the Past Perfect, e.g. by the age of six, by the time I was six, by 1978:

By the time I was six, I had learnt to read.

I/You/He/ She/It/We/ They had TV. watched TV. I/You/ He/She/ It/We/ They watched TV. watched TV? watched TV. watched TV.	Affirmative			Negative		
Had I/you/he/she/it/we/they she/it/we/they they they	She/lt/We/ had Wa			He/She/ It/We/	I/You/ He/She/ It/We/ hadn't (had watch) TV.	
Had she/it/we/ they watched TV? had. No, I/you/he/she/it/we/they	Yes/No questions			Short answers		
hadn't.	Had she	it/we/		had		,

Wh- questions			Subject questions			
What	had	l/you/he/ she/it/ we/they	watched?	Who	had	watched TV?

1 Complete the sentences with the correct form of the verbs in brackets.

1	Betty	(feel) nervous because she
		(not be) in hospital before.
2	Sue	(wait) nearly an hour before
	the doctor 3 I	(see) her.
		_ (forget) to take my medicine so
	I	_ (begin) to feel dizzy.
4		(fall) asleep
	she	(finish) reading her book on
	acupuncture. 5	
Т	ony	(come out) in a rash,
	probably because he	(eat) nuts.
6	Before I	(buy) a new pair of
	glasses I	(had) my eyes tested at
	the optician's.	
7	He	(see) the dentist because he
		(break) a tooth playing football.
8	By the time the ambu	llance
	(arrive), Jane	(begin) to feel much
	better.	

Choose the correct explanation, a or b, for each sentence.

- 1 The patient had left the health centre when the receptionist arrived.
 - a The receptionist saw the patient.
 - **b** The receptionist didn't see the patient.
- 2 When Rodney broke his arm, he grew a beard.
 - a He broke his arm with a beard.
 - **b** He broke his arm without a beard.
- 3 Just before the plane had landed I began to feel ill.
 - a I began to feel ill while flying.
 - **b** I began to feel ill on the ground.
- **4** By the time we got to the cinema, I had got a headache.
- **a** My headache started before we arrived at the cinema.
- **b** My headache started after we arrived at the cinema.
- **5** I stopped eating cake when I got a stomachache.
 - **a** My stomachache started while I was eating the cake.
- **b** My stomachache started after eating the cake.
- **6** Ida sat down when she started to feel dizzy.
 - a Ida sat down before she started to feel dizzy.
 - **b** Ida sat down after she started to feel dizzy.

3 Complete the second sentence so that it means the same as the first. Use the Past Perfect and the Past Simple in each sentence.

1 I wasn't worried about the mystery illness. The

	doctors found a cure for it before.
	The doctors so
2	The patient was released from hospital. Then a new
	problem was found.
	When the new problem
3	The ambulance arrived. Before then, the police
	officer saved the woman's life.
	The police officer before
4	I couldn't pay for my medicine. I left my wallet at
	home.
	lbecause
5	Michael couldn't concentrate on the lecture.
	He began to feel ill.
	Because Michael
5	My thumb hurt. I answered all of my text messages.
	By the time

4 Choose the correct option.

- 1 By the time the ambulance had arrived / arrived, the woman stopped / had stopped bleeding.
- 2 My sore throat went / had gone by the time I found / had found a chemist's that was open.
- 3 My back hurt / had hurt because I fell / had fallen down the stairs.
- **4** I had / had had a pain in my right leg before I ran / had run the marathon.
- **5** Hannah's temperature dropped / had dropped after she took / had taken the medicine.
- **6** By the time we got / had got to Calais on the ferry, I started / had started to feel seasick.

8.5 Reported Speech

To report what other people said, we can quote their actual words (Direct Speech) or use Reported Speech.

We do not change the quoted words in Direct Speech: 'We **are playing** on a new basketball court.' → They said: 'We **are playing** on a new basketball court.'

In Reported Speech we often use say (that) and tell sb (that). That may be omitted. We also use indirect objects (me, us, etc.)

'The match is great.' \rightarrow She **told me/said (that)** the match was great.

'I felt dizzy.' \rightarrow He told me (that) he **had felt** dizzy.

Tenses change in Reported Speech:

Direct Speech	\rightarrow	Reported Speech
Present Simple Sam: 'I work.' 'Sue doesn't work.'	\rightarrow	Past Simple Sam said (that) he worked. Sam said (that) Sue didn't work.
Present Continuous Sam: 'I'm working.' 'Sue isn't working.'	→	Past Continuous Sam said (that) he was working. Sam said (that) Sue wasn't working.
Present Perfect Sam: 'I've worked.' 'Sue hasn't worked.'	\rightarrow	Past Perfect Sam said (that) he had worked. Sam said (that) Sue hadn't worked.
Past Simple Sam: 'I worked.' 'Sue didn't work.'	\rightarrow	Past Perfect Sam said (that) he had worked. Sam said (that) Sue hadn't worked.
can Sam: 'I can work.' 'Sue can't work.'	\rightarrow	could Sam said (that) he could work. Sam said (that) Sue couldn't work.

Pronouns and possesive adjectives also change: 'My brother has bought a new tennis racket.' → She said that her brother had bought a new tennis racket.

1 Match the sentence halves.

- 1 Jason said he wasn't2 Tracy told me she didn't
- 3 Daisy said she had
- **4** Liam told me he
- a have a dentist's appointment.
- **b** was checking his pulse.
- c feeling dizzy.
- d made bad choices.

2 Complete the second sentence so that it means the same as the first.

1 'You are allergic to cats,' said the doctor.
The doctor told me
2 'I came out in spots after using that cream,' said Dais
Daisy told us
·
3 'I can't work out how to open the bottle of medicine,' said John.
John said
·
4 'You've lost a lot of weight,' Dr Lund said to Magda. Dr Lund told Magda
5 'I practise meditation to reduce stress,' Morris told me Morris told me
6 'I don't work out enough,' Tracy said to me. Tracy told me
7 'I'm not taking up tennis,' Richard said. Richard said
8 'I've got a runny nose,' said Phil. Phil told us
Rewrite the sentences in Direct Speech.
1 Arthur said that the ice rink had been destroyed in the storm.
Arthur said: 'The ice rink in the storm
2 Joe told me he kept fit by jogging every day.
Joe said: 'I every day.'
3 Harriet said she didn't feel dizzy.
Harriet said: 'I dizzy ' '

4 Choose the correct option.

Maria said: 'I

3

1 | said / told you that I was allergic to mushrooms.

4 Judson told me that he was getting over the flu.

5 Maria told me she couldn't make difficult decisions.

difficult decisions.'

Judson said: 'I _____ the flu.'

6 Alan said he had lost his appetite.

Alan said: 'I _____appetite.'

- 2 Have I said / told I'm feeling a little stressed at the moment?
- 3 Tammy said / told me you'd made a complaint.
- 4 Luther said / told the doctor he had a pain in his chest.
- **5** Mark and Jill both *said / told* they had to go to the dentist's today.

5 Correct the mistakes.

- 1 Oli said me that he had passed out at the concert the day before, but he was feeling better now.
- **2** Ewa told us didn't keep track of her diet, so she didn't know how much weight she'd lost.
- **3** Hugh said he has broken his hand on the volleyball court last week.
- **4** Rachel said she sick this morning, so decided to stay at home.
- **5** Jack said he works all day today so he couldn't join us for lunch.
- **6** I asked Olga about her favourite sport and she told she did yoga every day.

8.6 Phrasal verbs

Phrasal verbs are formed by a main verb and preposition or adverb, e.g. look (main verb) + for (preposition) = look for

Types of phrasal verbs:

- without an object: join in, work out, fit in, pass out: How often do you work out in the gym? Yesterday was very hot and a few people passed out because of that.
- with an object after the phrasal verb or between the main verb and preposition. We only use pronouns (him, them, it) between the main verb and preposition:

I **took up** handball and rugby at the same time.

I **took** handball and rugby **up** at the same time.

I took them up at the same time.

I took up them at the same time.

• with an object (both noun and pronoun): Every spring my brother **suffers from** an allergy. Every spring my brother **suffers from** it.

Phrasal verbs may also be made of three parts and followed by an object (noun or pronoun), e.g.

look forward to sth (main verb + adverb + preposition + object): We **look forward to** playing basketball in our new court.

Match the sentence halves.

1	You should cut	
2	It's mean to put	
3	My grandfather suffers	
4	It isn't easy to cope	

- a from a sore back.
- **b** sugar out of your diet.

5 I really need to catch

- **c** up on my sleep.
- **d** people down like that.
- e with school and work.

2 Correct the mistakes.

- 1 Patrick is new to the motor racing team, but I'm sure he will fit himself in.
- 2 David has taken on running and he's so fit
- 3 It's important for team members to get on each other if they are to perform well.
- 4 If you think there's a problem, remember that you can talk over it with me.
- 5 If you want to join our rugby match in , just ask.
- 6 I nearly passed it out when I saw all the blood.

Complete each sentence with the correct form of a verb and a preposition in the box.

behind fall figure give go in join out over sign up up 1 You need to _____at the sports club if you want to be on the handball team. **2** Michael Jordan said you should never ____ your dreams if you want to be successful. 3 I can't _____how this app works and I need your help, I'm afraid. 4 I've these instructions five times and I still don't understand them. **5** Claire _____ with her schoolwork because she was busy with the volleyball team. 6 Sophie _____the football match and scored two goals. She's great! UNIT REVIEW Choose the correct answer, A, B, or C,

to complete both sentences.

1	You need to out a couple of times a week to stay
	fit.
	Do you always such long hours in the
	greengrocer's?
	A take B work C keep
2	Don't come too close to me because I've a sore
	throat.
	I was sad when we lost the match but I quickly

over it. A got B had C suffered 3 You should never ____ somebody down if you want to

motivate them. Why don't you ____ this face mask on if you're having trouble breathing?

A get B put C keep

4 How do you keep ___ of your heart rate? They're building a running ____ next to the school. A check B court C track

5 I'm ____ forward to the final of the Champion's League. Who is ____ after your pets while you're on holiday? A going B looking C taking

6 It wasn't easy for Jake to ____ in with the boys in the

I can't wear these football boots because they don't ____ .

A fit B join C suit 7 The manager told me he was looking for you. He's the chef ___ cooks excellent vegetarian food. A who B that C why

8 She ___ the decision to leave the volleyball team. If you ___ an effort, you would lose more weight. A took B did C made

PREPOSITIONS IN PHRASES

AT

at all (2.4): The place hasn't changed at all.

at first (2.8): At first he seemed strict, but now I really like him. **at the age of** (5.4): Jamie won his first tournament at the age of fifteen.

at the beginning (4.7): At the beginning of each lesson there is usually a revision exercise.

at the door (2.2): There is someone at the front door; can you answer it, please?

at the end (5.1): Rob's moving to Maine at the end of May. at the weekend (4.6) (Br.E.)/on the weekend (Am.E.): I like to play golf at the weekend.

BY

by credit card (7.8): It's more convenient for me to pay by credit card.

FOR

for a while (2.8): At last, he could relax for a while.

for ages (7.1): I haven't seen Lorna for ages.

for instance (6.3): She's totally unreliable – for instance, she often leaves the children alone in the house.

for your information (6.7): For your information, I've worked as a journalist for six years.

FROM

from time to time (5.3): We see each other from time to time.

in common (1.8): I found I had a lot in common with Mary.in fact (1.1): I know her really well; in fact I had dinner with her last week.

in favour of (5.2): Are you in favour of the death penalty? in my opinion (3.8): In my opinion, he made the right decision. in need (7.5): We must care for those in need.

in the background (3.8): In the background you can see the school.

in the corner (4.3): Jo was sitting in the corner of the room.

in the end (2.8): In the end, we decided to go to Florida.

in the foreground (3.8): There were three figures in the foreground.

in the middle (3.8): Why's your car parked in the middle of the road?

in the world (3.2): You're the best dad in the world.

ON

on a website (6.7): Responses will be posted on the website. on a train/plane (4.2): There were a lot of tourists on the train.

on foot (4.7): We set out on foot to explore the city. on special offer (7.1): I got a really nice cashmere pullover – it was on special offer.

on my/your etc. own (2.8): Did you make that all on your own? on the one hand ... on the other hand ... (8.7): On the one hand, they work slowly, but on the other hand they always finish the job.

on the phone (1.4): Turn the TV down – I'm on the phone! on time (5.1): In Japan the trains are always on time.

PREPOSITIONS AFTER NOUNS

attitude to/towards (1.5): He has a very old-fashioned attitude to women.

candidate for (6.7): Sara seems to be a good candidate for the job.

opinion about/on (1.5): Can I ask your opinion about something? **reason for** (7.7): Did he give any reason for leaving? **solution to** (7.8): The solution to the puzzle is on p. 14.

PREPOSITIONS AFTER ADJECTIVES

allergic to (8.1): If you are allergic to nuts, you should tell everybody.

annoyed with (2.5): Are you annoyed with me just because I'm a bit late?

bad at (1.7): I'm not bad at volleyball.

capable of (7.3): Do you think he's capable of murder? **connected with** (5.5): Police think the killings may be connected with each other in some way.

crazy about (1.7): Lee's crazy about cats.

different from (2.6): New York and Chicago are very different from each other.

disappointed with (1.7): Local residents were disappointed with the decision.

excited about (1.7): The kids are getting really excited about our trip to California.

famous for (4.7): France is famous for its wine.

good at (1.4): Andrea is very good at languages.

interested in (1.7): All she's interested in is boys!

involved in (1.7): How many people are involved in the decision-making process?

keen on (1.7): I'm not very keen on their music.

mad about (1.7): I'm mad about shopping, I spend lots of money on clothes.

obsessed with (1.7): William is obsessed with making money. **passionate about** (1.2): I've always been passionate about football.

proud of (3.4): Her parents are very proud of her.

responsible for (6.1): She's responsible for the day-to-day running of the department.

sensitive to (1.3): Good teachers are sensitive to their students' needs.

serious about (1.7): I'm serious about politics.

similar to (3.4): Your shoes are similar to mine.

sorry about/for (1.7): I'm so sorry about your father. **useless at** (1.7): I'm useless at sport and I'm very unfit.

worried about (1.8): I'm worried about the world.

PREPOSITIONS AFTER VERBS

adapt to (1.3): Old people find it hard to adapt to life in a foreign country.

agree on (8.7): We're still trying to agree on a date for the wedding.

(dis)agree with (2.2): I agree with Karen. It's much too expensive.

apply for (2.4): Kevin's applied for a job in Atlanta.

apply to (5.3): You can apply to five different universities.

ask for (5.7): Some people don't like to ask for help. **care about** (1.4): He doesn't care about anybody but himself.

communicate with (8.7): They communicated with each other using sign language.

compare with/to (3.5): Compared to our small flat, Bill's house seems like a palace.

compete against/with (5.5): We've had to cut our prices in order to compete with the big supermarkets.

complain about (7.7): She often complains about not feeling appreciated at work.

exchange for (7.7): Can I exchange this shirt for a smaller one? **focus on** (1.4): In his speech he focused on the economy.

graduate from (2.6): Ruth has just graduated from Princeton. **help with** (1.6): Dad, can you help me with my homework?

invite to (4.3): Who should we invite to the party?

judge by (7.1): You should never judge people by their looks.

learn from (1.3): The student will learn from experience about the importance of planning.

listen to (1.3): Have you listened to these tapes yet? **pay for** (5.7): How much did you pay for that watch?

recover from (8.1): It always takes me a while to recover from a cold.

revise for (5.1): She's revising for her history exam.

separate from (4.7): Separate the egg yolk from the white.

share with (4.3): I shared a room with her at college.

spend on (1.4): I spent £40 on these shoes.

start with (1.7): The festivities started with a huge fireworks display.

thank for (1.7): We'd like to thank everybody for all the wedding presents.

Use a dictionary to translate the phrasal verbs into your	join in (8.6) –: Everyone joined in the conversation.
language.	keep out (5.5) – : My coat is really warm and it
haliava in (1.4)	keeps the rain out.
believe in (1.4) – : Do you believe in ghosts? belong to (2.4) – : Antarctica doesn't belong to	let in (4.3) –: Don't let them in. look after (1.1) –: We look after Rodney's kids
any nation.	after school.
break up (5.1) –: We break up in December for	look for (6.6) – : He's looked for the file but
our winter holiday.	hasn't found it.
breathe in (8.8) –: The doctor made me	look forward to (doing sth) (1.1) – : I'm really
breathe in while he listened to my chest. breathe out (8.8) –: Jim breathed out deeply.	looking forward to going to Japan. look up (2.5) –: If you don't know the word, look
care for (6.2) –: Angie stopped working to care	it up in the dictionary.
for her mother.	move up (5.1) –: The kids learn fast, and can't
catch up on (8.6) – : You need some time to	wait to move up to the junior team.
catch up on your work.	pass out (8.1) –: Get an app that tells you to
cheer up (7.3) –: He bought her some flowers	drink water before you pass out.
to cheer her up. chill out (5.5) –: We spent most of the holiday	<pre>put down (8.6) : Stop putting yourself down! put on (2.8) : Let's put some music on.</pre>
chilling out on the beach.	put up with (6.1) –: I don't know how you put
come back (2.7) – : When is your sister coming	up with all this noise.
back from Europe?	put sb/sth off (7.4) –: The accident put him off
come on (5.8) –: Oh, come on, don't lie to me!	helicopters.
come out (3.4) –: When a new superhero movie comes out, it dominates the box office for weeks.	rely on (6.4) –: If you have a problem, who can you rely on?
come out in a rash (8.1) – : If I eat eggs, I come	relate to (3.4) –: They have human experiences
out in a rash.	that we can relate to.
come round (4.3) –: Paul is coming round to	return to (2.4) – : Does Kate plan to return to
my house for tea.	work after the baby is born?
come up with (6.1) –: They still haven't come	sell out (7.8) – : The tickets are all sold out. set off (5.1) – : I set off for school very early
up with a name for the baby. cut out (8.1) –: Make healthy food choices and	because my lessons start at 7 a.m.
cut out things that are bad for you.	set up (7.2) –: In 1976 he set up his own import-
deal with 1. (1.4) –: They had to deal with	export business.
big changes in technology. 2. (7.4) –: Who's	show around (4.3) –: Kim will show you around
dealing with the new account?	the museum.
depend on (1.4) –: The length of time spent exercising depends on the sport you are training for.	sign up (8.6) –: Have you tried signing up for some after school activities?
fall behind (8.6) –: After her time in	suffer from (8.1): More and more people suffer
hospital, Jenny's parents are afraid she has fallen behind	from asthma.
educationally.	stand up (2.6) –: All the pupils stood up when
figure out (8.6) – : Detectives are still trying to	the head teacher came in.
figure out what happened. find out (3.4) –: We never found out her name.	stand up for (3.4) – : Why didn't you stand up for me?
fit in (8.6) –: I never really fitted in at school.	stay in (4.3) – : Let's stay in and watch TV.
get away (4.3) – : The two men got away in a	stay up (4.6) –: We stayed up to watch the late-
red car.	night movie.
get into (5.1) –: You'll have to work harder if	stress out (8.1) – : Are those exams stressing you out?
you want to get into college. get on (with) 1. (5.1) –: She doesn't get on with	switch off (8.7) – : Don't forget to switch off the TV when you go to bed.
her mother at all. 2. (8.6) – : Stop talking and	take off (5.1) – : If you don't want to go, I can
get on with your work.	take your name off the list.
get up (1.4) –: Even when they go out until	take on 1. (3.4) – : A-list actors are keen to take
late, they still get up for work.	on superhero roles. 2. (6.1) –: The team has taken on a new coach.
give out (2.5) –: Give out the leaflets as they're leaving the club.	taken on a new coacn. take up (8.1) –: If you prefer to do your exercise
get over (8.1) –: It's taken me ages to get over	outdoors, take up cycling.
the flu.	talk over (8.6) –: Okay, but it's good to talk
get through (8.6) –: Don't worry – I'll get	things over.
through this.	try on (7.8) –: Would you like to try this top on? turn down (2.5) –: Can you turn your radio
give up (5.6) – : Vlad has given up trying to teach me Russian.	down? I'm trying to work.
go out (1.4) – : Are you going out tonight?	turn up (6.1) – : She always turns up late when
go over (8.6) –: I just want to go over some	we meet.
lessons from last week.	wake up (2.2) –: I woke up at 5 a.m. this morning.
grow up (1.4) –: I grew up in Glasgow and	work on (1.2) – : Dad's working on the car.
went to school there. hand in (5.1) – : Some students didn't hand in	work out (8.1) – : Sue works out in the gym twice a week.
their homework on time.	
hang out (with) (8.6) –: I don't have anyone to	
hang out with at break time.	
hear from (1.7) –: Have you heard from Jane?	Unit 5, page 60, Exercise 2: 1 Finland, 2 Japan, 3 Brazil
invest in (7.2) – : I think it's time to invest in a new pair of jeans.	Answer key
a non pan or journs.	

PERSONAL PRONOUNS AND POSSESSIVE PRONOUNS

Personal pronoun as a subject	Personal pronoun as an object	Possessive pronoun (+noun)	Possessive pronoun (no noun)
I'm a student.	Come with me .	It's my house.	lt's mine .
Have you got a cat?	l like you .	It's your bike.	lt's yours .
He works at home.	Can you help him ?	It's his book.	lt's his .
She 's been to Prague.	Listen to her .	lt's her room.	lt's hers .
Is it a famous city?	I can't find it .	Oxford (= it) is famous for its university.	
We live in Poland.	Wait for us .	lt's our tablet.	lt's ours .
You can't sit here.	Can I talk to you ?	lt's your car.	lt's yours .
Are they working?	Do you know them?	lt's their money.	lt's theirs .

DEMONSTRATIVE PRONOUNS, INTERROGATIVE PRONOUNS, RELATIVE PRONOUNS

Demonstrative		Interrogative	Relative
Singular		What? Whose? Which? Where? When? Why? How? Whose when Whose Why? How? When how? When how? When how? When where	who which
			whose when

NUMERALS

Numbers: 1 – 100

Cardinal numbers	Ordinal numbers	Cardinal numbers	Ordinal numbers
1 – one	first (1st)	20 – twenty	twentieth (20th)
2 – two	second (2nd)	21 – twenty-one	twenty-first (21st)
3 – three	third (3rd)	22 – twenty-two	twenty-second (22nd)
4 – four	fourth (4th)	23 – twenty-three	twenty-third (23rd)
5 – five	fifth (5th)	24 – twenty-four	twenty-fourth (24th)
6 – six	sixth (6th)	25 – twenty-five	twenty-fifth (25th)
7 – seven	seventh (7th)	26 – twenty-six	twenty-sixth (26th)
8 – eight	eighth (8th)	27 – twenty-seven	twenty-seventh (27th)
9 – nine	ninth (9th)	28 – twenty-eight	twenty-eighth (28th)
10 – ten	tenth (10th)	29 – twenty-nine	twenty-ninth (29th)
11 – eleven	eleventh (11th)	30 – thirty	thirtieth (30th)
12 – twelve	twelfth (12th)	40 – forty	fortieth (40th)
13 – thirteen	thirteenth (13th)	50 – fifty	fiftieth (50th)
14 – fourteen	fourteenth (14th)	60 – sixty	sixtieth (60th)
15 – fifteen	fifteenth (15th)	70 – seventy	seventieth (70th)
16 – sixteen	sixteenth (16th)	80 – eighty	eightieth (80th)
17 – seventeen	seventeenth (17th)	90 – ninety	ninetieth (90th)
18 – eighteen	eighteenth (18th)	100 – one/a hundred	hundredth (100th)
19 – nineteen	nineteenth (19th)	101 – one/a hundred and one	hundred and first (101st)
Numbers over 100			

Numbers over 100

1,000 – one/a thousand

3,555 – three thousand, five hundred **and** fifty-five 56,223 – fifty-six thousand, two hundred **and** twenty-three

725,000 – seven hundred **and** twenty-five thousand

1,000,000 – one/a million

1,000,000,000 – one/a billion

Infinitive	Past Simple	Past Participle
be [bix]	was/were [wbz/w3ː]	been [biːn]
become [bɪˈkʌm]	became [bɪˈkeɪm]	become [bɪˈkʌm]
begin [bɪˈgɪn]	began [bɪˈgæn]	begun [bɪˈgʌn]
blow [bləʊ]	blew [blux]	blown [bləun]
break [breɪk]	broke [brəʊk]	broken ['brəʊkən]
bring [brɪŋ]	brought [broxt]	brought [broxt]
build [bɪld]	built [bɪlt]	built [bɪlt]
burn [bɜːn]	burned [bs:nd]/ burnt [bs:nt]	burned [bs:nd]/ burnt [bs:nt]
buy [baɪ]	bought [boxt]	bought [boxt]
catch [kæt∫]	caught [kɔːt]	caught [koɪt]
choose [t∫uːz]	chose [t∫əʊz]	chosen [ˈt∫əʊzn]
come [kʌm]	came [keɪm]	come [kʌm]
cost [kpst]	cost [kpst]	cost [kpst]
cut [kʌt]	cut [kʌt]	cut [kʌt]
deal [diːl]	dealt [delt]	dealt [delt]
dig [dɪg]	dug [dʌg]	dug [dʌg]
do [duː]	did [dɪd]	done [dʌn]
draw [drox]	drew [druː]	drawn [droin]
dream [driːm]	dreamed [drixmd]/ dreamt [dremt]	dreamed [drixmd]/ dreamt [dremt]
drink [drɪnk]	drank [drænk]	drunk [drʌnk]
drive [draɪv]	drove [drəʊv]	driven ['drɪvn]
eat [ixt]	ate [et]	eaten [ˈiːtn]
fall [fɔːl]	fell [fel]	fallen [ˈfɔːln]
feed [fiːd]	fed [fed]	fed [fed]
feel [fiːl]	felt [felt]	felt [felt]
fight [faɪt]	fought [fort]	fought [fort]
find [faind]	found [faund]	found [faund]
fly [flaɪ]	flew [flux]	flown [fləʊn]
forget [fəˈget]	forgot [fəˈgɒt]	forgotten [fəˈgɒtn]
forgive [fəˈgɪv]	forgave [fəˈgeɪv]	forgiven [fəˈgɪvn]
freeze [friːz]	froze ['frəʊz]	frozen [ˈfrəʊzən]
get [get]	got [gpt]	got [gpt]
give [gɪv]	gave [geɪv]	given ['gɪvn]
go [gəʊ]	went [went]	gone [gon]
grow [grəʊ]	grew [gruː]	grown [grəʊn]
have [hæv]	had [hæd]	had [hæd]
hear [hɪə]	heard [haːd]	heard [h3rd]
hide [haɪd]	hid [hɪd]	hidden ['hɪdn]
hit [hɪt]	hit [hɪt]	hit [hɪt]
hold [həʊld]	held [held]	held [held]
hurt [hɜɪt]	hurt [hɜɪt]	hurt [hɜːt]
keep [kiɪp]	kept [kept]	kept [kept]
know [nəʊ]	knew [njuː]	known [nəʊn]
lead [liːd]	led [led]	led [led]
learn [lɜːn]	learned [ls:nd]/	learned [lɜːnd]/ learnt [lɜːnt]
leave [lixv]	left [left]	left [left]

Infinitive	Past Simple	Past Participle
lend [lend]	lent [lent]	lent [lent]
let [let]	let [let]	let [let]
lie [laɪ]	lay [leɪ]	lain [leɪn]
light [laɪt]	lit [lɪt]	lit [lɪt]
lose [lʊːz]	lost [lost]	lost [lost]
make [meɪk]	made [meɪd]	made [meɪd]
mean [mixn]	meant [ment]	meant [ment]
meet [mixt]	met [met]	met [met]
pay [peɪ]	paid [peɪd]	paid [peɪd]
put [put]	put [put]	put [put]
read [riɪd]	read [red]	read [red]
ride [raɪd]	rode [rəʊd]	ridden [ˈrɪdn]
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]
rise [raɪz]	rose [rəʊz]	risen [ˈrɪz ən]
run [rʌn]	ran [ræn]	run [rʌn]
say [seɪ]	said [sed]	said [sed]
see [siː]	saw [soː]	seen [siɪn]
sell [sel]	sold [səʊld]	[blues] blos
send [send]	sent [sent]	sent [sent]
set [set]	set [set]	set [set]
shine [ʃaɪn]	shone [∫ɒn]	shone [∫pn]
shoot [ʃuɪt]	shot [ʃɒt]	shot [ʃɒt]
show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]
shrink [ʃrɪŋk]	shrank [ʃræŋk]	shrunk [ʃrʌŋk]
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]
sit [sɪt]	sat [sæt]	sat [sæt]
sleep [sliːp]	slept [slept]	slept [slept]
smell [smel]	smelled [smeld]/	smelled [smeld]/
	smelt [smelt]	smelt [smelt]
speak [spiːk]	spoke [spəuk]	spoken ['spəukən]
spend [spend]	spent [spent]	spent [spent]
spill [spɪl]	spilled [spild]/ spilt [spilt]	spilled [spɪld]/ spilt [spɪlt]
stand [stæŋd]	stood [stud]	stood [stud]
steal [stixl]	stole [stəʊl]	stolen [ˈstəʊlən]
swim [swim]	swam [swæm]	swum [swʌm]
take [teɪk]	took [tʊk]	taken ['teɪkən]
teach [tixt∫]	taught [toxt]	taught [to:t]
tear [teə]	tore [tox]	torn [to:n]
tell [tel]	told [təʊld]	told [təʊld]
think [θɪnk]	thought [θοιτ]	thought [θɔːt]
throw [θrəʊ]	threw [θrux]	thrown [θrəʊn]
understand [,\text{\text{\text{n}}}\delta de^{\text{\text{\text{s}}}}	understood [,\lambdandə'st\u0]	understood [,\text{\text{And}}\text{\text{d}}]
wake [weɪk]	woke [wəʊk]	woken [ˈwəʊkən]
wear [weə]	wore [wɔː]	worn [wɔːn]
win [wɪn]	won [wʌn]	won [wan]
write [raɪt]	wrote [rəʊt]	written ['rɪtn]