BBC

FOCUS 2

SECOND EDITION

TEACHER'S BOOK

PATRICIA REILLY / ANNA GRODZICKA / AREK TKACZ
BARTOSZ MICHAŁOWSKI / ANGELA BANDIS / DEAN RUSSELL

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FOCUS 2

SECOND EDITION

A2+/B1

TEACHER'S BOOK

Contents

Introduction **T4**

Focus 2 Unit walkthrough **T6**

Focus 2 Component overview **T12**

Using videos in the classroom **T14**

Assessment Package **T15**

Assessment for learning, GSE and 21st-century skills **T17**

Mediation in *Focus Second Edition* **T18**

How to teach with projects **T19**

Focus Second Edition and Readers **T20**

How to flip the classroom with *Focus* **T21**

Focus 2 Student's Book with answer key

- Contents **2**
- Unit 1 **4**
- Unit 2 **18**
- Unit 3 **32**
- Unit 4 **46**
- Unit 5 **60**
- Unit 6 **74**
- Unit 7 **88**
- Unit 8 **102**
- Video worksheets **116**
- Grammar and Use of English reference and practice **132**

Workbook answer key **160**

Culture notes **171**

Student's Book audioscript **176**

Videoscript **193**

Photocopiable resources **199**

Life skills photocopiable resources **274**

Introduction

DEAR TEACHER,

We are writing to you to introduce the new edition of *Focus*, our five-level course for upper secondary students. As writers, it is always a privilege to be invited to 'have another go' and we are grateful to our publisher Pearson for giving us this opportunity. At the same time, we are particularly wary of introducing change for change's sake. 'If it ain't broke, don't fix it' is a maxim we set great store by. In our own classrooms, we are still using ideas and teaching techniques that we learnt early on in our careers. Why? Because they still work.

Consequently, the changes you will find in this new edition have been influenced by three important factors:

1) Your feedback, which we are happy to say has been overwhelmingly positive and extremely helpful in identifying areas to focus on.

2) Changing circumstances, where we have responded to the continuing evolvement of some exams – for instance: a stronger focus on Use of English tasks.

3) New opportunities, in particular the strategic partnership between our publisher Pearson and the BBC. This has enabled us to include some delightful BBC clips in each unit, adding an exciting new dimension to the course.

All that said, we still believe that writing language learning materials is not an exact science. A 'one size fits all' set of materials just doesn't exist. It can't. There are too many variables:

- The students – number, age, personality, attitude, life and learning experience, home support, class dynamic …
- The school – syllabus, timetable, policies, Ministry reforms, classroom environment, equipment …

And most importantly, you:

- The teacher – your experience, your training, your beliefs, your motivation …

So we accept that everybody's teaching context is unique and the perfect English course is an unattainable dream. However, our own experience in the classroom has taught us to value three things above all when using teaching and learning materials: reliability, flexibility and credibility.

Reliability

Quite simply, we want the materials to work. We don't want the course to let you down in the classroom. So we continue with our clean design, clear, easy-to-understand instructions and a wide variety of engaging topics, texts and tasks that have been combined in a logical way that will make sense to you and to your students. We are pragmatic. We've made it clear when a lesson starts and when a lesson ends. We don't want to give you any nasty surprises. We don't want to overcomplicate things. The less time you spend setting activities up, the more time your students spend practising the language. And maximising language practice time is key – particularly for the core skills. Students learn by doing. They learn reading by reading more; listening by listening more; writing by writing more; and speaking by speaking more. Let's give them more time to 'do'.

Needless to say, the course covers all the necessary language work appropriate for the level and follows the Common European Framework of Reference (CEFR). We hope you will appreciate the stimulating and memorable way in which each carefully selected grammar structure and vocabulary item is presented. But we are well aware that presenting language is not even half the story. We have designed these materials so that they systematically recycle the language that has been presented. 'Use it or lose it' is our motto. You will discover that this course, with all its supporting print-based and digital materials, provides your students with the repeated exposure and practice they require. Reliability = trust. We are confident you will be able to trust *Focus Second Edition*.

Flexibility

One of the things we learnt early on in our careers is that you teach the students, not the lesson plan. There is no point in slavishly following a prescribed 'teaching path' through a set of materials if the students are not with you. Your ability to react to emerging classroom situations and adapt your lesson accordingly is a vital teaching skill. So while a course might provide you with a reliable framework that you feel comfortable with, you will always need options, you will always need variety, you will always need alternative ways of presenting and practising language. We strongly believe that a rigid unit structure does NOT have to be a teaching straitjacket. The lessons themselves are brimful of different ideas, task types and interesting information. Then the supplementary material we have developed, both print-based and digital, offers you almost limitless flexibility. You can give extra multiple choice grammar exercises, do a communicative A/B information-gap activity or watch a specially selected BBC clip. Flexibility = choice. We think you will appreciate the range of choice in *Focus Second Edition*.

Credibility

So, while we are sure that a reliable and flexible course will help you, it's this third characteristic that really counts. You have to believe in the materials. You have to understand and assess the broad educational and methodological principles that underpin our materials and decide: are the ideas and the approach credible? Do they reflect your own views of how languages are learned? We'd like to take this opportunity to summarise our thinking on this and explain what lies at the heart of *Focus Second Edition*. We can do this by grouping our thoughts under three words beginning with 'M': Motivation, Memory and Meaning.

Motivation

The American linguist and philosopher Noam Chomsky once said that almost everything in the education process was about getting the students' interest in what they're being taught. This is our starting point: students learn best when they are interested in the material. It's as simple as that. We may not have got it right every time for your particular teaching context, but our overriding concern has been to select topics, texts and tasks that engage students both emotionally and intellectually. You need to organise the learning around things your students can relate to – things that are part of their life experience or things that they aspire to. An engaged learner is a more successful learner. We think course materials can play a big part in this key area of engagement.

Memory

'Learning is remembering', or so the adage goes. With the pressure all teachers are under to cover the syllabus, complete the course and finish the book, we worry that not enough time is spent on recycling. Too much presentation, not enough practice. Systematic recycling of new language is a core feature of *Focus Second Edition*. There is a particular emphasis on vocabulary. The linguist David Wilkins noted back in the 1970s that while we can convey very little without grammar, we can convey nothing without vocabulary. Words are the basic building blocks of any language, but how many times do you need to see a new word before you truly acquire it? Ten? Twenty? Thirty times? It's definitely more than once! In the new Word Store sections, students using *Focus Second Edition* will devote valuable time to new vocabulary, as well as learning a variety of ways of recording it.

Meaning

As the linguist and academic Rod Ellis reminds us, motivation in second language learning is derived from getting meanings across successfully. We are strongly opposed to mechanistic practice and drills where form dominates and meaning is irrelevant. If you ask your students to choose the correct quantifier in the question: *How much/many petrol is there in the car?* I'm sure most of them will correctly choose *much*. But they might also legitimately wonder whose car we are talking about. And then think, 'But I don't have a car. I've never bought petrol in my life. I can't even drive …' Why not ask them to choose the correct quantifier in this question: *How much/many water do you drink?* Then, when they have chosen the correct quantifier, they can at least ask their partner the question. Information is exchanged; students practise their speaking; the exercise is meaning*ful*, not meaning*less.* This is one tiny example of an approach to learning that we passionately believe in. Don't practice language for the sake of it. Language exists to make meanings, and our learning materials should reflect this.

These are some of the more important ideas that we hold dear. Over the years, they have influenced our teaching and our writing. Credibility = belief. We want you to believe in *Focus Second Edition*.

So, now it's over to you. We'd like to take this opportunity to wish you and your students every success.

Our warmest regards,

Sue and Vaughan

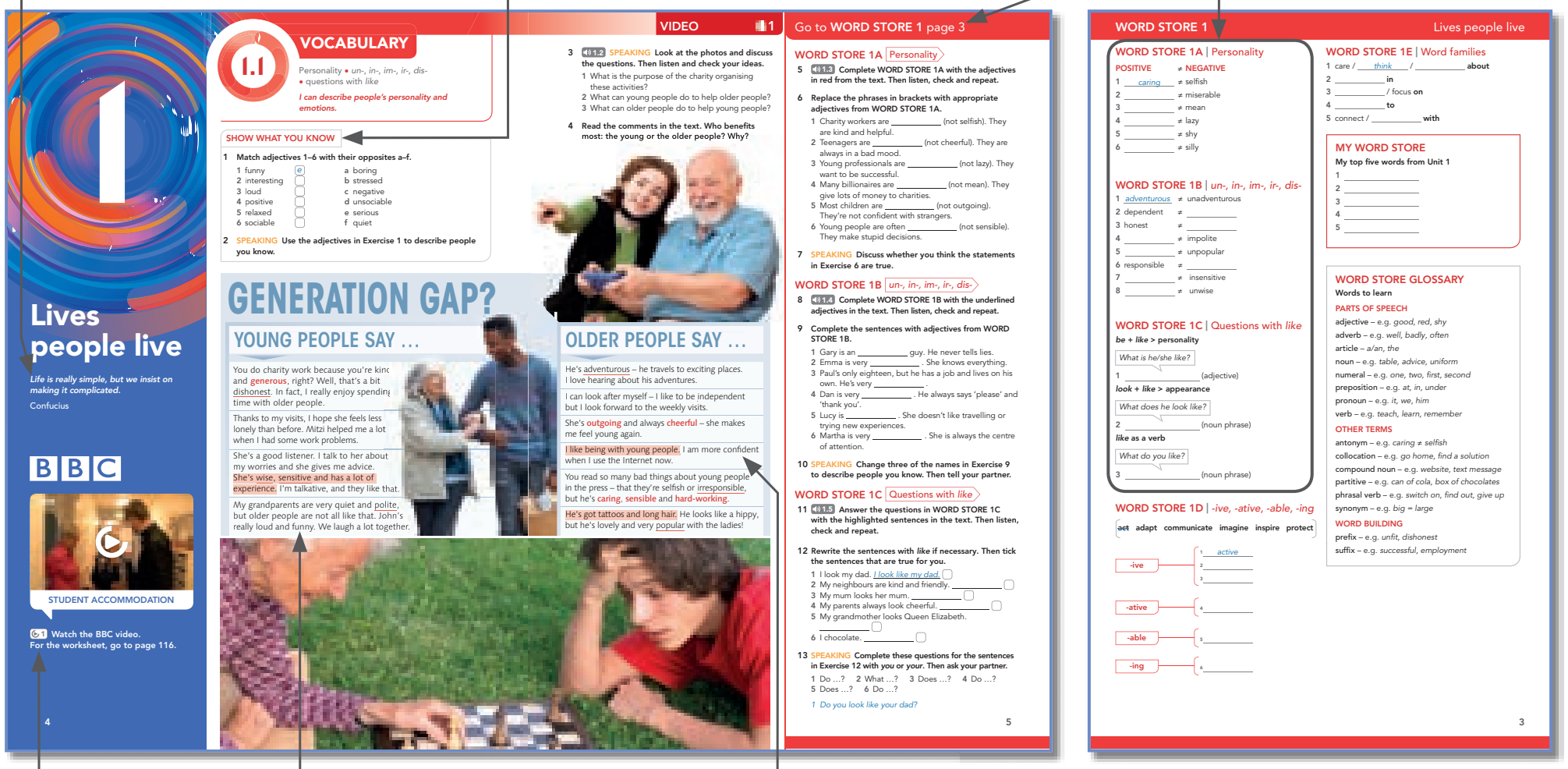
Focus 2 Unit walkthrough

VOCABULARY LESSONS

Inspiring quotations to be used as conversation starters or to find out what students already know

The SHOW WHAT YOU KNOW boxes revise vocabulary students should already know, thus enabling all the students in the class to start at the same level

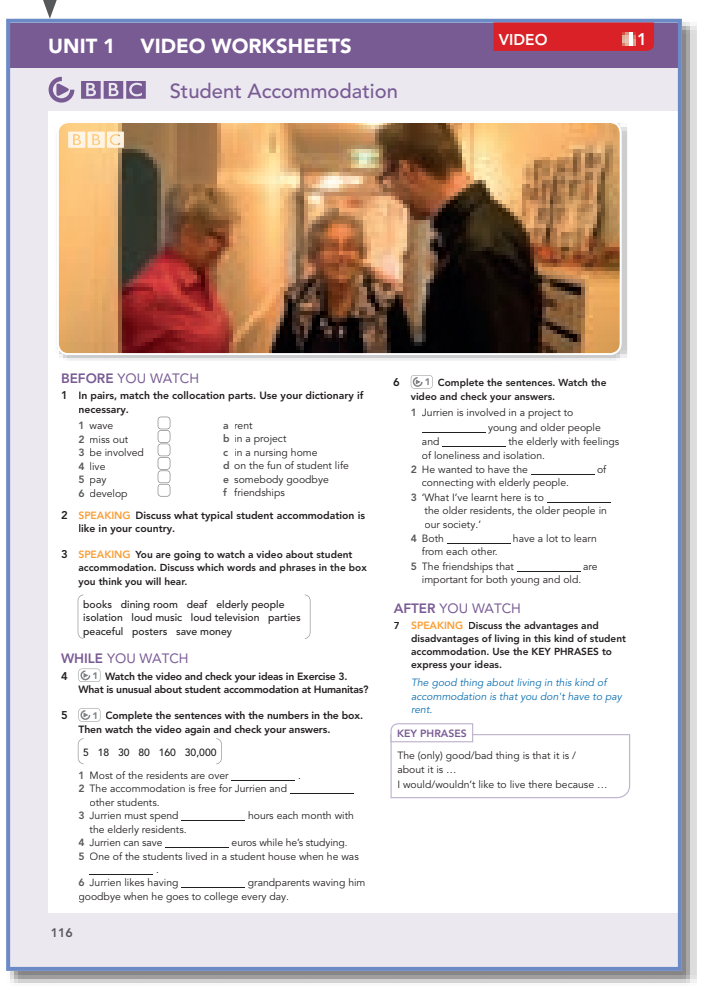
The WORD STORE booklet attached to the back of the Student's Book includes additional vocabulary exercises. Sections A, B and C accompany the Vocabulary lessons.



Contextualised vocabulary presentation (listening or reading tasks)

Highlighted target vocabulary items

The BBC video is related to the unit topic, but it can be used at any point in the unit, e.g. as a starter or summary. Each video is accompanied by a video worksheet at the back of the Student's Book.



GRAMMAR LESSONS

The grammar in each lesson is presented in context and highlighted, to make it easily identifiable.

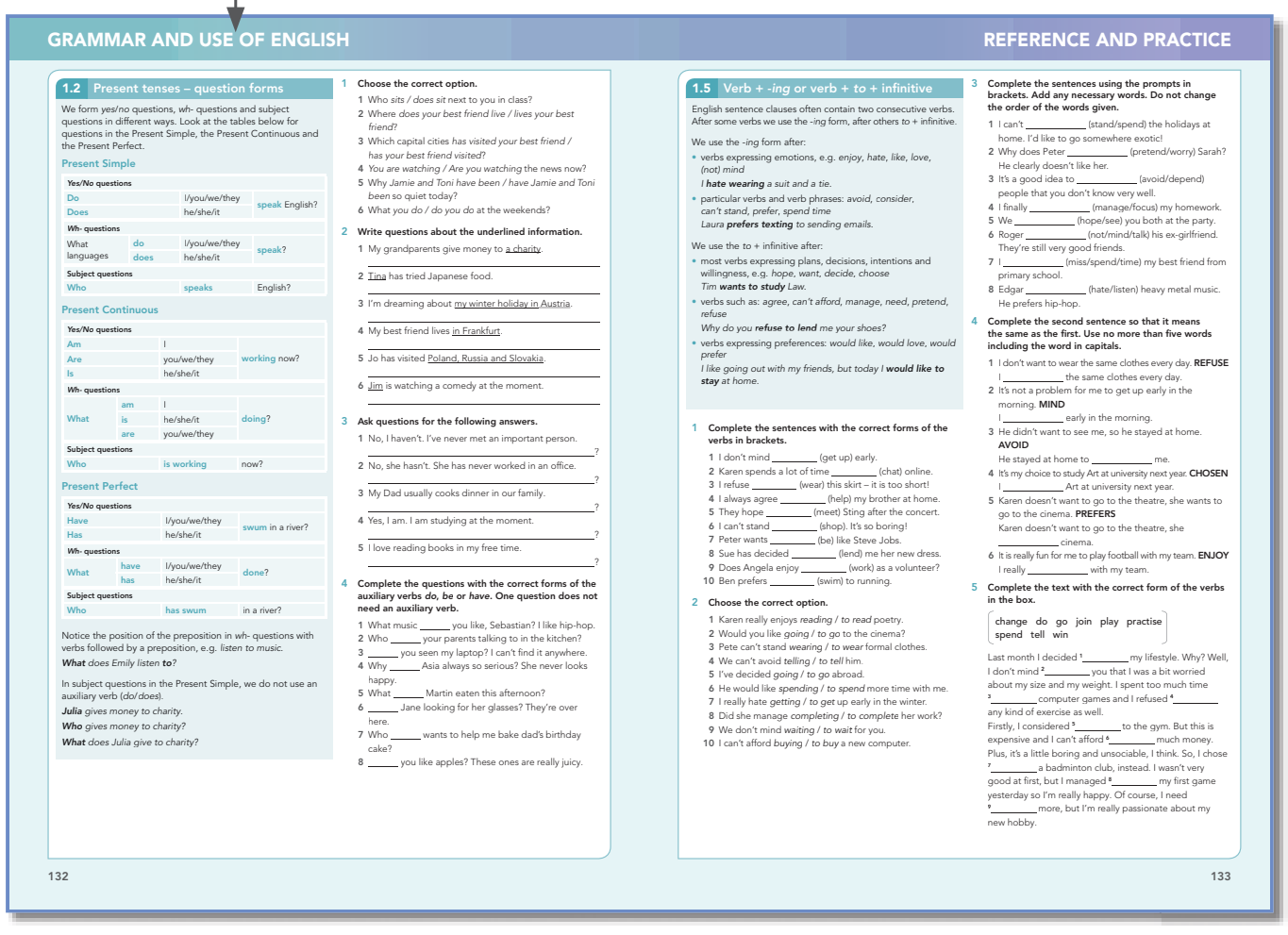
The GRAMMAR FOCUS boxes with rules and structures

Personalised grammar activities

Focus Vlog videos presenting target grammar in context, with a corresponding video worksheet at the back of the book

The grammar animation videos can be used for presenting new structures, for reinforcement after the teacher has presented the grammar point or as a general tool for review.

The GRAMMAR AND USE OF ENGLISH REFERENCE AND PRACTICE can be used for review at the end of a Grammar lesson or during unit review. It can also be used by fast finishers or students who require extra practice. Each structure presented in Grammar lessons has its own section in GRAMMAR AND USE OF ENGLISH REFERENCE AND PRACTICE, which includes a detailed explanation of the structure and additional practice exercises.

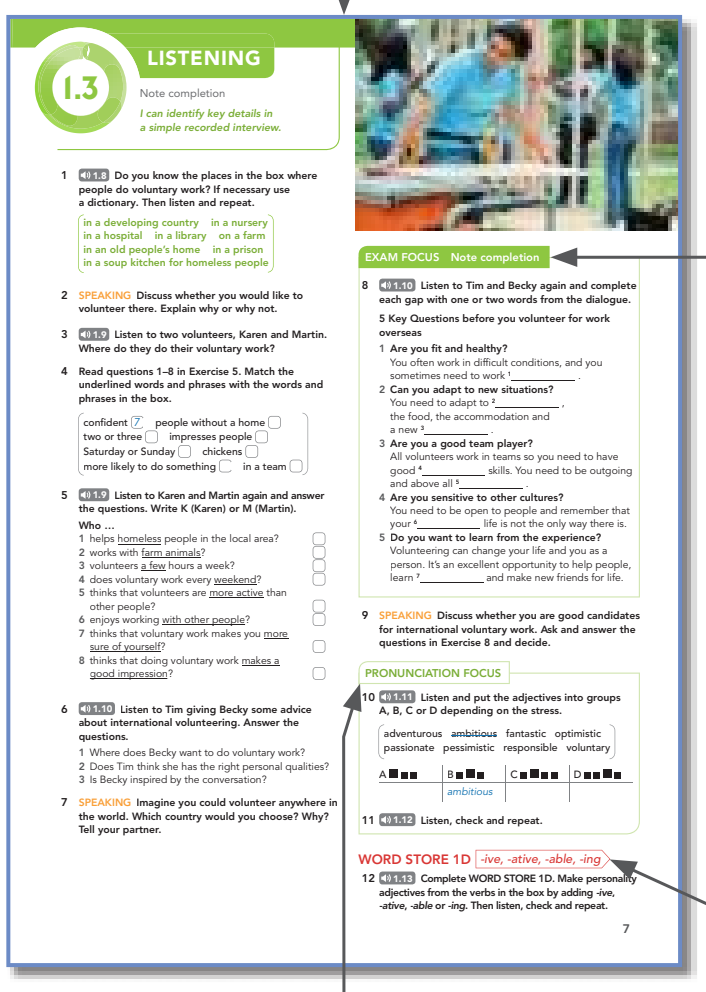


Focus 2 Unit walkthrough

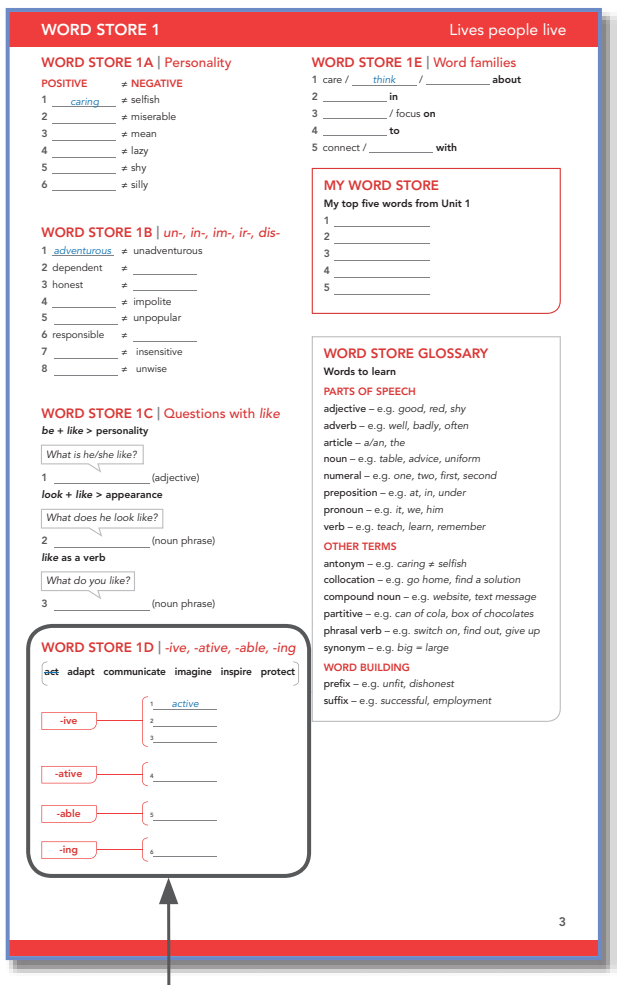
LISTENING LESSONS

The listening lessons offer varied tasks and opportunities for students to practise listening skills with new vocabulary, as well as with graded exam-type tasks.

Exam-like listening tasks in the EXAM FOCUS



The PRONUNCIATION FOCUS activities focus students' attention on different aspects of pronunciation (sounds, stress, etc.) and help them improve their pronunciation.

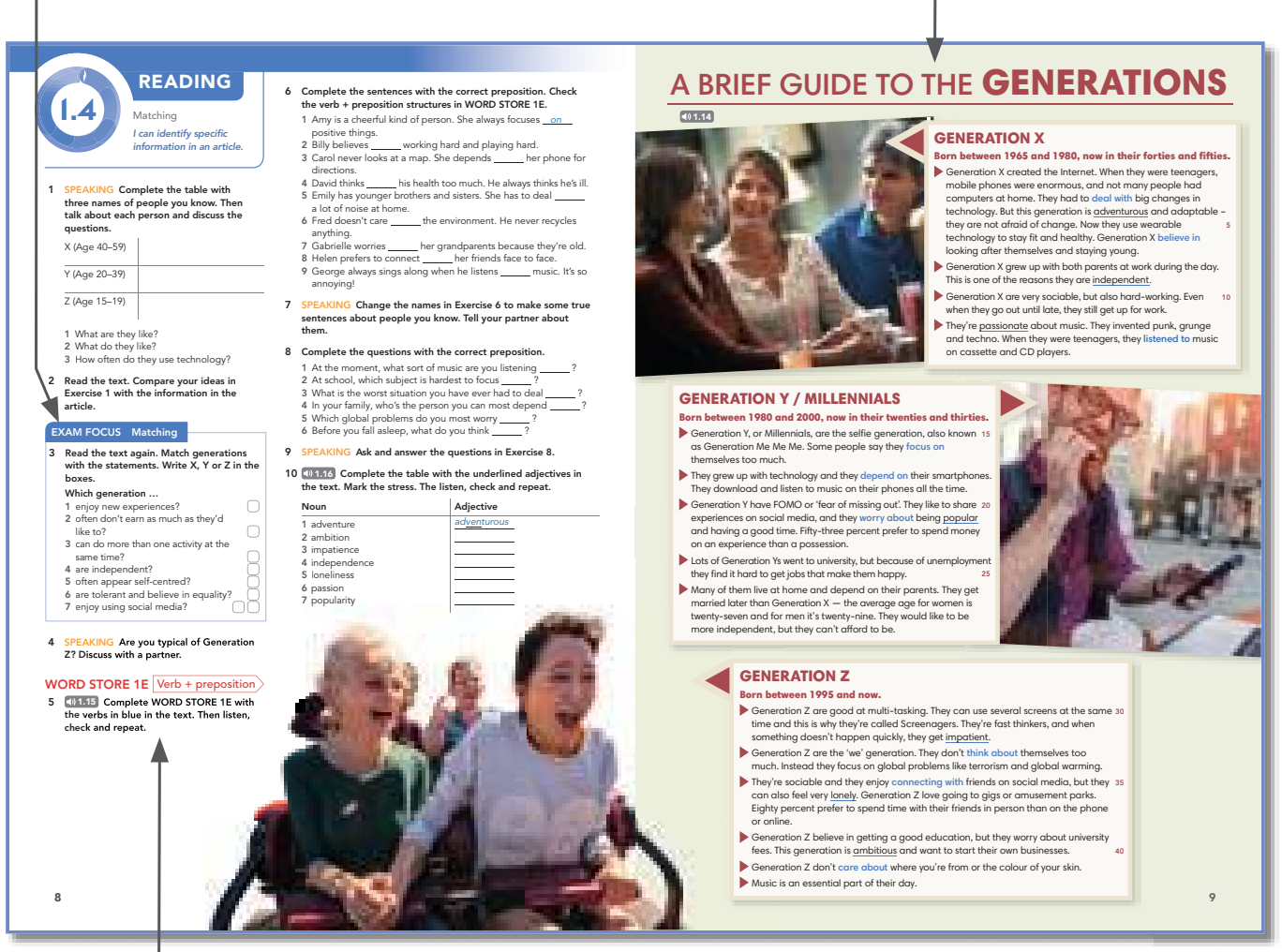


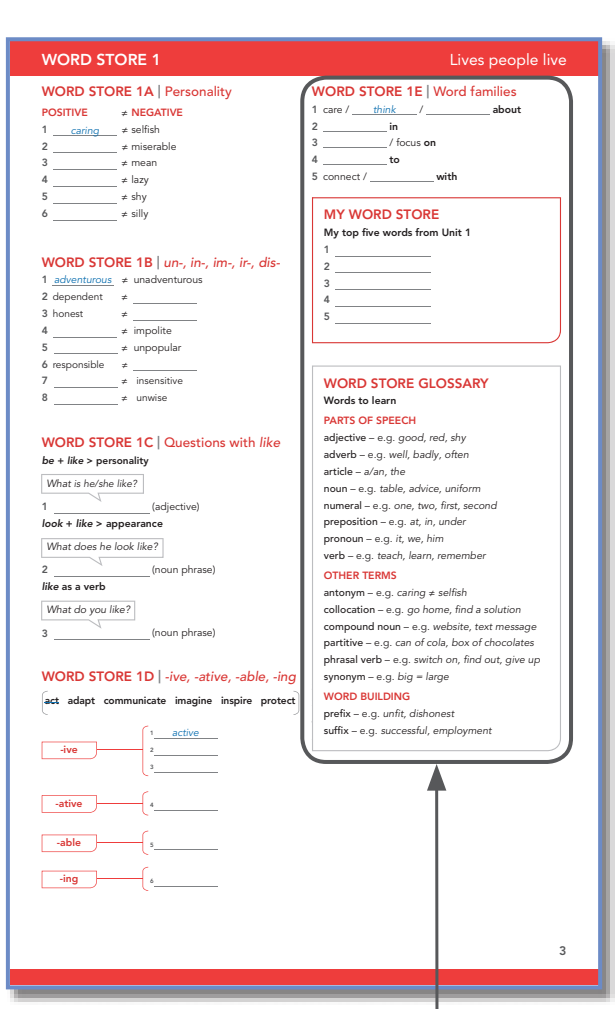
More practice of the vocabulary sets from the lesson in the Student's Book

READING LESSONS

Exam-like reading tasks in the EXAM FOCUS

The Reading lessons feature a variety of reading texts, which also present factual information that is interesting and relevant to teenagers.





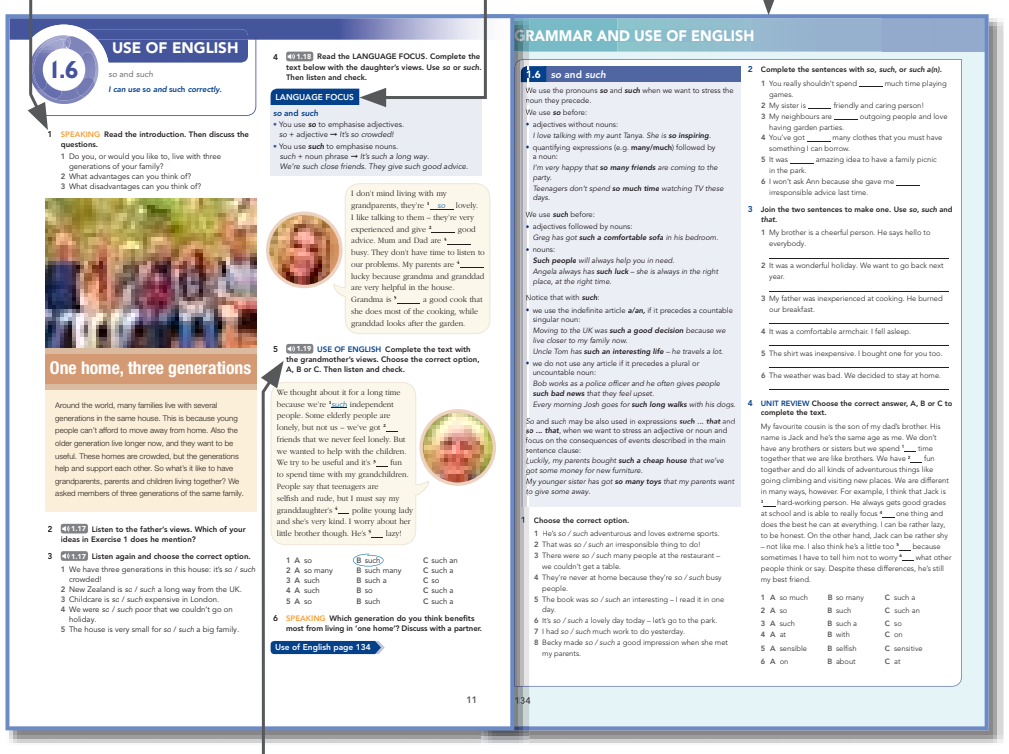
More practice of the vocabulary sets from the lesson in the Student's Book

USE OF ENGLISH LESSONS

The Use of English lessons help students to analyse meanings of language and structures.

The LANGUAGE FOCUS boxes with usage rules and structures

Use of English rules with extra practice at the back of the book

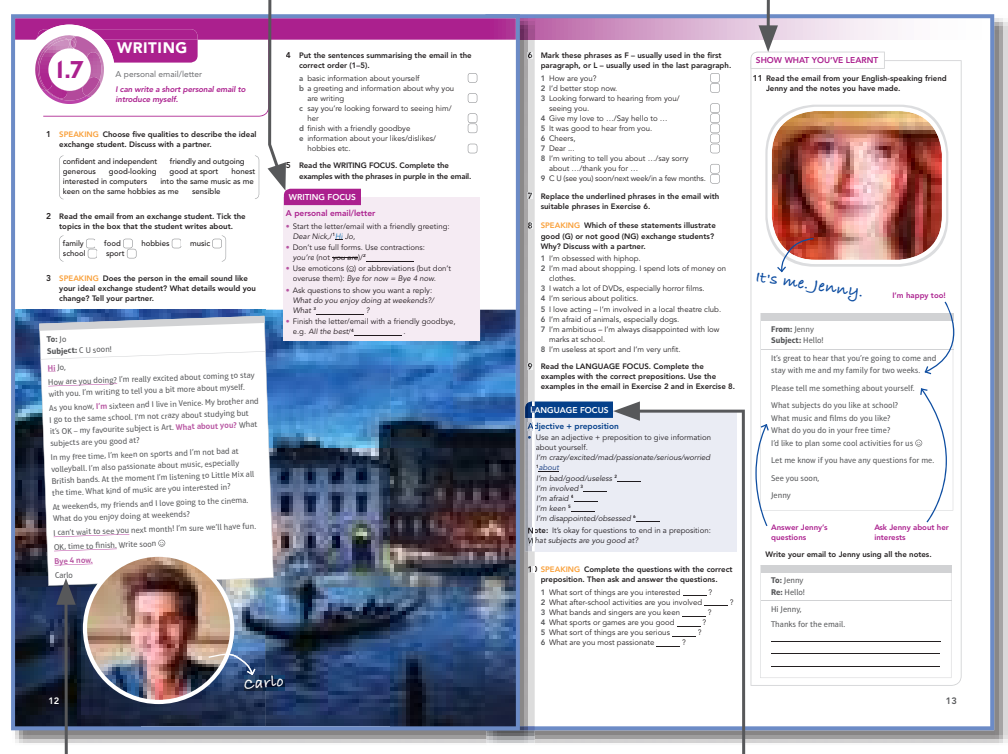


Target structure practice in the typical Use of English format

WRITING LESSONS

The WRITING FOCUS boxes with key phrases and step-by-step guidelines on how to write a given type of text

Exam-style writing tasks provide students with realistic opportunities to practise their writing skills.



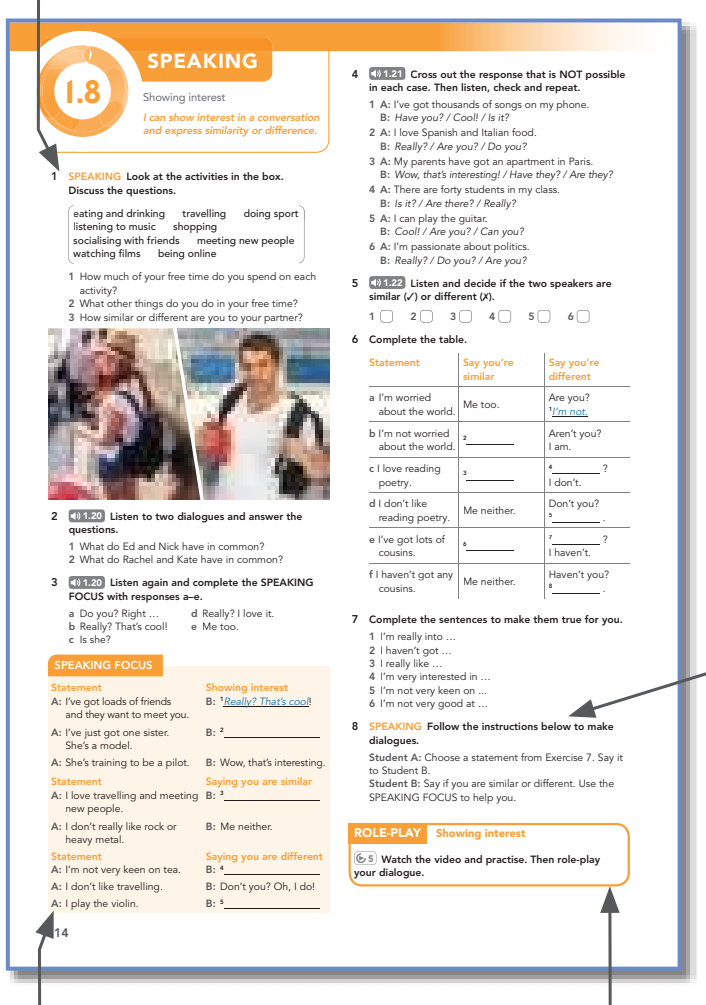
Useful language for the writing task is presented through varied and relevant texts.

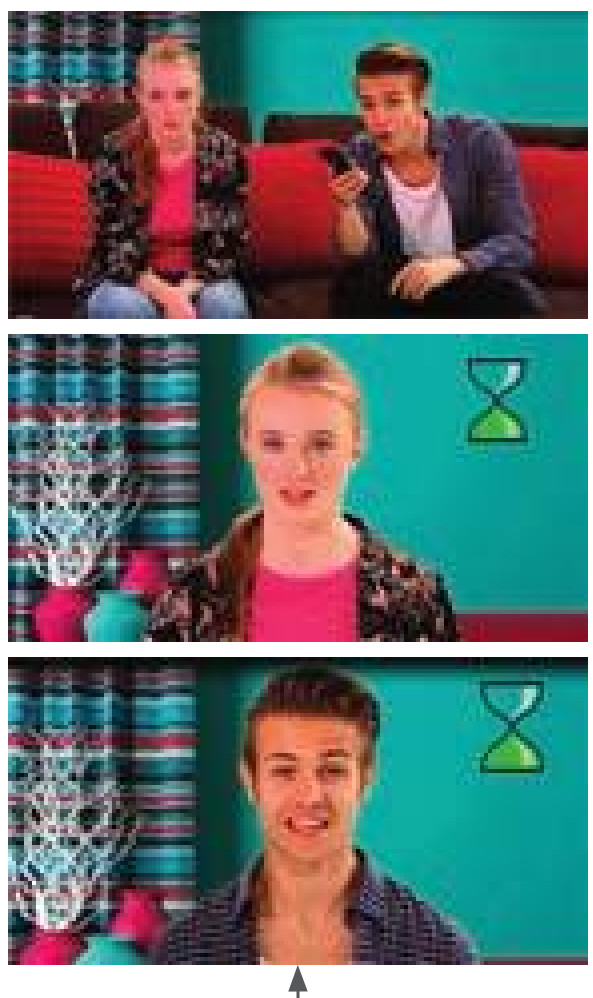
The LANGUAGE FOCUS boxes with extra usage rules and structures

SPEAKING LESSONS

Exercises in the Speaking lesson focus students' attention on how functional language is used.

Pairwork activities encourage students to practise the functional language from the lesson and increase their confidence in using the language.





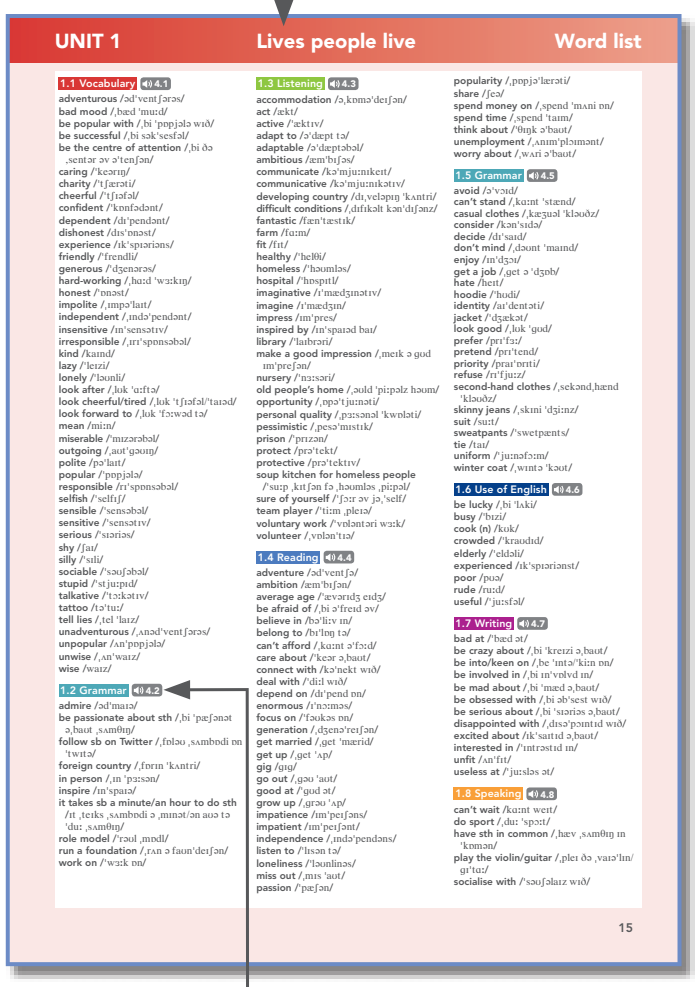
The SPEAKING FOCUS boxes with the target language from the lesson

Role-play videos presenting language in real-life situations, helping students improve their reception and speaking fluency

Focus 2 Unit walkthrough

WORD LISTS

Glossary of vocabulary items from the unit with pronunciation, divided into lessons


UNIT 1 Lives people live Word list

1.1 Vocabulary 4.1
adventurous /ədˈventʃərəs/
bad mood /ˌbæd ˈmuːd/
be popular with /ˌbi ˈpɒpjələ wɪð/
be successful /ˌbi səkˈsesfəl/
be the centre of attention /ˌbi ðə ˌsentər əv əˈtenʃən/
caring /ˈkeərɪŋ/
charity /ˈtʃærətɪ/
cheerful /ˈtʃɪəfəl/
confident /ˈkɒnfədənt/
dependent /dɪˈpendənt/
dishonest /dɪsˈɒnɪst/
experience /ɪkˈspɪərɪəns/
friendly /ˈfrendlɪ/
generous /ˈdʒenərəs/
hard-working /ˌhɑːd ˈwɜːkɪŋ/
honest /ˈɒnɪst/
impolite /ˌɪmpəˈlaɪt/
independent /ˌɪndəˈpendənt/
insensitive /ɪnˈsensətɪv/
irresponsible /ˌɪrɪˈspɒnsəbəl/
kind /kaɪnd/
lazy /ˈleɪzɪ/
lonely /ˈləʊnlɪ/
look after /ˌlʊk ˈɑːftə/
look cheerful/tired /ˌlʊk ˈtʃɪəfəl/ˈtaɪəd/
look forward to /ˌlʊk ˈfɔːwəd tə/
mean /miːn/
miserable /ˈmɪzərəbəl/
outgoing /ˌaʊtˈgəʊɪŋ/
polite /pəˈlaɪt/
popular /ˈpɒpjələ/
responsible /rɪˈspɒnsəbəl/
selfish /ˈselfɪʃ/
sensible /ˈsensəbəl/
sensitive /ˈsensətɪv/
serious /ˈsɪərɪəs/
shy /ʃaɪ/
silly /ˈsɪlɪ/
sociable /ˈsəʊʃəbəl/
stupid /ˈstjuːpɪd/
talkative /ˈtɔːkətɪv/
tattoo /təˈtuː/
tell lies /ˌtel ˈlaɪz/
unadventurous /ˌʌnədˈventʃərəs/
unpopular /ʌnˈpɒpjələ/
unwise /ˌʌnˈwaɪz/
wise /waɪz/

1.2 Grammar 4.2
admire /ədˈmaɪə/
be passionate about sth /ˌbi ˈpæʃənət əˌbaʊt ˌsʌmθɪŋ/
follow sb on Twitter /ˌfɒləʊ ˌsʌmbədi ɒn ˈtwɪtə/
foreign country /ˌfɒrɪn ˈkʌntrɪ/
in person /ˌɪn ˈpɜːsən/
inspire /ɪnˈspaɪə/
it takes sb a minute/an hour to do sth /ɪt ˌteɪks ˌsʌmbədi ə ˌmɪnət/ən aʊə tə ˈduː ˌsʌmθɪŋ/
role model /ˈrəʊl ˌmɒdl/
run a foundation /ˌrʌn ə faʊnˈdeɪʃən/
work on /ˈwɜːk ɒn/

1.3 Listening 4.3
accommodation /əˌkɒməˈdeɪʃən/
act /ækt/
active /ˈæktɪv/
adapt to /əˈdæpt tə/
adaptable /əˈdæptəbəl/
ambitious /æmˈbɪʃəs/
communicate /kəˈmjuːnɪkeɪt/
communicative /kəˈmjuːnɪkətɪv/
developing country /dɪˌveləpɪŋ ˈkʌntrɪ/
difficult conditions /ˌdɪfɪkəlt kənˈdɪʃənz/
fantastic /fænˈtæstɪk/
farm /fɑːm/
fit /fɪt/
healthy /ˈhelθɪ/
homeless /ˈhəʊmləs/
hospital /ˈhɒspɪtl/
imaginative /ɪˈmædʒɪnətɪv/
imagine /ɪˈmædʒɪn/
impress /ɪmˈpres/
inspired by /ɪnˈspaɪəd baɪ/
library /ˈlaɪbrərɪ/
make a good impression /ˌmeɪk ə gʊd ɪmˈpreʃən/
nursery /ˈnɜːsərɪ/
old people's home /ˌəʊld ˈpiːpəlz həʊm/
opportunity /ˌɒpəˈtjuːnətɪ/
personal quality /ˌpɜːsənəl ˈkwɒlətɪ/
pessimistic /ˌpesəˈmɪstɪk/
prison /ˈprɪzən/
protect /prəˈtekt/
protective /prəˈtektɪv/
soup kitchen for homeless people /ˈsuːp ˌkɪtʃən fɔː ˌhəʊmləs ˌpiːpəl/
sure of yourself /ˌʃʊr əv jəˈself/
team player /ˈtiːm ˌpleɪə/
voluntary work /ˈvɒləntərɪ wɜːk/
volunteer /ˌvɒlənˈtɪə/

1.4 Reading 4.4
adventure /ədˈventʃə/
ambition /æmˈbɪʃən/
average age /ˈævərɪdʒ eɪdʒ/
be afraid of /ˌbi əˈfreɪd ɒv/
believe in /bəˈliːv ɪn/
belong to /bɪˈlɒŋ tə/
can't afford /ˌkɑːnt əˈfɔːd/
care about /ˈkeər əˌbaʊt/
connect with /kəˈnekt wɪð/
deal with /ˈdiːl wɪð/
depend on /dɪˈpend ɒn/
enormous /ɪˈnɔːməs/
focus on /ˈfəʊkəs ɒn/
generation /ˌdʒenəˈreɪʃən/
get married /ˌget ˈmærɪd/
get up /ˌget ˈʌp/
gig /gɪg/
go out /ˌgəʊ ˈaʊt/
good at /ˈgʊd ət/
grow up /ˌgrəʊ ˈʌp/
impatience /ɪmˈpeɪʃəns/
impatient /ɪmˈpeɪʃənt/
independence /ˌɪndəˈpendəns/
listen to /ˈlɪsən tə/
loneliness /ˈləʊnlɪnəs/
miss out /ˌmɪs ˈaʊt/
passion /ˈpæʃən/
popularity /ˌpɒpjəˈlærətɪ/
share /ʃeə/
spend money on /ˌspend ˈmʌnɪ ɒn/
spend time /ˌspend ˈtaɪm/
think about /ˈθɪŋk əˈbaʊt/
unemployment /ˌʌnɪmˈplɔɪmənt/
worry about /ˌwʌrɪ əˈbaʊt/

1.5 Grammar 4.5
avoid /əˈvɔɪd/
can't stand /ˌkɑːnt ˈstænd/
casual clothes /ˌkæʒuəl ˈkləʊðz/
consider /kənˈsɪdə/
decide /dɪˈsaɪd/
don't mind /ˌdəʊnt ˈmaɪnd/
enjoy /ɪnˈdʒɔɪ/
get a job /ˌget ə ˈdʒɒb/
hate /heɪt/
hoodie /ˈhʊdɪ/
identity /aɪˈdentətɪ/
jacket /ˈdʒækɪt/
look good /ˌlʊk ˈgʊd/
prefer /prɪˈfɜː/
pretend /prɪˈtend/
priority /praɪˈɒrətɪ/
refuse /rɪˈfjuːz/
second-hand clothes /ˌsekənd,hænd ˈkləʊðz/
skinny jeans /ˌskɪnɪ ˈdʒiːnz/
suit /suːt/
sweatpants /ˈswetpænts/
tie /taɪ/
uniform /ˈjuːnəfɔːm/
winter coat /ˌwɪntə ˈkəʊt/

1.6 Use of English 4.6
be lucky /ˌbi ˈlʌkɪ/
busy /ˈbɪzɪ/
cook (n) /kʊk/
crowded /ˈkraʊdɪd/
elderly /ˈeldəlɪ/
experienced /ɪkˈspɪərɪənst/
poor /pʊə/
rude /ruːd/
useful /ˈjuːsfəl/

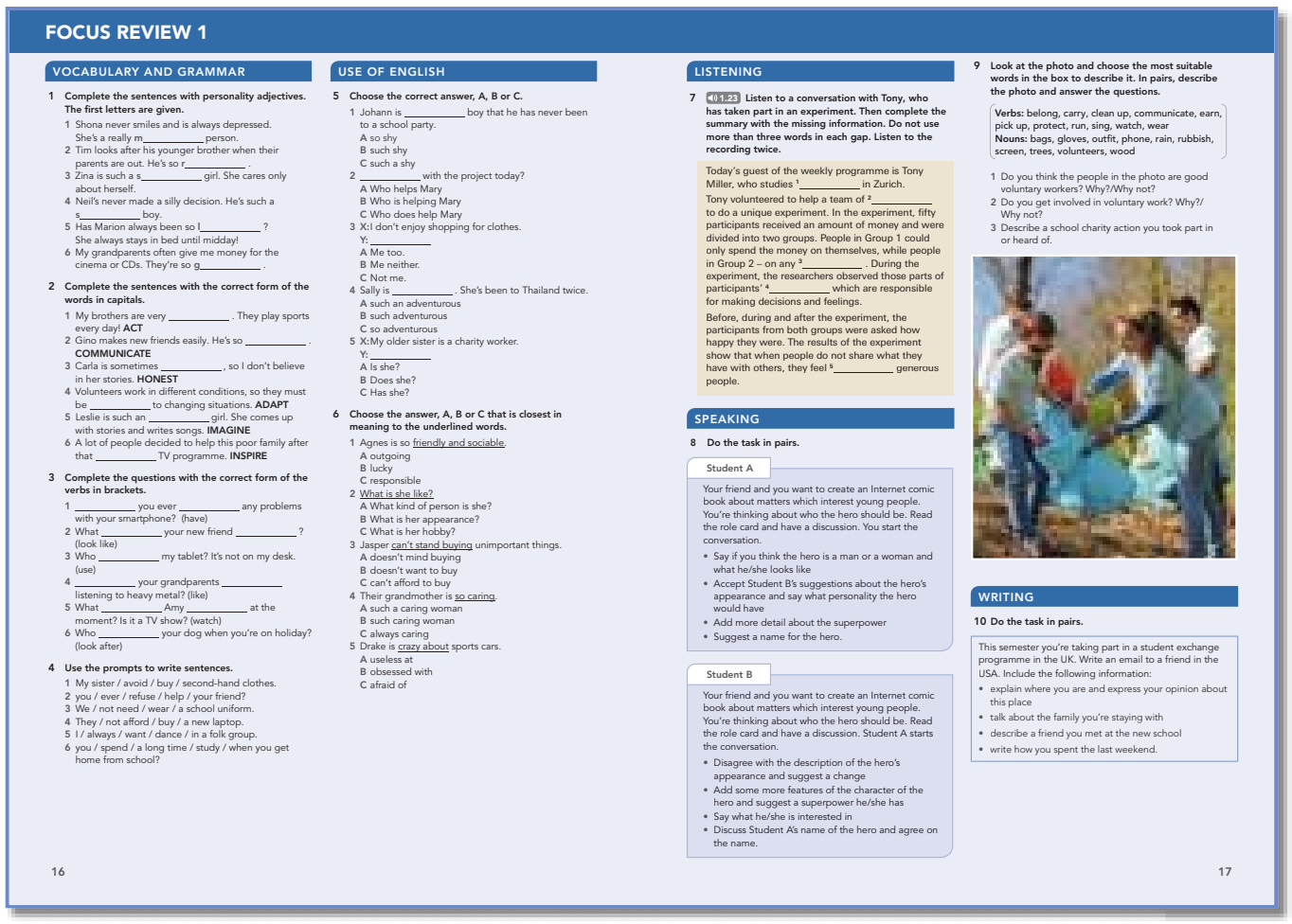
1.7 Writing 4.7
bad at /ˈbæd ət/
be crazy about /ˌbi ˈkreɪzɪ əˌbaʊt/
be into/keen on /ˌbe ˈɪntə/ˈkiːn ɒn/
be involved in /ˌbi ɪnˈvɒlvd ɪn/
be mad about /ˌbi ˈmæd əˌbaʊt/
be obsessed with /ˌbi əbˈsest wɪð/
be serious about /ˌbi ˈsɪərɪəs əˌbaʊt/
disappointed with /ˌdɪsəˈpɔɪntɪd wɪð/
excited about /ɪkˈsaɪtɪd əˌbaʊt/
interested in /ˈɪntrəstɪd ɪn/
unfit /ʌnˈfɪt/
useless at /ˈjuːsləs ət/

1.8 Speaking 4.8
can't wait /kɑːnt weɪt/
do sport /ˌduː ˈspɔːt/
have sth in common /ˌhæv ˌsʌmθɪŋ ɪn ˈkɒmən/
play the violin/guitar /ˌpleɪ ðə ˌvaɪəˈlɪn/ gɪˈtɑː/
socialise with /ˈsəʊʃəlaɪz wɪð/

15

FOCUS REVIEW

Revision of vocabulary and grammar from the unit as well as Use of English, Reading, Listening, Speaking and Writing tasks in an exam format


FOCUS REVIEW 1

VOCABULARY AND GRAMMAR

1 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 l_____ ? 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 that _____ TV programme. INSPIRE

3 Complete the questions with the correct form of the 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)

4 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.
4 They / not afford / buy / a new laptop.
5 I / always / want / dance / in a folk group.
6 you / spend / a long time / study / when you get home from school?

USE OF ENGLISH

5 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:I 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?

6 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.

Today's guest of the weekly programme is Tony Miller, who studies [1]_____ in Zurich.
Tony volunteered to help a team of [2]_____ to do a unique experiment. In the experiment, fifty 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 others, they feel [5]_____ generous people.

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.

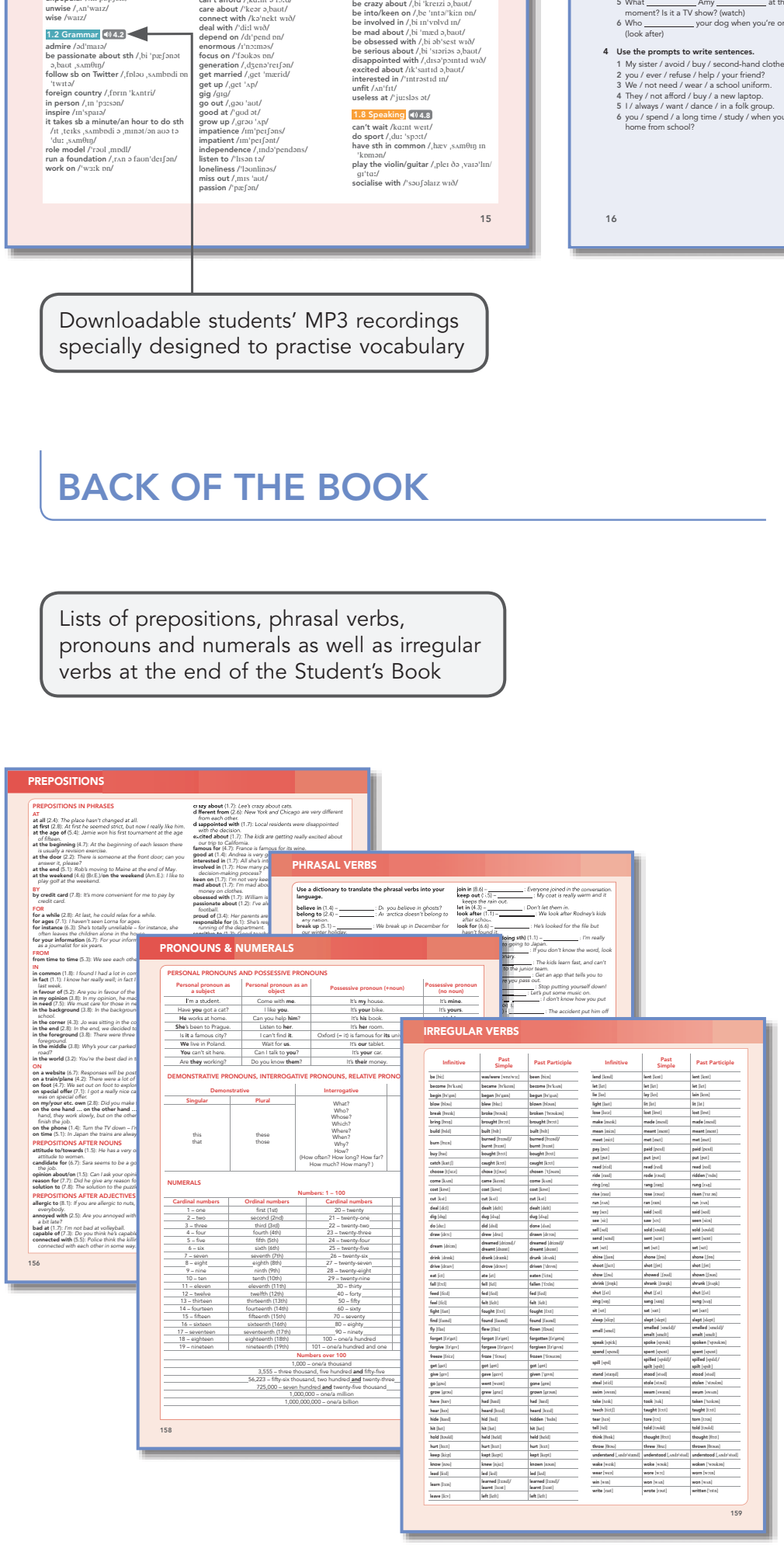
This semester you're taking part in a student exchange programme in the UK. Write an email to a friend in the USA. Include the following information:
- explain where you are and express your opinion about this place
- talk about the family you're staying with
- describe a friend you met at the new school
- write how you spent the last weekend.

16 17

Downloadable students' MP3 recordings specially designed to practise vocabulary

BACK OF THE BOOK

Lists of prepositions, phrasal verbs, pronouns and numerals as well as irregular verbs at the end of the Student's Book


PREPOSITIONS

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) (BrE)**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
in common (1.8): *I found I had a lot in common with her.*
in fact (1.1): *I know her really well; in fact I last week.*
in favour of (5.2): *Are you in favour of the new sports centre?*
in my opinion (3.8): *In my opinion, he made a mistake.*
in need (7.5): *We must care for those in need.*
in the background (3.8): *In the background is the school.*
in the corner (4.3): *Jo was sitting in the corner.*
in the end (2.8): *In the end, we decided to stay.*
in the foreground (3.8): *There were three people in the foreground.*
in the middle (3.8): *Why's your car parked in 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 a website.*
on a train/plane (4.2): *There were a lot of people on the train.*
on foot (4.7): *We set out on foot to explore the area.*
on special offer (7.1): *I got a really nice camera which was on special offer.*
on my/your etc. own (2.8): *Did you make the cake on your own?*
on the one hand ... on the other hand ... (6.2): *On the one hand, they work slowly, but on the other hand, they 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 the film?*
reason for (7.7): *Did he give any reason for his decision?*
solution to (7.8): *The solution to the puzzle is easy.*

PREPOSITIONS AFTER ADJECTIVES
allergic to (8.1): *If you are allergic to nuts, everybody.*
annoyed with (2.5): *Are you annoyed with me about a bit later?*
bad at (1.7): *I'm not bad at volleyball.*
capable of (7.3): *Do you think he's capable of stealing?*
connected with (5.5): *Police think the killing is 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 football.*
involved in (1.7): *How many people were involved in the decision-making process?*
keen on (1.7): *I'm not very keen on fashion.*
mad about (1.7): *I'm mad about football. I'm mad about my clothes.*
obsessed with (1.7): *William is obsessed with football.*
passionate about (1.2): *I've always been passionate about football.*
proud of (3.4): *Her parents are very proud of her success.*
responsible for (6.1): *She's responsible for the running of the department.*
qualified to (1.2): *Carol is qualified to be a doctor.*
scared of (1.7): *Are you scared of spiders?*
similar to (2.6): *Your shoes are similar to mine.*
suitable for (6.7): *Is this film suitable for children?*
worried about (1.7): *Don't worry about me – I'll be fine.*

156

PHRASAL VERBS

Use a dictionary to translate the phrasal verbs into your language.
believe in (1.4) – _____ : *Do you believe in ghosts?*
belong to (2.4) – _____ : *An arctica doesn't belong to any nation.*
break up (5.1) – _____ : *We break up in December for our winter holiday.*
join in (8.6) – _____ : *Everyone joined in the conversation.*
keep out (↑5) – _____ : *My coat is really warm and it keeps the rain out.*
let in (4.3) – _____ : *Don't let them in.*
look after (1.1) – _____ : *We look after Rodney's kids after school.*
look for (6.6) – _____ : *He's looked for the file but hasn't found it.*
going to (1.1) – _____ : *I'm really going to Japan.*
_____ : *If you don't know the word, look it up.*
_____ : *The kids learn fast, and can't wait for the junior team.*
_____ : *Get an app that tells you to where you pass out.*
_____ : *Stop putting yourself down!*
_____ : *Let's put some music on.*
_____ : *I don't know how you put up with it.*
_____ : *The accident put him off his game.*

PRONOUNS & NUMERALS

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.	It's **mine**.
Have **you** got a cat?	I like **you**.	It's **your** bike.	It's **yours**.
He works at home.	Can you help **him**?	It's **his** book.	
She's been to Prague.	Listen to **her**.	It's **her** room.	
Is **it** a famous city?	I can't find **it**.	Oxford (= it) is famous for **its** uni	
We live in Poland.	Wait for **us**.	It's **our** tablet.	
You can't sit here.	Can I talk to **you**?	It's **your** car.	
Are **they** working?	Do you know **them**?	It's **their** money.	

DEMONSTRATIVE PRONOUNS, INTERROGATIVE PRONOUNS, RELATIVE PRONO

Demonstrative		Interrogative
Singular	Plural	What? Who? Whose? Which? Where? When? Why? How? (How often? How long? How far? How much? How many?)
this / that	these / those	

NUMERALS

Numbers: 1 – 100

Cardinal numbers	Ordinal numbers	Cardinal numbers
1 – one	first (1st)	20 – twenty
2 – two	second (2nd)	21 – twenty-one
3 – three	third (3rd)	22 – twenty-two
4 – four	fourth (4th)	23 – twenty-three
5 – five	fifth (5th)	24 – twenty-four
6 – six	sixth (6th)	25 – twenty-five
7 – seven	seventh (7th)	26 – twenty-six
8 – eight	eighth (8th)	27 – twenty-seven
9 – nine	ninth (9th)	28 – twenty-eight
10 – ten	tenth (10th)	29 – twenty-nine
11 – eleven	eleventh (11th)	30 – thirty
12 – twelve	twelfth (12th)	40 – forty
13 – thirteen	thirteenth (13th)	50 – fifty
14 – fourteen	fourteenth (14th)	60 – sixty
15 – fifteen	fifteenth (15th)	70 – seventy
16 – sixteen	sixteenth (16th)	80 – eighty
17 – seventeen	seventeenth (17th)	90 – ninety
18 – eighteen	eighteenth (18th)	100 – one/a hundred
19 – nineteen	nineteenth (19th)	101 – one/a hundred and one

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

158

IRREGULAR VERBS

Infinitive	Past Simple	Past Participle
be /biː/	was/were /wəz/wɜː/	been /biːn/
become /bɪˈkʌm/	became /bɪˈkeɪm/	become /bɪˈkʌm/
begin /bɪˈgɪn/	began /bɪˈgæn/	begun /bɪˈgʌn/
blow /bləʊ/	blew /bluː/	blown /bləʊn/
break /breɪk/	broke /brəʊk/	broken /ˈbrəʊkən/
bring /brɪŋ/	brought /brɔːt/	brought /brɔːt/
build /bɪld/	built /bɪlt/	built /bɪlt/
burn /bɜːn/	burned /bɜːnd/ burnt /bɜːnt/	burned /bɜːnd/ burnt /bɜːnt/
buy /baɪ/	bought /bɔːt/	bought /bɔːt/
catch /kætʃ/	caught /kɔːt/	caught /kɔːt/
choose /tʃuːz/	chose /tʃəʊz/	chosen /ˈtʃəʊzn/
come /kʌm/	came /keɪm/	come /kʌm/
cost /kɒst/	cost /kɒst/	cost /kɒst/
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 /drɔː/	drew /druː/	drawn /drɔːn/
dream /driːm/	dreamed /driːmd/ dreamt /dremt/	dreamed /driːmd/ dreamt /dremt/
drink /drɪŋk/	drank /drænk/	drunk /drʌnk/
drive /draɪv/	drove /drəʊv/	driven /ˈdrɪvn/
eat /iːt/	ate /et/	eaten /ˈiːtn/
fall /fɔːl/	fell /fel/	fallen /ˈfɔːlən/
feed /fiːd/	fed /fed/	fed /fed/
feel /fiːl/	felt /felt/	felt /felt/
fight /faɪt/	fought /fɔːt/	fought /fɔːt/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flaɪ/	flew /fluː/	flown /fləʊn/
forget /fəˈget/	forgot /fəˈgɒt/	forgotten /fəˈgɒtn/
forgive /fəˈgɪv/	forgave /fəˈgeɪv/	forgiven /fəˈgɪvn/
freeze /friːz/	froze /frəʊz/	frozen /ˈfrəʊzn/
get /get/	got /gɒt/	got /gɒt/
give /gɪv/	gave /geɪv/	given /ˈgɪvn/
go /gəʊ/	went /went/	gone /gɒn/
grow /grəʊ/	grew /gruː/	grown /grəʊn/
have /hæv/	had /hæd/	had /hæd/
hear /hɪə/	heard /hɜːd/	heard /hɜːd/
hide /haɪd/	hid /hɪd/	hidden /ˈhɪdn/
hit /hɪt/	hit /hɪt/	hit /hɪt/
hold /həʊld/	held /held/	held /held/
hurt /hɜːt/	hurt /hɜːt/	hurt /hɜːt/
keep /kiːp/	kept /kept/	kept /kept/
know /nəʊ/	knew /njuː/	known /nəʊn/
lead /liːd/	led /led/	led /led/
learn /lɜːn/	learned /lɜːnd/ learnt /lɜːnt/	learned /lɜːnd/ learnt /lɜːnt/
leave /liːv/	left /left/	left /left/
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 /luːz/	lost /lɒst/	lost /lɒst/
make /meɪk/	made /meɪd/	made /meɪd/
mean /miːn/	meant /ment/	meant /ment/
meet /miːt/	met /met/	met /met/
pay /peɪ/	paid /peɪd/	paid /peɪd/
put /pʊt/	put /pʊt/	put /pʊt/
read /riːd/	read /red/	read /red/
ride /raɪd/	rode /rəʊd/	ridden /ˈrɪdn/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
rise /raɪz/	rose /rəʊz/	risen /ˈrɪzn/
run /rʌn/	ran /ræn/	run /rʌn/
say /seɪ/	said /sed/	said /sed/
see /siː/	saw /sɔː/	seen /siːn/
sell /sel/	sold /səʊld/	sold /səʊld/
send /send/	sent /sent/	sent /sent/
set /set/	set /set/	set /set/
shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
shoot /ʃuːt/	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/ smelt /smelt/	smelled /smeld/ smelt /smelt/
speak /spiːk/	spoke /spəʊk/	spoken /ˈspəʊkən/
spend /spend/	spent /spent/	spent /spent/
spill /spɪl/	spilled /spɪld/ spilt /spɪlt/	spilled /spɪld/ spilt /spɪlt/
stand /stænd/	stood /stʊd/	stood /stʊd/
steal /stiːl/	stole /stəʊl/	stolen /ˈstəʊlən/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tʊk/	taken /ˈteɪkən/
teach /tiːtʃ/	taught /tɔːt/	taught /tɔːt/
tear /teə/	tore /tɔː/	torn /tɔːn/
tell /tel/	told /təʊld/	told /təʊld/
think /θɪŋk/	thought /θɔːt/	thought /θɔːt/
throw /θrəʊ/	threw /θruː/	thrown /θrəʊn/
understand /ˌʌndəˈstænd/	understood /ˌʌndəˈstʊd/	understood /ˌʌndəˈstʊd/
wake /weɪk/	woke /wəʊk/	woken /ˈwəʊkən/
wear /weə/	wore /wɔː/	worn /wɔːn/
win /wɪn/	won /wʌn/	won /wʌn/
write /raɪt/	wrote /rəʊt/	written /ˈrɪtn/

159

WORD STORE BOOKLET

The WORD PRACTICE and USE OF ENGLISH sections review language from the current and previous unit(s). They can be used as part of the unit review.

All the WORD STORE activities are tied into the Vocabulary, Listening and Reading lessons, giving students additional practice of new vocabulary. By completing the exercises in the WORD STORE, students compile their own mini dictionaries of the most important words and phrases from the unit.

USE OF ENGLISH 1

Multiple-choice

1 Read the text below and de
There is one example.

Exchange programm
Every year lots of students other countries. This pract countries in war time.
There are special organisa [2]_____ . Students stay with things. Sometimes studen weeks – but in some coun a year and also [4]_____ at a
Exchange programmes ar also learn about living in a improve a foreign languag
Before going on an excha teenager for you to stay w interests and pastimes.

0 A do B take
1 A of B from
2 A example B experi
3 A common B same
4 A keen B passio
5 A leave B make
6 A go B study
7 A for B becaus
8 A a fun B joke
9 A a B some
10 A must B should

Sentence transfo

2 Complete the second senter
Use no more than three wor

0 Jane lives near Tommy.
Jane doesn't live very far from
1 I sat down to read a magazine
While I _____ a
2 There were some photograph
There were some photograph
3 Jane tries not to watch Tomm
Jane avoids _____
4 Tommy swims so fast – it's am
Tommy is _____
5 Jane would like to play golf, b
Jane would like to play golf, b
6 Jane took some photos while
Jane took some photos _____

2

WORD PRACTICE 1

For questions 1–30, choose th

1 Tom doesn't care about other
He's the most _____ pers
A generous B emotional
2 I think Sophie is a bit _____
birthday presents for her famil
A shy B mean
3 Damien's very _____ . He
someone important and have
A lazy B honest
4 Zoe loves meeting and talking
I'd like to be as _____ as
A clever B outgoing
5 Wow! Adam's really _____
most interesting stories I've e
A protective B communica
6 I hate _____ people beca
when somebody lies to me.
A outgoing B miserable
7 Paul always expects the worst
he's very _____ .
A unwise B protective
8 I'm not very _____ – I dor
new experiences.
A generous B caring
9 I think Jane is perfect to be o
really intelligent and _____
A sensitive B sensible
10 Sarah is really good _____
A of B at
11 When I was younger, I was ke
playing tennis.
A at B in
12 After twenty years of teaching
_____ it. And her student
classes too.
A worried about
B disappointed with
C passionate about
13 I like _____ jeans, but this
even for me. I'll try a bigger s
A casual B skinny
14 I think you should wear a suit
a job interview.
A tie B hoodie
15 We can't afford to spend mor
we don't really need.
A on B for
16 It took me three months to le
computer without looking at
A broadband B keyboard

4

WORD STORE 1 Lives people live

WORD STORE 1A | Personality

POSITIVE	≠ NEGATIVE
1 caring	≠ selfish
2 _____	≠ miserable
3 _____	≠ mean
4 _____	≠ lazy
5 _____	≠ shy
6 _____	≠ silly

WORD STORE 1B | un-, in-, im-, ir-, dis-

1 adventurous ≠ unadventurous
2 dependent ≠ _____
3 honest ≠ _____
4 _____ ≠ impolite
5 _____ ≠ unpopular
6 responsible ≠ _____
7 _____ ≠ insensitive
8 _____ ≠ unwise

WORD STORE 1C | Questions with *like*

be + like > personality
What is he/she like?
1 _____ (adjective)
look + like > appearance
What does he look like?
2 _____ (noun phrase)
like as a verb
What do you like?
3 _____ (noun phrase)

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

act adapt communicate imagine inspire protect

-ive: 1 active, 2 _____, 3 _____
-ative: 4 _____
-able: 5 _____
-ing: 6 _____

WORD STORE 1E | Word families

1 care / ___think___ / _____ about
2 _____ in
3 _____ / focus on
4 _____ to
5 connect / _____ with

MY WORD STORE
My top five words from Unit 1
1 _____
2 _____
3 _____
4 _____
5 _____

WORD STORE GLOSSARY
Words to learn
PARTS OF SPEECH
adjective – e.g. *good, red, shy*
adverb – e.g. *well, badly, often*
article – *a/an, the*
noun – e.g. *table, advice, uniform*
numeral – e.g. *one, two, first, second*
preposition – e.g. *at, in, under*
pronoun – e.g. *it, we, him*
verb – e.g. *teach, learn, remember*
OTHER TERMS
antonym – e.g. *caring ≠ selfish*
collocation – e.g. *go home, find a solution*
compound noun – e.g. *website, text message*
partitive – e.g. *can of cola, box of chocolates*
phrasal verb – e.g. *switch on, find out, give up*
synonym – e.g. *big = large*
WORD BUILDING
prefix – e.g. *unfit, dishonest*
suffix – e.g. *successful, employment*

3

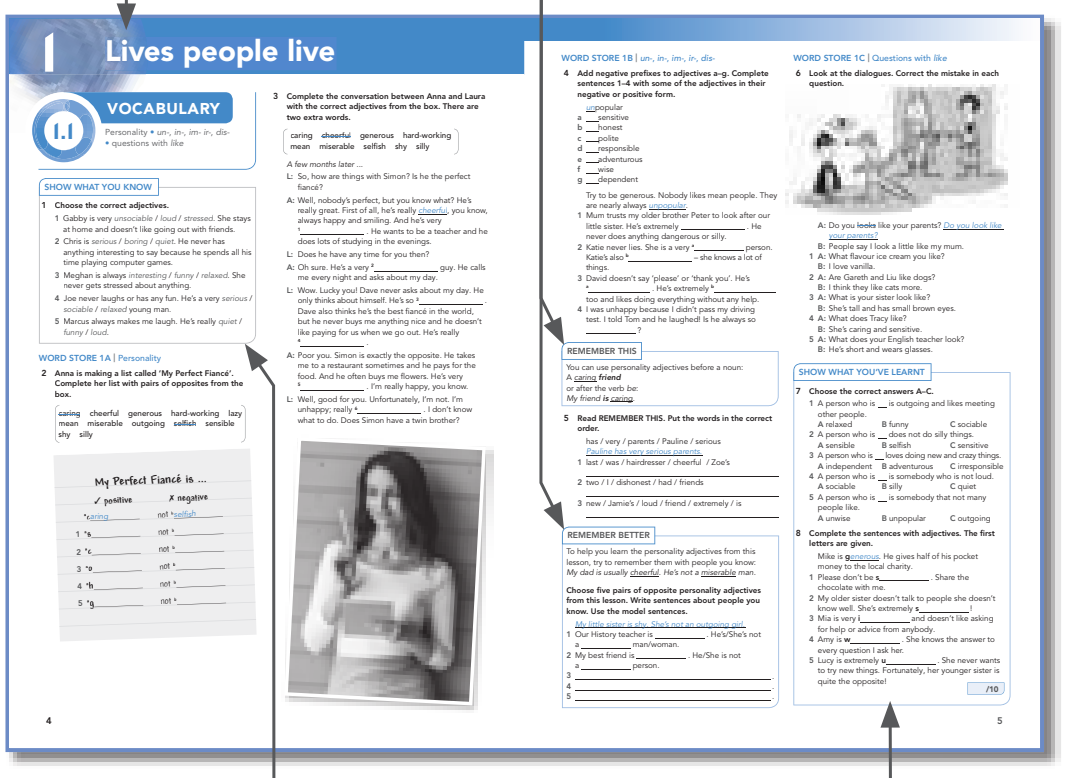
WORKBOOK

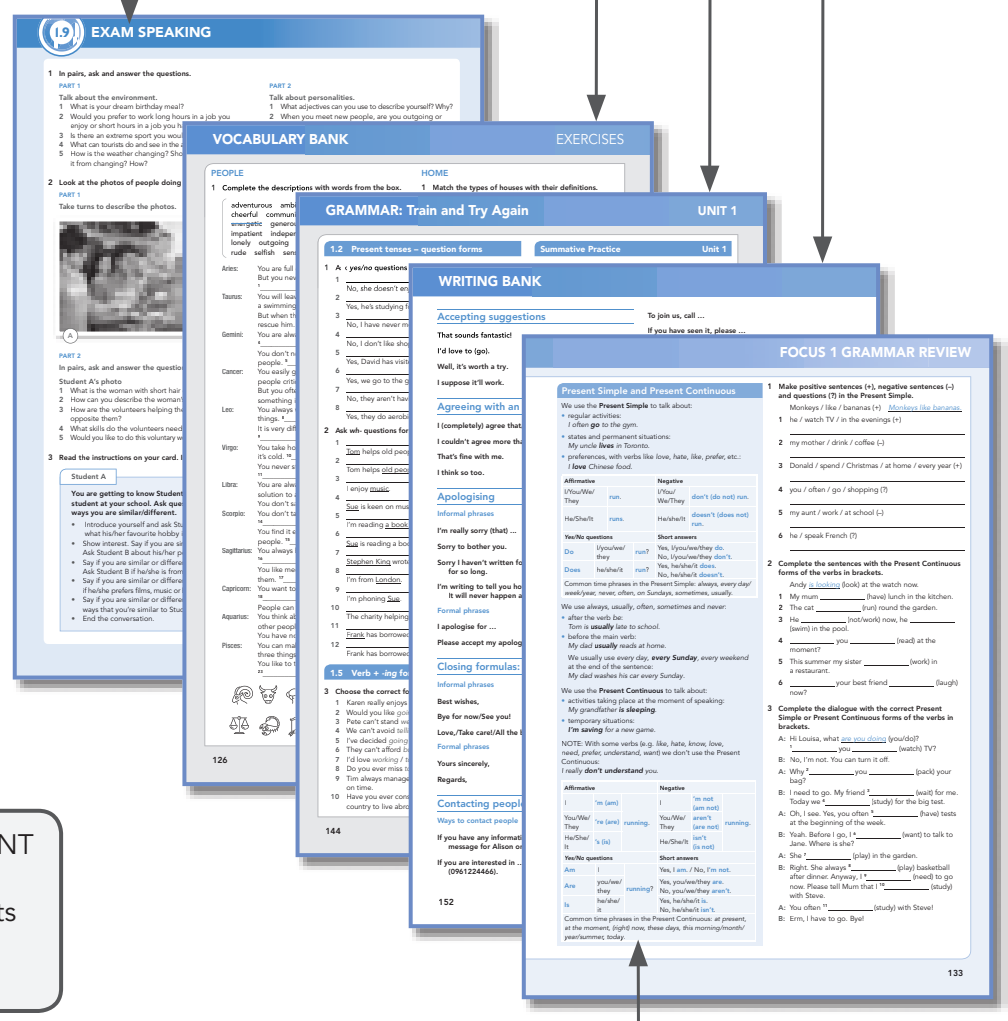
A corresponding Workbook lesson for each lesson in the Student's Book

The REMEMBER THIS and REMEMBER BETTER boxes containing useful strategies for memorising words and structures

The Exam Speaking sections helping students prepare for their oral exams

Additional vocabulary and grammar practice as well as the Writing Bank





The SHOW WHAT YOU KNOW tasks in the Vocabulary and Grammar lessons serving as a warm-up and to revise vocabulary or grammar students should already know

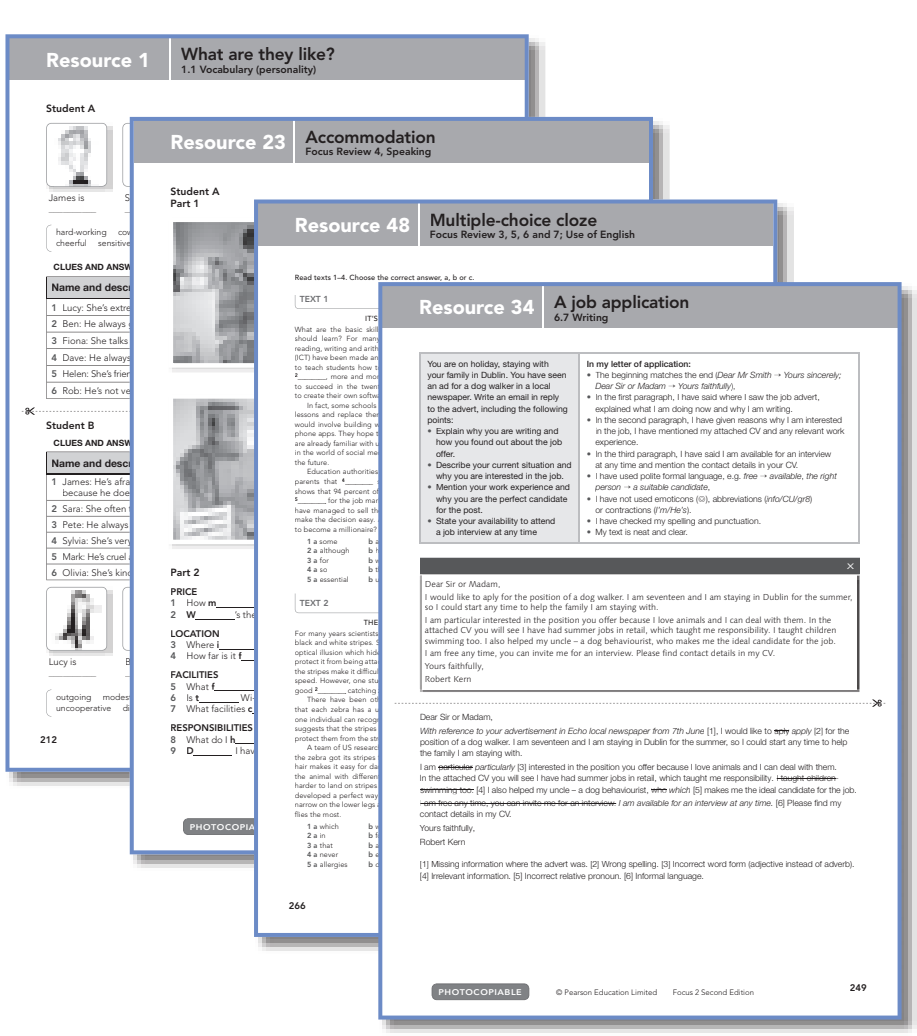
The SHOW WHAT YOU'VE LEARNT tasks in the Vocabulary and Grammar lessons helping students to check their progress and be aware of what they've learnt

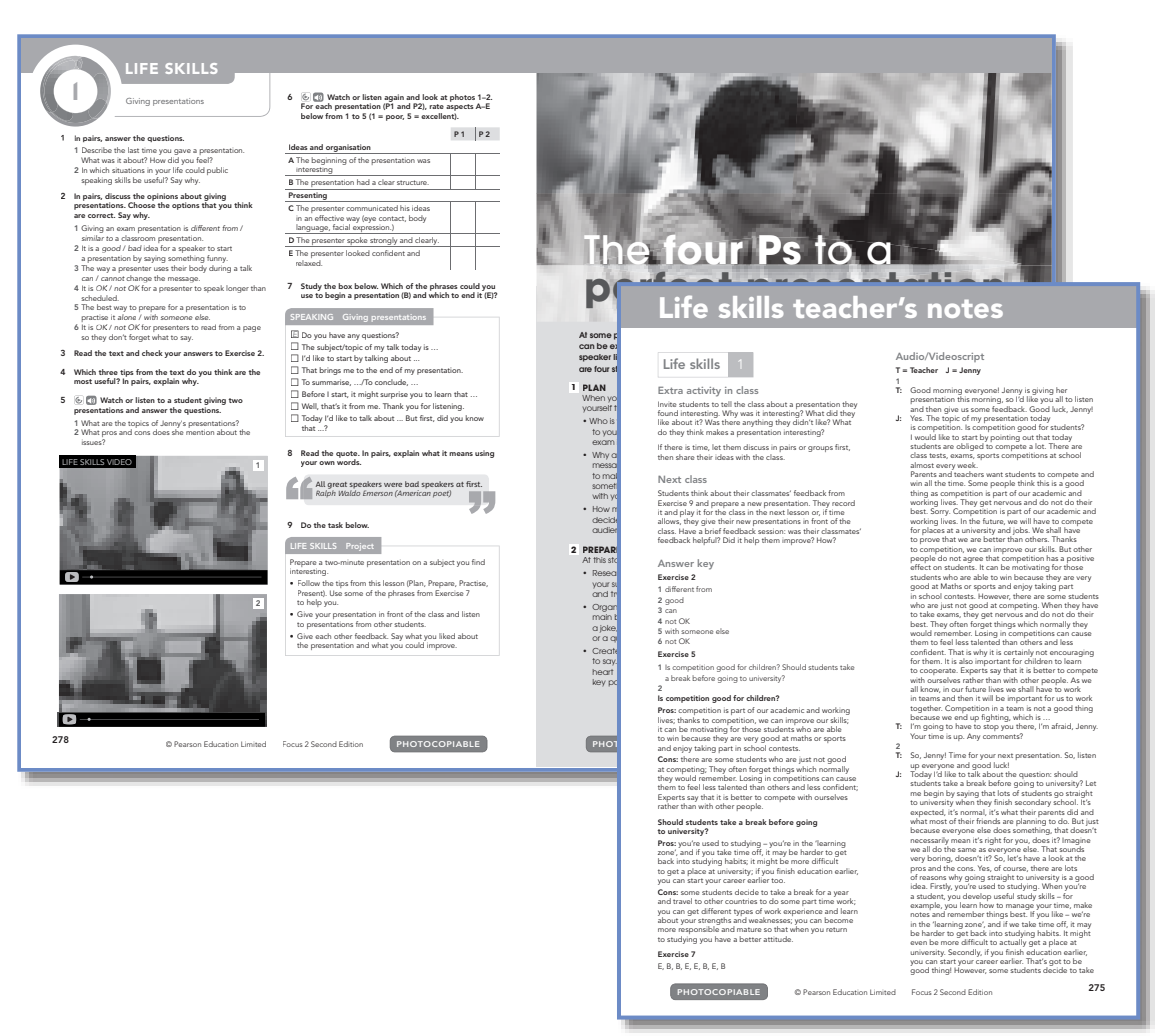
Focus 1 Grammar Review with grammar explanations and revision of the grammar taught in level 1.

PHOTOCOPIABLE RESOURCES

Photocopiable vocabulary, grammar, writing, speaking and Use of English activities in the Teacher's Book

Life skills photocopiable resources teaching competencies indispensable to success in 21st-century society





Focus 2 Component overview

STUDENT'S BOOK and WORD STORE

- Introduction unit revising basic vocabulary and grammar, and 8 topic-based units divided into 8 main teaching lessons: Vocabulary, Grammar (2 lessons), Listening, Reading, Use of English, Writing and Speaking
- Video (BBC videos, Focus Vlogs, Grammar animations, Role-play videos) in every unit – see references in the Teacher's Book at the top of the page and next to the exercises
- Word list at the end of each unit
- Focus Reviews after every unit: Vocabulary and Grammar practice; Use of English and skills in an exam format
- Clear lesson objectives ('I can…') taken from the Global Scale of English (GSE)
- Video worksheets for the BBC clips and Focus Vlogs

- Grammar and Use of English Reference and Practice: detailed explanations of all the grammar and Use of English topics covered in the units
- Lists of prepositions, phrasal verbs, pronouns and numerals as well as irregular verbs
- WORD STORE booklet with additional vocabulary and Use of English practice

Access code to EXTRA DIGITAL ACTIVITIES AND RESOURCES

- Grammar and Vocabulary Checkpoints to help students check how ready they are for class tests and to monitor their progress
- Reading, Listening and Use of English banks of texts and exercises
- All audio and video resources

Access code to PEARSON PRACTICE ENGLISH APP

- Student's Book audio
- Word lists with audio
- Video

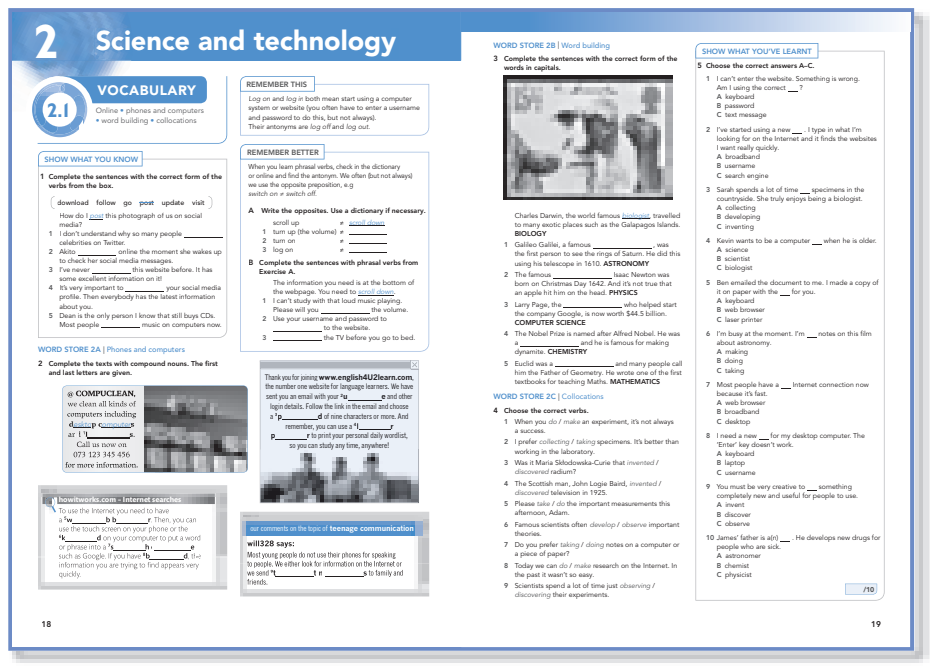
STUDENT'S BOOK and WORD STORE with ONLINE PRACTICE

This version of the Student's Book contains everything described above (Student's Book and WORD STORE, extra digital activities and resources, Pearson Practice English app) PLUS:

- **Interactive Workbook** with instant feedback
- Gradebook to review students' performance

WORKBOOK

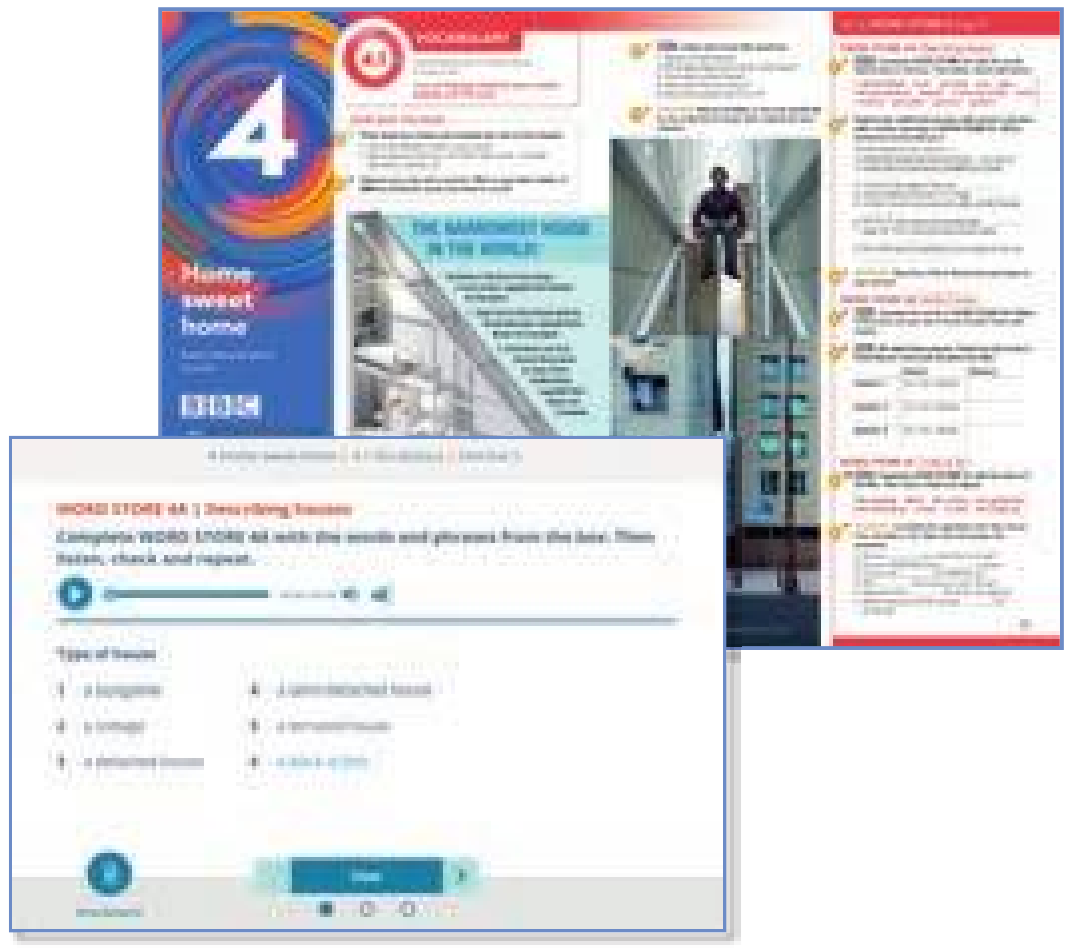
- Mirrors the Student's Book unit structure and pagination
- REMEMBER THIS boxes drawing attention to tricky language
- REMEMBER BETTER boxes with tips on remembering new language
- Speaking Bank with useful phrases in the Speaking lessons
- Exam Speaking sections in each unit with speaking tasks in an exam format
- Self-check after each unit with Vocabulary, Grammar and Use of English exercises
- Vocabulary Bank – a topic-based word list with vocabulary from all units, followed by exercises
- Focus 1 Grammar Review – grammar explanations and revision of the grammar taught in level 1.
- Grammar: Train and Try Again – additional grammar activities
- Writing Bank with phrases from the WRITING FOCUS boxes in the Student's Book
- Answer keys to the Self-check, Grammar: Train and Try Again and Focus 1 Grammar Review sections



TEACHER'S BOOK and WORD STORE

- Unit-by-unit Student's Book pages with overprinted answer key
- WORD STORE pages with overprinted answer key
- Ideas for extra activities and projects
- References to additional resources and the course assesssment
- Teacher's Book pagination mirrors the Student's Book's pagination
- Workbook answer key
- Culture notes
- Student's Book audioscript and videoscripts
- 55 photocopiable resources with instructions and answer key
- 3 Life skills photocopiable resources with instructions and answer key

Access code to:



PRESENTATION TOOL

- Front-of-class teacher's tool with fully interactive version of Student's Book and Workbook activities with integrated audio and video
- Easy navigation via either book page or lesson flow

ONLINE PRACTICE, EXTRA DIGITAL ACTIVITIES AND RESOURCES

- Teacher view of Online Practice and extra digital activities
- Access to the Gradebook and student's performance area
- Assigning tasks to the whole class, groups or individual students
- Automatic marking to save time

TEACHER'S RESOURCES

- Photocopiable resources with instructions and answer key
- Life skills photocopiable resources with instructions and answer key
- Culture notes
- Student's Book and Workbook answer keys
- Audio and video with scripts
- Word lists with audio recordings
- Assessment Package consisting of ready-made tests in versions A and B
- Lesson plans
- A series of video clips on how to use the course material

CLASS AUDIO CDS

Audio material for use in class (Student's Book)

EXAM PRACTICE BOOKS

A series of booklets which provide additional, intensive practice and support for important international exams. These books work alongside the Level 2 Student's Book:

- Cambridge English Key and Preliminary
- Pearson Test of English General Level 1 and Level 2

The audio recordings and answer keys are available in the Teacher's Resources.

Additional information and support available at www.english.com/focus

Using videos in the classroom

There are four types of videos in *Focus Second Edition*:

1 BBC VIDEOS

These are short (2–3 minutes) video clips produced by the BBC. As an extension of the topics covered in all vocabulary lessons, the authentic, natural-language BBC videos give students an opportunity to hone their reception skills while further enhancing their vocabulary. Each video is accompanied by a Video worksheet for students to practice comprehension and use the extra vocabulary. For the Video worksheets, go to the back of the Student's Book. Students are also prompted to discuss the topics covered in the videos and relate them to their own experiences, improving their critical thinking skills.

You can use the BBC at the beginning or at any other time in the unit.

No. of videos: 8 (1 per unit)

2 FOCUS VLOGS (VOX POPS)

These short clips have been given the form of a vlog. Filmed on the streets of London, they feature real people answering questions that touch upon their lives and opinions, while following the topics and themes covered in the lesson they appear in. They present the target grammar structures in a real context in small, easy-to-manage chunks for the students to model their own speech on, helping them improve their productive accuracy. The vlogs feature unscripted, authentic, spontaneous speech of speakers of English from the UK as well as from other countries and as such, they expose students to real language they can encounter in their lives. Each vlog is accompanied by a Vlog worksheet at the back of the Student's Book.

You can use the vlogs at the end of the Grammar lesson that they appear in.

No. of videos: 8 (1 per unit)

3 GRAMMAR ANIMATIONS

Each of these videos features two parts: an animated cartoon presenting the grammar structure in context and a teacher's explanation with the purpose of reinforcing students' understanding and learning of the structure. You can use all or only part of the video to help your students learn grammar in an engaging and attractive way.

Not being part of the lesson, these videos can be used independently as an introduction to the Grammar lesson, as its summary or even mid-lesson as an extra resource to facilitate students' learning.

No. of videos: 16

4 ROLE-PLAY VIDEOS

The function of these short videos is to present the key Speaking lesson language provided in the SPEAKING FOCUS box by showing it used in real-life situations. They enable students to not only learn, but acquire language by offering them visual clues such as location, body language and facial expressions, which help to improve students' communication skills in terms of both reception and speaking fluency. Each video has an A and B version for the students to role-play available on Pearson English Portal only.

Use the role-play videos at the end of the Speaking lessons.

No. of videos: 27

Assessment Package

Test type	Quantity	Total marks	Timing
Placement Test	1	100	60 mins
Grammar Quiz	16	15–20	10–20 mins
Vocabulary Quiz	8	20	10–20 mins
Use of English Quiz	8	15	10–20 mins
Unit Tests			
Vocabulary, Grammar and Use of English (A/B)	8	30	25–35 mins
Dictation, Listening and Reading (A/B)	8	30	20–30 mins
Writing	8	30	30–45 mins
Review Tests			
Vocabulary, Grammar, Use of English and Reading (A/B)	4	50–60	40–45 mins
Writing	4	30	30–45 mins
Speaking (A/B/Teacher's notes)	4	20	8–10 mins per pair
End-of-year Test			
Listening, Use of English and Reading (A/B)	1	60	40–55 mins
Writing	1	20	30–45 mins
Speaking (A/B/Teacher's notes)	1	20	12–15 mins per pair

Overview of the Package

The *Focus Second Edition* Assessment Package provides a wide range of tests which can be used at different points in the course. Level 2 has:

- 1 Placement Test
- 16 A and B Grammar Quizzes
- 8 A and B Vocabulary Quizzes
- 8 A and B Use of English Quizzes
- 8 A and B Unit Tests
- 4 A and B Review Tests
- 1 A and B End-of-year Test

Assessment of learning or assessment for learning?

Any test can be used either as assessment of learning or assessment for learning. Assessment of learning usually takes place after the learning has happened and provides information about what the student is achieving by giving a mark or a grade. You can also use the tests as assessment for learning by providing specific feedback on students' strengths and weaknesses, and suggestions for improvement as part of the continual learning process.

It is a combination of both types of assessment which can provide powerful tools for helping your students' progress.

Marking Writing and Speaking tests

Writing and Speaking tests have detailed mark keys to help you mark consistently and give students meaningful feedback. If you have the mark scheme for the exam your students will ultimately take, you may prefer to refer to this.

Whichever mark scheme you use, it can be very useful to go through it with your students before they take the test so they know what they are going to be marked against. You can then refer back to these marking criteria in your feedback.

Versions of tests

Most tests, except Placement Test and Writing sections, have two versions: A and B. Versions A and B are designed to be at exactly the same level of difficulty and feature the same task types; however, the test items in each are different. For listening tests, the test items are different but the audio is the same in both A and B versions, making it easy to administer.

You can use the A/B tests in two ways:

- give half of the class A versions and half of the class B versions – this helps to deter cheating,
- give all students the A test and then use the B test either for students who missed the test or as a re-test or remedial work for students whose score shows they need a little more work on the unit objectives.

Exam preparation

As your students are going to be working towards their exam, the tests also provide regular opportunities for them to try exam-style tasks in a low-stakes test environment, which should help them feel more confident going into the final exam.

We would recommend using past papers or practice papers in addition as you get close to the date of the exam.

Expected outcomes

We would expect all students who have completed the instructional material to score at least 50 percent, and the best students to score 90–100 percent on any given test. We have deliberately included more challenging questions in each test so as to help you identify students performing above the level.

Tests on paper

The tests are provided in both PDF and editable format. We recommend using the PDF versions as they are. However, if you do need to edit the tests, this should be possible. When you are marking Listening and Reading tests, there is an extended answer key to help you explain why a question is right or wrong, or which part of the text an answer can be found in. There are also assessment criteria for Speaking and Writing tests.

Assessment Package

Placement Test

The *Focus Second Edition* Placement Tests are designed to help the teacher to place students at the right level of the *Focus Second Edition* series. Each test contains 100 multiple-choice questions and is designed to last for an hour.

For placing students, we would suggest the following approach according to scores:

- 10 and under correct: Consider starting the student at the level below (1).
- 10–40 correct: Start the student at the expected level (2) and monitor progress to check whether remediation or extra support is required.
- 50–75 correct: Consider an extra oral interview to determine whether the student should start at the expected level (2) or could start at the level above (3) with extra support.
- More than 75 correct: Start the student at the level above (3).

Vocabulary Quizzes

There are eight A and B Vocabulary Quizzes, which test the vocabulary taught in each Vocabulary lesson in the Student's Book. Depending on the quiz, they should take between ten and twenty minutes each.

Grammar Quizzes

There are sixteen short A and B Grammar Quizzes (two per unit), which test the grammar taught in each Grammar lesson in the Student's Book. The Grammar Quizzes can be used at the end of a lesson, for homework, as a review at the beginning of the next lesson or later in the unit as quick revision.

Use of English Quizzes

There are eight A and B Use of English Quizzes, which test the structures taught in each Use of English lesson in the Student's Book. Depending on the quiz, they should take between ten and twenty minutes each.

Unit Tests

There are eight Unit Tests, which test the learning objectives from each unit. These should be administered after each respective unit review.

Each test has three parts: Vocabulary, Grammar and Use of English; Dictation, Listening and Reading; Writing. The Vocabulary, Grammar and Use of English part and Dictation, Listening and Reading part have A and B versions. There is only one version of the Writing task.

You can assign all or none of these, depending on the time available. If you are including the Listening test, it is best to do the listening first, and then students can do the other sections in their own time.

Review Tests

There are four Review Tests (one every two units). These are cumulative achievement tests, and so test the learning objectives from all units so far:

Review Test 1: Units 1–2

Review Test 2: Units 1–4

Review Test 3: Units 1–6

Review Test 4: Units 1–8

Depending on your school year, you may wish to do all of these or just some of them.

Each test has three parts: Vocabulary, Grammar, Use of English and Reading; Writing; Speaking. The Vocabulary, Grammar, Use of English and Reading part has A and B versions. There is only one version of the Writing task. Students do the Speaking tasks in pairs and there are separate materials for Students A and B, as well as the answer key which includes notes for the teacher with questions.

As with the Unit Tests, you can assign all or none of the parts of the test, depending on the time available.

End-of-year Test

The End-of-year Test provides a skills-based test covering learning objectives from the whole course.

The test has three parts: Listening, Use of English and Reading; Writing; Speaking. The Listening, Use of English and Reading part has A and B versions. There is only one version of the Writing task. Students do the Speaking tasks in pairs, and there are separate materials for Students A and B, as well as well as the answer key which includes notes for the teacher with questions.

You can assign all or none of the parts of the test, depending on the time available.

Assessment for Learning, GSE and 21st-century skills

ASSESSMENT FOR LEARNING

Focus Second Edition includes elements of Assessment for Learning methodology. The aim is to enhance learning by supporting students in understanding what they know and what they need to do next, making them active in their own learning. At the same time, using Assessment for Learning helps teachers to understand where their students are in their learning and make decisions about how to help students improve.

When we talk about Assessment for Learning, we're really talking about assessing students formatively, watching and listening to our students to see how far they understand and using this to help decide what we need to do next. This can be during any activity in class or using a test from the Assessment Package.

In *Focus Second Edition*, a handful of Assessment for Learning techniques and activities have been integrated into each unit to give students an awareness of what and how they are learning and give you, the teacher, lots of opportunities to assess how each student is doing.

Each unit starts with a thought-provoking quote linked to the topic of the unit to get students thinking about the theme as a whole, as well as help them remember any topic vocabulary that they already know. The SHOW WHAT YOU KNOW section at the start of the unit reinforces this and helps all students start from a confident beginning.

Throughout the unit, you can use class activities and/or the quizzes in the Assessment Package to check students' learning and deal with any misunderstandings or areas of weakness during the cycle of learning. Consider using the quizzes and other tests in alternative ways: have students work on them together or mark each other's papers. Ask them to highlight areas for revision or further work. Rather than marking papers right or wrong, indicate how many answers are wrong and ask students to work together to find the errors, using their classmates' feedback, the Internet, or reference books to help make the corrections.

In addition, the vocabulary and grammar lessons in the Workbook finish with SHOW WHAT YOU'VE LEARNT exercises which help students be aware of their own learning. The Self-check sections at the end of each Workbook unit give students an opportunity to revise the grammar and vocabulary from the unit and check their progress.

The GLOBAL SCALE OF ENGLISH

The Global Scale of English is a standardised, granular scale from 10 to 90, which measures English language proficiency. Unlike other benchmarks that describe attainment in broad bands, it identifies what a learner can do at each point on the scale across speaking, listening, reading, and writing skills. For instance, a person who has a speaking ability of 47 'can describe their dreams, hopes, and ambitions.'

The scale is designed to motivate learners by demonstrating incremental, step-by-step progress in their language ability. Teachers can use their knowledge of their students' Global Scale of English level to choose materials that are precisely matched to ability and learning goals.

The Global Scale of English serves as a standard against which English language courses and assessments worldwide can be benchmarked, offering a truly global and shared understanding of language proficiency levels.

Visit www.english.com/gse to learn more about the Global Scale of English.

21ST-CENTURY SKILLS

Focus Second Edition provides students with an opportunity to develop the skills they need to be successful in a 21st-century community, with its increased need for the efficient use of the information the students have learnt.

Discussion and role-play activities throughout the course encourage students to practise their communication and collaboration skills, which they develop further while working together on the projects found at the end of each unit (see the teacher's notes to the Focus Review sections). The projects are aimed at developing both students' personal skills and their creativity. The Focus Vlog videos expose students to various native and foreign accents of English as the speakers talk about their personal experience and the cultures of their home countries. Moreover, the Focus Vlog worksheets include the Focus on Life Skills sections with activities designed to develop creativity and teamwork as well as collaboration, communication and digital skills. The BBC videos featuring engaging stories from various cultures expand students' cultural awareness, encouraging them to discuss the ideas presented and to compare them with their own experiences, providing an opportunity to hone their critical thinking skills.

The Life skills photocopiable resources at the back of the Teacher's Book develop students' future career, social and personal development skills, focusing on such topics as: giving effective presentations, choosing a career, taking part in a debate, setting achievable goals and using online resources.

Mediation in *Focus Second Edition*

In 2017, the Council of Europe released the **CEFR Companion Volume with New Descriptors** – a set of new *Can Do statements* to complement the original 2001 publication. A key focus for this new set of descriptors is **Mediation**.

When most people think of Mediation, they either think about disputes (resolving conflict between two parties) or, in the context of language, they think of translation and interpreting. Both are true, but the term is used more broadly to cover spoken and written language functions in which the learner is conveying and interpreting meaning. Mediation descriptors may be new to the CEFR, but mediation itself is not new – within the same language (*intralingual*) or from one language to another (*interlingual*). It combines reception, production and interaction and is a common part of everyday language use – making communication possible between people who, for whatever reason, are unable to communicate successfully with each other: they may speak different languages and require a translation, they may not have the same subject knowledge information and need an explanation or simplification, they may not be of the same opinion and need someone to identify common ground. Mediation can also involve written texts – with the reader summarising, paraphrasing or interpreting the information for a different audience.

How is Mediation organised in the CEFR?
The scales (categories) for mediation are presented in three groups, reflecting the way in which mediation tends to occur.

1 **Mediating a text** consists of passing on to another person (in speech or writing) the content of a text which is, for various reasons, inaccessible to them. It includes:
- relaying specific information (e.g. listening to or reading something and then passing the information on to a third party). This may not be an explicit activity at the lower levels of the course, but this skill is practised whenever learners are asked to listen for information or scan the text and then tell the teacher/classmate what they have understood;
- explaining data (e.g. in graphs, diagrams, charts);
- processing text (e.g. summarising a text or set of texts, making a technical text understandable to a non-specialist, passing on key information from an announcement or set of instructions);
- translating a written text;
- note-taking (lectures, seminars, meetings);
- expressing a personal response to creative texts (including literature) (e.g. explaining why you like a story/film, interpreting a character's reactions, describing how a creative text makes you feel);
- analysis and criticism of creative texts (including literature) (e.g. critically evaluating the success of a creative text, comparing different approaches to a subject in different creative texts, explaining the techniques used by the author to create emotions, atmospheres).

2 **Mediating concepts** involves facilitating access to knowledge and concepts for others. It includes:
- collaborating in a group (e.g. asking for other people's opinions, inviting others into the discussion, saying why you agree or disagree with an opinion, asking questions to keep the discussion going, highlighting the main issues that need to be discussed);
- leading group work (e.g. allocating turns in a discussion, keeping the discussion on topic, asking questions to clarify meaning, asking others to explain their reasoning behind an opinion, encouraging others to elaborate on what they have said).

3 **Mediating communication** facilitates understanding and successful communication between users who may have individual, sociocultural, sociolinguistic or intellectual differences. It includes:
- facilitating pluricultural space (e.g. supporting inter-cultural exchanges, understanding cultural differences, demonstrating an understanding of different perspectives);
- acting as intermediary in informal situations (with friends and colleagues);
- facilitating communication in delicate situations and disagreements.

Where is Mediation in *Focus Second Edition*?

Plenty of Mediation activities can be found in *Focus Second Edition* – both for mediating the texts intralingually and interlingually. Look out for all open reading and listening comprehension tasks, translation and transformation tasks, gapped summaries, rewriting texts in a different register (formal/informal), picture description, speculating or drawing conclusions.
There are also numerous tasks which cater for mediating concepts and communication – look out for communicative pairwork or groupwork tasks, projects or problem-solving activities.

Source: *Common European Framework of Reference for Languages, Learning, Teaching, Assessment, CEFR Companion Volume with New Descriptors*

How to teach with projects

THE BENEFITS OF TEACHING WITH PROJECTS

The benefits

Projects help students to work together to produce a presentation, a poster, etc. in English. They usually require students to do research and present the information in a creative way. Projects in the English language classroom provide several benefits:

1 **Authentic use of language**
Students work on a task which requires them to use English authentically. Projects also often develop all four skills: reading, writing, listening and speaking.

2 **Development of personal skills**
Projects often require learners to collaborate, enabling them to develop skills such as the ability to cooperate, solve problems and communicate.

3 **Development of autonomy**
As project work involves students making decisions about how to achieve their learning objective, they are able to develop learner autonomy with support and guidance from their teacher.

4 **Development of critical thinking skills**
Students can develop information literacy and media literacy when doing research online, determining what information is useful, biased, false, etc. They can also develop critical thinking skills when analysing that information, evaluating it and deciding how to use it.

5 **Development of creativity**
Many projects require learners to be creative in some way. Creativity, along with collaboration, communication and critical thinking skills are considered to be key skills for 21st-century learning.

6 **Increased motivation**
Project work adds variety to lessons and gives students an opportunity to use English in contexts close to their lives. Students' motivation increases when they make their own decisions regarding what exactly their project will focus on and then have a chance to present it to others.

It is important to note that while project work provides many development opportunities, students are likely to need support in exploiting those opportunities, such as advice from their teacher on how to work independently or feedback on their communication skills.

HOW TO EXTEND *FOCUS* PROJECTS

The teacher's notes to each Focus Review lesson include a topic for a project. We encourage teachers to acquaint their students with the project at the beginning of the unit so that they can work on it over a longer period of time. Here is one of the topics from *Focus 2 Second Edition*:

> Work in groups. Do some research to find out about unusual scientific work or a place to do science experiments. Prepare a presentation about it and then present it to your class.

To expand the project, students' work on it could be divided into a few stages:

1 **In class:** After the first lesson of the unit, students are given the topic of the project.
Homework: Each student researches unusual scientific work or a place to do experiments.

2 **In class:** Students share their research with their groups and then select one piece of work or place they are most interested in.
Homework: Students go away and do more research on the scientific work or place to do experiments they have selected. They take notes. They plan a presentation about it.

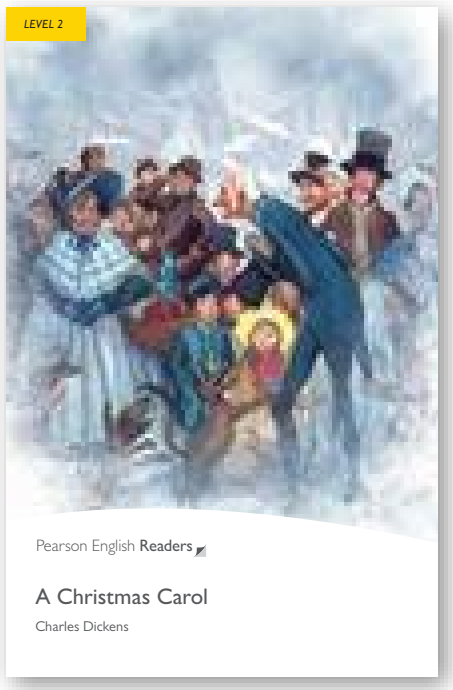
4 **In class:** Groups work together and give each other oral feedback and suggestions on their plans.
Homework: Then they prepare their presentations.

5 **In class:** Students present their work to the class. Then they vote on their favourite unusual scientific work or place to do experiments and discuss why.

Focus Second Edition and Readers

In order to help students achieve greater fluency in English and gain confidence and pleasure in learning the language, we have carefully selected a list of Pearson English Readers to accompany each level of *Focus Second Edition*.

Level 1



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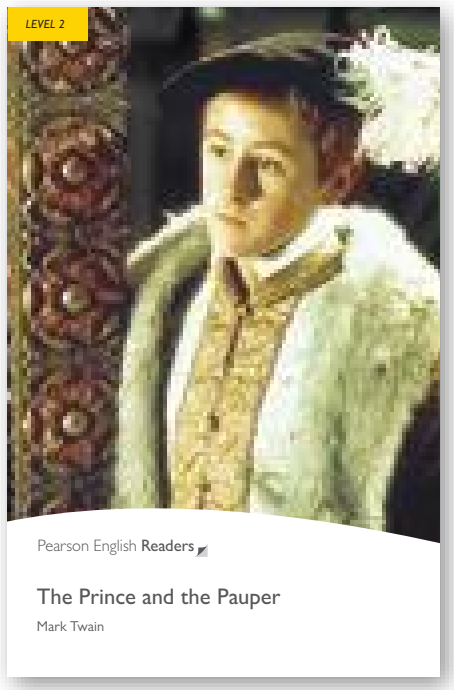

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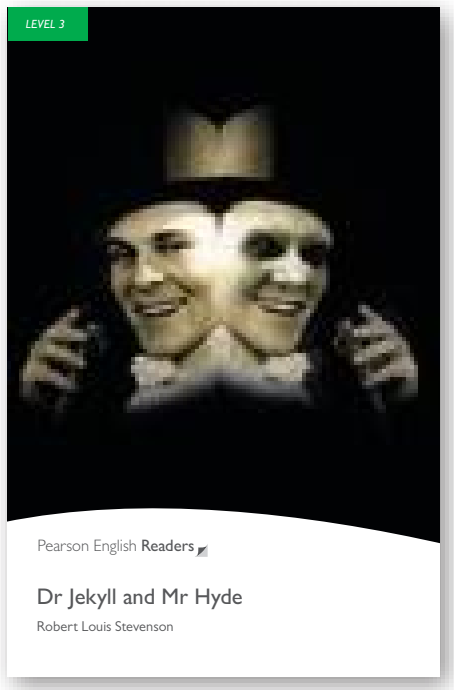

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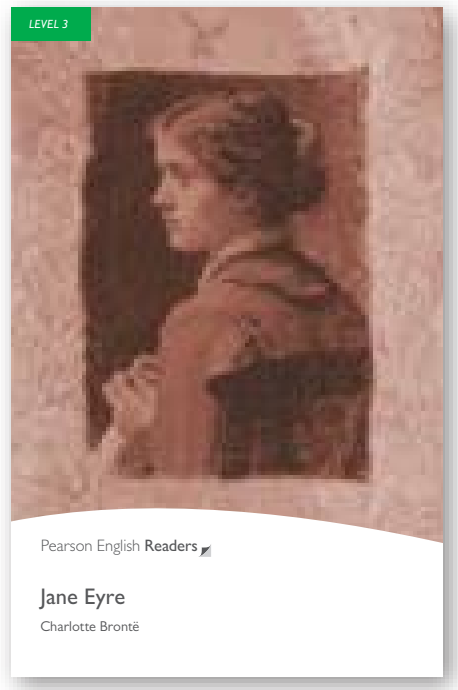

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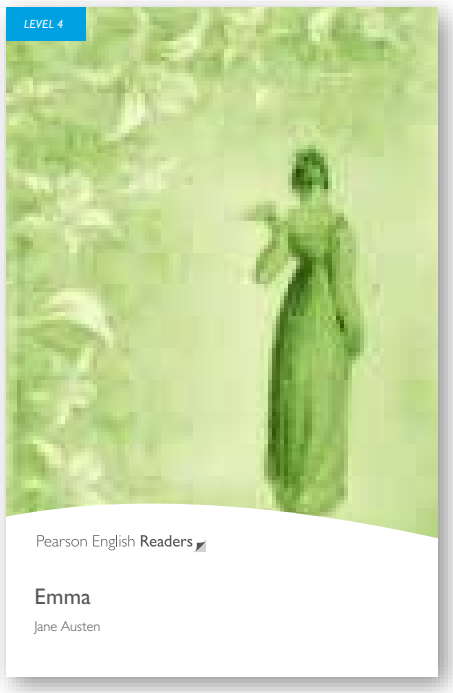

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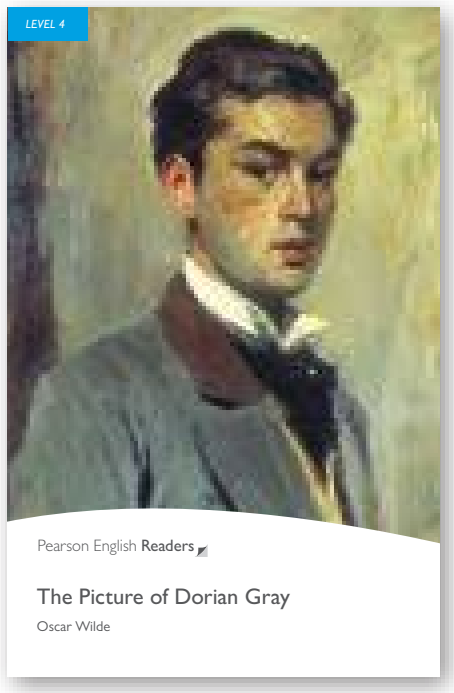

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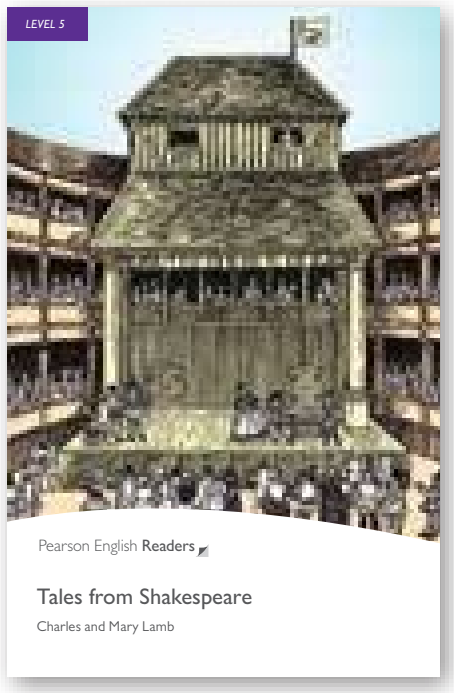

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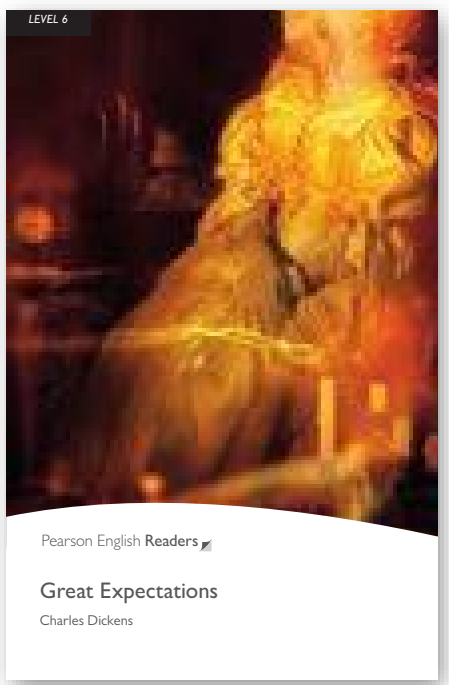
Level 5



ISBN 9781405865289

ISBN 9781405882767

How to flip the classroom with *Focus*

The flipped classroom is an approach where classroom instruction is given to students at home via a video, tasks are usually given for homework and then completed in class with the teacher's support. Teachers who flip their classrooms believe that the approach allows students to become more independent in their learning: rather than receive information in the classroom, they take more control and ensure they learn outside the classroom. In class, students have time to ask the teacher questions if they still do not understand and they choose when they need support. This autonomy can motivate students and may result in a higher level of engagement. What is more, they gain more practice time and receive more feedback from the teacher on performance.

In English language learning, flipping the classroom means students listen to or read information about language at home before a lesson, leaving more time for practice of that language in the classroom. Alternatively, it could be information about an exam technique or how to write a specific type of text. Students can tackle the same tasks or collaborate in groups on different tasks to ensure they work at a level suitable for them.

In the lesson, the teacher begins by checking students' understanding of the material that was set as homework (video, reading, listening or a grammar explanation), then gives several practice tasks to complete. Finally, at the end of the lesson, students reflect on what they have learnt to help them identify progress and areas where they still need to improve. This reflection allows students to gain a greater understanding of their strengths and weaknesses, and encourages them to set achievable learning goals for future lessons.

Focus provides the following resources that will help flip the classroom:

VOCABULARY: SHOW WHAT YOU KNOW AND WORD LISTS

The teacher can start a unit by revising vocabulary students should already know. The SHOW WHAT YOU KNOW sections at the beginning of each Vocabulary lesson serve this purpose. In addition, in order to check students' knowledge of the unit vocabulary, identify the areas which need more focus and maximise student's exposure to the new words, the teacher can ask students to analyse the word lists at the end of each unit.

VIDEO

The teacher can ask students to watch any of the wide variety of videos at home. This allows the teacher to check understanding before the lesson and adjust their lesson plan if students have found the language particularly easy or difficult.

READING AND LISTENING TEXTS

The teacher can also set a reading text (and its recorded version) or a listening text in a lesson as homework for the next class. By doing this, the time in class can be spent on checking comprehension and actually duscussing the text rather than reading it or listening to it for the first time, which usually takes a lot of time. Another advantage of this approach is that students' involvement with the text will be greater if they have seen it several times, which accelerates the learning process.

GRAMMAR AND USE OF ENGLISH REFERENCE AND PRACTICE

The Grammar and Use of English Reference and Practice section at the back of the Student's Book contains detailed information about the meaning, function and form of the target language, with examples and practice exercises. These can be used by the teacher in class when explaining language, but they can also be set as homework for students.

WORKBOOK SUPPORT

Similarly to the Student's Book, the Workbook contains SHOW WHAT YOU KNOW exercises in the Vocabulary lessons. Moreover, there are SHOW WHAT YOU KNOW exercises in the Grammar lessons too, which can be used as homework prior to the Grammar lesson to check what students already know. Alternatively, the Workbook exercises can be completed in class to provide as much practice as possible while the teacher is available to offer support and clarify any confusing aspects of the language.

ONLINE PRACTICE

Similarly to the printed Workbook, some of the exercises can be completed online prior to the lesson to maximise learning. This is particularly beneficial as the interactive Workbook exercises have an instant feedback functionality, which enables students to quickly check their answers.

EXTRA DIGITAL ACTIVITIES

The extra digital activities contain grammar, vocabulary and Use of English checkpoints which help students prepare for class tests, monitor their progress and check if they are ready for the exam(s). A teacher may choose to ask students to complete them before the class.

	VOCABULARY	GRAMMAR	LISTENING
1 Lives people live BBC 1 **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 2 3	**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; collocations **Listening:** Famous scientists **p. 29** Word list	**p. 20** Past Continuous and Past Simple GRAMMAR ANIMATION **p. 119** FOCUS VLOG 7 8	**p. 21** Becoming a scientist **Vocabulary:** Science and scientists; collocations **Exam Focus:** Matching **Pronunciation Focus:** Word stress – scientists
3 The arts BBC 11 **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 12	**p. 35** A street artist **Vocabulary:** Art and artists **Exam Focus:** Multiple choice **Pronunciation Focus:** Word stress – countries and nationalities
4 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 16 17	**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 21	**p. 63** Dealing with exam stress **Vocabulary:** *get* **Exam Focus:** True/False **Pronunciation Focus:** Large numbers
6 Just the job BBC 25 **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 26 27	**p. 77** Becoming an airline pilot **Vocabulary:** Collocations; jobs **Exam Focus:** Multiple choice **Pronunciation Focus:** Stress in job names
7 Consumer society BBC 30 **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 31	**p. 91** Buying presents **Vocabulary:** Word families **Exam Focus:** Matching **Pronunciation Focus:** Silent letters
8 Well-being BBC 36 **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 37 38	**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**

WORD STORE BOOKLET Word Stores 1–8, Use of English, Word practice, Word building

READING	GRAMMAR	USE OF ENGLISH	WRITING	SPEAKING	FOCUS REVIEW
pp. 8–9 A brief guide to the generations **Vocabulary:** Verb + preposition **Exam Focus:** Matching	**p. 10** Verb + *-ing* or verb + *to infinitive* **Vocabulary:** Clothes GRAMMAR ANIMATION 4	**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 5	**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 9	**p. 25** Linkers and time expressions Multiple-choice cloze	**pp. 26–27** **Writing Focus:** A story **Language Focus:** Informal linkers	**p. 28** Telling a story ROLE-PLAY 10	**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 13 14	**p. 39** *too* and *not enough* Key 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 18	**p. 53** Adverbs Multiple choice	**pp. 54–55** **Writing Focus:** A blog entry **Language Focus:** Punctuation – commas	**p. 56** Making suggestions ROLE-PLAY 19	**pp. 58–59**
pp. 64–65 Different, not less **Vocabulary:** Nouns and verbs; *of* and *for* **Exam Focus:** Matching	**p. 66** Defining relative clauses GRAMMAR ANIMATION p. 125 FOCUS VLOG 22 23	**p. 67** Future time and conditional clauses Sentence transformation	**pp. 68–69** **Writing Focus:** An enquiry **Language Focus:** Indirect questions	**p. 70** Giving an opinion; agreeing and disagreeing ROLE-PLAY 24	**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 28	**p. 81** Adjectives ending in *-ed* and *-ing* Multiple 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 29	**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 32 33	**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 34 35	**pp. 100–101**
pp. 106–107 The tower that sucks in smog and spits out clean air **Vocabulary:** Pollution; word families **Exam Focus:** Open-ended questions	**p. 108** Reported Speech GRAMMAR ANIMATION 39	**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 40 41	**pp. 114–115**

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

1 Lives people live

Life is really simple, but we insist on making it complicated.

Confucius

BBC

STUDENT ACCOMMODATION

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

UNIT 1 VIDEOS

BBC Student accommodation 1

GRAMMAR ANIMATION
Lesson 1.2 2 Lesson 1.5 4

FOCUS VLOG About happiness
Lesson 1.2 3

ROLE-PLAY
Lesson 1.8 5

1.1 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	e	a	boring
2 interesting	a	b	stressed
3 loud	f	c	negative
4 positive	c	d	unsociable
5 relaxed	b	e	serious
6 sociable	d	f	quiet

2 SPEAKING Use the adjectives in Exercise 1 to describe people you know.

GENERATION GAP?

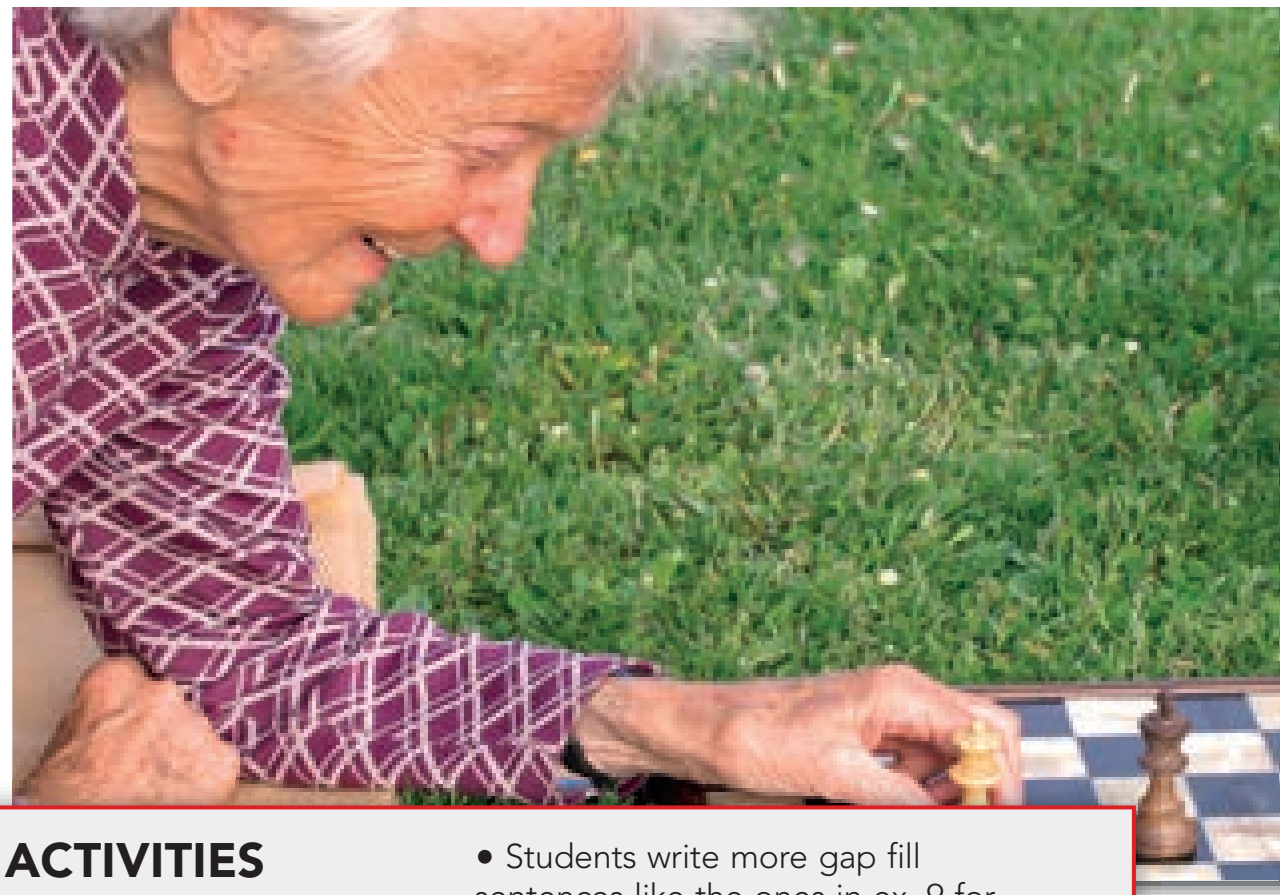
YOUNG PEOPLE SAY …

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 together.



REFERENCES

Audioscript **p. 176**
Videoscript **p. 193**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Photocopiable resource 1 *What are they like?* (10 min.) pp. 201, 212
- Photocopiable resource 2 Test yourselves (10 min.) pp. 201, 213
- Extra digital activities: Vocabulary Checkpoint
- Students write more gap fill sentences like the ones in ex. 9 for the WORD STORE vocabulary. They exchange and complete sentences.

WORKBOOK

pp. 4–5, including *Show What You've Learnt*

3 1.2 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!

Go to **WORD STORE 1** page 3

WORD STORE 1A Personality

5 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 caring (not selfish). They are kind and helpful.
2 Teenagers are miserable (not cheerful). They are always in a bad mood.
3 Young professionals are hard-working (not lazy). They want to be successful.
4 Many billionaires are generous (not mean). They give lots of money to charities.
5 Most children are shy (not outgoing). They're not confident with strangers.
6 Young people are often silly (not sensible). They make stupid decisions.

7 SPEAKING **Discuss whether you think the statements in Exercise 6 are true.**

WORD STORE 1B *un-, in-, im-, ir-, dis-*

8 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 honest guy. He never tells lies.
2 Emma is very wise . She knows everything.
3 Paul's only eighteen, but he has a job and lives on his own. He's very independent .
4 Dan is very polite . He always says 'please' and 'thank you'.
5 Lucy is unadventurous . She doesn't like travelling or trying new experiences.
6 Martha is very popular . 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.**

WORD STORE 1C Questions with *like*

11 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 *like* if necessary. Then tick the sentences that are true for you.

1 I look my dad. *I look like my dad.* ☐
2 My neighbours are kind and friendly. _____ ☐
3 My mum looks her mum. My mum looks like her mum. ☐
4 My parents always look cheerful. _____ ☐
5 My grandmother looks Queen Elizabeth. My grandmother looks like Queen Elizabeth. ☐
6 I chocolate. I like chocolate. ☐

13 SPEAKING **Complete these questions for the sentences in Exercise 12 with *you* or *your*. Then ask your partner.**

1 Do …? 2 What …? 3 Does …? 4 Do …?
5 Does …? 6 Do …?

1 Do you look like your dad?

Exercise 3
1 It connects young people with old people.
2 The young can help older people with technology/ practical jobs.
3 The old can help the young with advice/by listening.

Exercise 13
2 What are your neighbours like?
3 Does your mum look like her mum?
4 Do your parents always look cheerful?
5 Does your grandmother look like Queen Elizabeth?
6 Do you like chocolate?

NEXT CLASS

- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 1.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 6.

VIDEO 2 3

1.2 GRAMMAR

Present tenses – question forms

I can ask questions in a variety of present tenses.

1 SPEAKING **Who are your role models? Think about famous people or people you know and tell your partner.**

2 1.6 **Match questions 1–6 with answers a–f. Then listen and check.**

1 Who inspires you? d
2 Why do you admire him? f
3 Does he give money to environmental charities? b
4 Have you ever met him? a
5 What is he doing now? c
6 Are you following him on Twitter? e

a No, never.
b Not exactly. He runs The Leonardo DiCaprio Foundation.
c He's working on a new film.
d Leonardo DiCaprio.
e Yes, I am.
f Because he's passionate about the environment.

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

Exercise 7

2 How long does it take you to get to school?
3 How often do you go shopping for clothes?
4 How many foreign countries have you been to?
5 Who inspires you?

GRAMMAR FOCUS 2

Present tenses – question forms

- To make questions, you put an auxiliary verb (*do*, *be*, *have*) before the subject of the main verb.
  Present Simple → *Why* [1] ___do___ *you admire him?*
  Present Continuous → *What* [2] ___is___ *he doing now?*
  Present Perfect → [3] ___Have___ *you ever met him?*
- When you ask about the subject, you don't use the Present Simple auxiliary *do/does*.
  Who [4] ___inspires___ *you?* NOT ~~*Who does inspire you?*~~

4 1.7 **Complete the questions for the interview about Michelle Obama. Then listen and check.**

1 'Who *inspires you*?'
'The person who inspires me is Michelle Obama.'
2 'Who ___is she___ ?'
'She's the ex-first lady of the United States.'
3 'Why ___do you admire her___ ?'
'I admire her because she does a lot of good work with young people.'
4 'What ___is she trying to do___ ?'
'She's trying to teach children about exercise and health.'
5 'Have ___you ever seen her in person___ ?'
'No, I haven't seen her in person, but I've watched her online.'
6 'What ___is she doing now___ ?'
'She is still working with young people.'

5 **Complete the questions about the subject (a) and about the object (b) of each statement.**

1 [a]Emily and Peter like watching [b]science-fiction films.
a Who *likes watching science-fiction films*?
b What *do Emily and Peter like watching*?
2 [a]Neil has joined [b]Amnesty International.
a Who ___has joined Amnesty International___ ?
b Which organisation ___has Neil joined___ ?
3 [a]Rosie can speak [b]three languages.
a Who ___can speak three languages___ ?
b How many languages ___can Rosie speak___ ?
4 [a]Dave has visited [b]London.
a Who ___has visited London___ ?
b Which capital city ___has Dave visited___ ?
5 [a]Tom is reading [b]Barack Obama's biography.
a Who ___is reading Barack Obama's biography___ ?
b What ___is Tom reading___ ?
6 [a]Viv admires [b]Emma Watson.
a Who ___admires Emma Watson___ ?
b Who ___does Viv admire___ ?

6 **Complete the sentences to make them true for you.**

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.

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 3 About happiness

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

Grammar page 132

REFERENCES

Culture notes **p. 171**
Audioscript **p. 176**
Videoscript **p. 193**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 3 *Ask me!* (15 min.) pp. 201, 214
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 6, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 1.2, Grammar.

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?**
Karen – soup kitchen
Martin – on a farm

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 1
two or three 3 impresses people 8
Saturday or Sunday 4 chickens 2
more likely to do something 5 in a team 6

5 1.9 **Listen to Karen and Martin again and answer the questions. Write K (Karen) or M (Martin).**

Who …

1 helps homeless people in the local area? K
2 works with farm animals? M
3 volunteers a few hours a week? K
4 does voluntary work every weekend? M
5 thinks that volunteers are more active than other people? K
6 enjoys working with other people? M
7 thinks that voluntary work makes you more sure of yourself? M
8 thinks that doing voluntary work makes a good impression? K

6 1.10 **Listen to Tim giving Becky some advice about international volunteering. Answer the questions.**

1 Where does Becky want to do voluntary work? In Africa
2 Does Tim think she has the right personal qualities? Yes
3 Is Becky inspired by the conversation? Yes

7 SPEAKING **Imagine you could volunteer anywhere in the world. Which country would you choose? Why? Tell your partner.**

EXAM FOCUS Note completion

8 1.10 **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] long hours .
2 **Can you adapt to new situations?**
You need to adapt to [2] the weather , the food, the accommodation and a new [3] culture .
3 **Are you a good team player?**
All volunteers work in teams so you need to have good [4] communication skills. You need to be outgoing and above all [5] responsible .
4 **Are you sensitive to other cultures?**
You need to be open to people and remember that your [6] way of 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] new skills 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 1.11 **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 ■■■■	D ■■■■
passionate, voluntary	*ambitious* fantastic	adventurous, responsible	optimistic, pessimistic

11 1.12 **Listen, check and repeat.**

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

12 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.**

REFERENCES
Audioscript **pp. 176–177**

EXTRA ACTIVITIES
Students add any words from pp. 4–5 that they can to the 4 groups in the PRONUNCIATION FOCUS.

WORKBOOK
p. 7

NEXT CLASS
Ask students to write 2–3 sentences to answer the question:
What are teenagers in your country like?

1.4 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 …

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

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

WORD STORE 1E Word families

5 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 in working hard and playing hard.
3 Carol never looks at a map. She depends on her phone for directions.
4 David thinks about his health too much. He always thinks he's ill.
5 Emily has younger brothers and sisters. She has to deal with a lot of noise at home.
6 Fred doesn't care about the environment. He never recycles anything.
7 Gabrielle worries about her grandparents because they're old.
8 Helen prefers to connect with her friends face to face.
9 George always sings along when he listens to 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 to ?
2 At school, which subject is hardest to focus on ?
3 What is the worst situation you have ever had to deal with ?
4 In your family, who's the person you can most depend on ?
5 Which global problems do you most worry about ?
6 Before you fall asleep, what do you think about ?

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	*adventurous*
2 ambition	ambitious
3 impatience	impatient
4 independence	independent
5 loneliness	lonely
6 passion	passionate
7 popularity	popular

EXTRA ACTIVITIES

- Students share the sentences that they prepared for this class about teenagers in their country and compare their ideas to the ideas in the text.
- Students work in pairs. Each student chooses three verbs with prepositions from the lesson they find most difficult to remember and write sentences for their partner to complete.
- Students work in pairs. They take turns to say a verb with a preposition from the text for their partner to translate into their language. Then they take turns saying these verbs in their language for their partner to translate into English.

WORKBOOK

pp. 8–9

NEXT CLASS

Ask students to do *Show What You Know* in the WB, p. 10.

A BRIEF GUIDE TO THE GENERATIONS

1.14

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 passionate about music. They invented punk, grunge and techno. When they were teenagers, they **listened to** 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 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 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.

GENERATION Z

Born between 1995 and now.

- Generation Z are good at multi-tasking. They can use several screens at the same 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 lonely. 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 ambitious 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.

9

1.5 GRAMMAR

verb + *-ing* or verb + *to* + infinitive

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

WHAT IS YOUR ATTITUDE TO CLOTHES?

1 (**SPEND**)

A I spend a lot of money on clothes.
B I can't afford [1] *to spend* much money on clothes.
C I prefer [2] spending my money on going out.

2 (**GO**)

A I enjoy [3] going shopping for clothes.
B I don't mind [4] going shopping for clothes.
C I refuse [5] to go shopping for clothes.

3 (**BUY**)

A I love [6] buying new clothes every season.
B I only buy clothes when I need them.
C I avoid [7] buying new clothes for as long as possible.

4 (**WEAR**)

A I refuse [8] to wear sweatpants.
B I love [9] wearing sweatpants at home for comfort.
C I wear sweatpants all the time.

5 (**GET**)

A I hope [10] to get a job where I can wear all my favourite clothes.
B I want [11] to get a job where I can wear practical, comfortable clothes.
C I'd like [12] to get a job where I can wear a uniform or a suit.

6 (**THINK**)

A In the morning, I spend a lot of time [13] thinking about my clothes.
B In the morning, I don't spend much time [14] thinking about my clothes.
C I wear the same clothes every day.

WHAT DOES IT MEAN?

Mainly As I LOVE THEM

You enjoy [15] thinking (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] thinking (think) about clothes, but they are not your priority. You prefer casual clothes because you need [17] to be (be) comfortable.

Mainly Cs I HATE THEM

You hate [18] thinking (think) about clothes! You choose [19] to spend (spend) your time and money on other things. But don't forget, clothes can be fun.

VIDEO 4

1 SPEAKING **Match the words in the box with the clothes in the pictures. Which of the clothes do you have? Tell your partner.**

hoodie 1 jacket 2 suit 5 sweatpants 3 tie 4 uniform 6

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.**

GRAMMAR FOCUS 4

Verb + *-ing* or verb + *to* + infinitive

- After some verbs and verb phrases you usually use the *to* + infinitive.

  Examples: *agree, can't afford, choose, decide, hope, manage, need, pretend, refuse, want, 'd like, 'd prefer*

  *I **want** [1] to look good at all times.*

- After some verbs and verb phrases you usually use the *-ing* form of a verb.

  Examples: *avoid, can't stand, consider, don't mind, enjoy, hate, like, love, miss, prefer, spend time*

  *I **enjoy** [2] wearing 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 *to wear* or *wearing*. Which sentences are true for you?**

1 I can't stand *wearing* formal clothes like suits.
2 I don't mind wearing second-hand clothes.
3 I refuse to wear skinny jeans. They're too uncomfortable.
4 I hate wearing heavy winter coats.
5 I can't afford to wear designer clothes. They're too expensive.
6 I avoid wearing anything yellow or pink.

7 **Complete the sentences with information about yourself. Write five true sentences and one false.**

1 I love …
2 I need …
3 I've decided …
4 I spend a lot of time …
5 I sometimes pretend …
6 I hope …

8 **Read your sentences in Exercise 7 to your partner for him/her to guess which sentence is false.**

Grammar page 133

REFERENCES

Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 4 Test yourselves (10 min.) pp. 201, 215
- Extra digital activities: Grammar Checkpoint
- Students complete sentences about themselves using the same sentence beginnings as in ex. 6 (*I can't stand … I don't mind … I refuse …*, etc.). Feedback with the class, checking the verbs forms.

WORKBOOK

p. 10, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 1.5, Grammar.

1.6 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 1.17 **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 1.18 **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] *such* good advice. Mum and Dad are [3] *so* busy. They don't have time to listen to our problems. My parents are [4] *so* lucky because grandma and granddad are very helpful in the house. Grandma is [5] *such* 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 [1] *such* independent people. Some elderly people are lonely, but not us – we've got [2] ___ friends that we never feel lonely. But we wanted to help with the children. We try to be useful and it's [3] ___ fun to spend time with my grandchildren. People say that teenagers are selfish and rude, but I must say my granddaughter's [4] ___ polite young lady and she's very kind. I worry about her little brother though. He's [5] ___ lazy!

1	A so	(B such)	C such an
2	(A) so many	B such many	C such a
3	(A) such	B such a	C so
4	A such	B so	(C) such a
5	(A) 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

REFERENCES

Audioscript **p. 177**

EXTRA ACTIVITIES

Students write five sentences about their city/country or themselves using *so* and *such*, then compare with a partner, e.g. *I live so close to school that I can get there by foot in two minutes.*

WORKBOOK

p. 11

NEXT CLASS

- Ask students to find examples of emoticons and what they mean, e.g. :) (= happy) or :((= sad).
- Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 1.6, Use of English.

1.7 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.**

family ✓ | food ☐ | 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.**

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

a basic information about yourself 2
b a greeting and information about why you are writing 1
c say you're looking forward to seeing him/her 4
d finish with a friendly goodbye 5
e information about your likes/dislikes/hobbies etc. 3

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,*/[1] Hi *Jo,*
- Don't use full forms. Use contractions: *you're* (not ~~*you are*~~)/[2] I'm
- Use emoticons (☺) 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] about you *?*
- Finish the letter/email with a friendly goodbye, e.g. *All the best/*[4] Bye 4 now .

To: Jo
Subject: C U soon!

Hi Jo,

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?

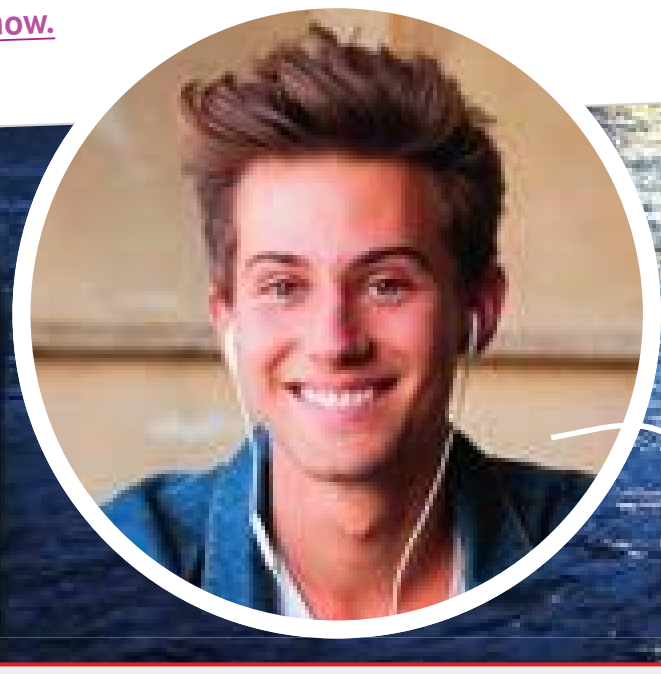
At weekends, my friends and I love going to the cinema. What do you enjoy doing at weekends?

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

OK, time to finish. Write soon ☺

Bye 4 now.

Carlo



carlo

EXTRA ACTIVITIES

- Photocopiable resource 5 A personal email (15 min.) pp. 201–202, 216
- Students role-play a conversation between Jo and Carlo, using the information in the email. They ask and answer, e.g. Jo: *How old are you?* Carlo: *I'm sixteen.*

WORKBOOK

pp. 12–13, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

Ask students to read ex. 1 on p. 14 and make notes to discuss in class.

6 **Mark these phrases as F – usually used in the first paragraph, or L – usually used in the last paragraph.**

1 How are you? F
2 I'd better stop now. L
3 Looking forward to hearing from you/ seeing you. L
4 Give my love to …/Say hello to … L
5 It was good to hear from you. F
6 Cheers, L
7 Dear ... F
8 I'm writing to tell you about …/say sorry about …/thank you for … F
9 C U (see you) soon/next week/in a few months. L

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.
3 I watch a lot of DVDs, especially horror films.
4 I'm serious about politics.
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 marks at school.
8 I'm useless at sport and I'm very unfit.

9 **Read the LANGUAGE FOCUS. Complete the examples with the correct prepositions. Use the examples in the email in Exercise 2 and in Exercise 8.**

LANGUAGE FOCUS

Adjective + preposition

- Use an adjective + preposition to give information about yourself.
  I'm crazy/excited/mad/passionate/serious/worried [1] *about*
  I'm bad/good/useless [2] at
  I'm involved [3] in
  I'm afraid [4] of
  I'm keen [5] on
  I'm disappointed/obsessed [6] with

Note: It's okay for questions to end in a preposition: *What subjects are you good at?*

10 SPEAKING **Complete the questions with the correct preposition. Then ask and answer the questions.**

1 What sort of things are you interested in ?
2 What after-school activities are you involved in ?
3 What bands and singers are you keen on ?
4 What sports or games are you good at ?
5 What sort of things are you serious about ?
6 What are you most passionate about ?

SHOW WHAT YOU'VE LEARNT

11 **Read the email from your English-speaking friend Jenny and the notes you have made.**

From: Jenny
Subject: Hello!

It's great to hear that you're going to come and stay with me and my family for two weeks.

Please tell me something about yourself.

What subjects do you like at school?
What music and films do you like?
What do you do in your free time?
I'd like to plan some cool activities for us ☺

Let me know if you have any questions for me.

See you soon,

Jenny

Answer Jenny's questions

Ask Jenny about her interests

Write your email to Jenny using all the notes.

To: Jenny
Re: Hello!

Hi Jenny,

Thanks for the email.

Exercise 7

Hi – Dear …

How are you doing? – How are you?

I can't wait to see you. – Looking forward to seeing you.

OK, time to finish. – I'd better stop now.

13

1.8 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.**

eating and drinking travelling doing sport
listening to music shopping
socialising with friends meeting new people
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?

2 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?

3 1.20 **Listen again and complete the SPEAKING FOCUS with responses a–e.**

a Do you? Right …
b Really? That's cool!
c Is she?
d Really? I love it.
e Me too.

SPEAKING FOCUS

Statement	Showing interest
A: I've got loads of friends and they want to meet you.	B: [1] *Really? That's cool*!
A: I've just got one sister. She's a model.	B: [2] Is she?
A: She's training to be a pilot.	B: Wow, that's interesting.
Statement	**Saying you are similar**
A: I love travelling and meeting new people.	B: [3] Me too.
A: I don't really like rock or heavy metal.	B: Me neither.
Statement	**Saying you are different**
A: I'm not very keen on tea.	B: [4] Really? I love it.
A: I don't like travelling.	B: Don't you? Oh, I do!
A: I play the violin.	B: [5] Do you? Right …

Exercise 2

1 A lot: they love travelling and meeting new people, neither of them likes rock or heavy metal, each of them has a sister.
2 They have almost nothing in common.

4 1.21 **Cross out the response that is NOT possible 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?*

5 1.22 **Listen and decide if the two speakers are similar (✓) or different (✗).**

1 ✗ 2 ✓ 3 ✓ 4 ✗ 5 ✓ 6 ✗

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] *I'm not.*
b I'm not worried about the world.	[2] Me neither.	Aren't you? I am.
c I love reading poetry.	[3] Me too.	[4] Do you ? I don't.
d I don't like reading poetry.	Me neither.	Don't you? [5] I do .
e I've got lots of cousins.	[6] Me too.	[7] Have you ? I haven't.
f I haven't got any cousins.	Me neither.	Haven't you? [8] I have .

7 **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 …

8 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.**

REFERENCES

Audioscript **pp. 177–178**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

Copy the audioscript of the dialogues from ex. 2 and take out Ed and Rachel's parts. Students try to complete the dialogues. Then they listen again.

WORKBOOK

p. 14

NEXT CLASS

Ask students to study the Word list on p. 15.

1.1 Vocabulary 4.1

adventurous /əd'ventʃərəs/
bad mood /ˌbæd 'muːd/
be popular with /ˌbi 'pɒpjələ wɪð/
be successful /ˌbi sək'sesfəl/
be the centre of attention /ˌbi ðə ˌsentər əv ə'tenʃən/
caring /'keərɪŋ/
charity /'tʃærəti/
cheerful /'tʃɪəfəl/
confident /'kɒnfədənt/
dependent /dɪ'pendənt/
dishonest /dɪs'ɒnəst/
experience /ɪk'spɪəriəns/
friendly /'frendli/
generous /'dʒenərəs/
hard-working /ˌhɑːd 'wɜːkɪŋ/
honest /'ɒnəst/
impolite /ˌɪmpə'laɪt/
independent /ˌɪndə'pendənt/
insensitive /ɪn'sensətɪv/
irresponsible /ˌɪrɪ'spɒnsəbəl/
kind /kaɪnd/
lazy /'leɪzi/
lonely /'ləʊnli/
look after /ˌlʊk 'ɑːftə/
look cheerful/tired /ˌlʊk 'tʃɪəfəl/'taɪəd/
look forward to /ˌlʊk 'fɔːwəd tə/
mean /miːn/
miserable /'mɪzərəbəl/
outgoing /ˌaʊt'gəʊɪŋ/
polite /pə'laɪt/
popular /'pɒpjələ/
responsible /rɪ'spɒnsəbəl/
selfish /'selfɪʃ/
sensible /'sensəbəl/
sensitive /'sensətɪv/
serious /'sɪəriəs/
shy /ʃaɪ/
silly /'sɪli/
sociable /'səʊʃəbəl/
stupid /'stjuːpɪd/
talkative /'tɔːkətɪv/
tattoo /tə'tuː/
tell lies /ˌtel 'laɪz/
unadventurous /ˌʌnəd'ventʃərəs/
unpopular /ʌn'pɒpjələ/
unwise /ˌʌn'waɪz/
wise /waɪz/

1.2 Grammar 4.2

admire /əd'maɪə/
be passionate about sth /ˌbi 'pæʃənət əˌbaʊt ˌsʌmθɪŋ/
follow sb on Twitter /ˌfɒləʊ ˌsʌmbɒdi ɒn 'twɪtə/
foreign country /ˌfɒrɪn 'kʌntri/
in person /ˌɪn 'pɜːsən/
inspire /ɪn'spaɪə/
it takes sb a minute/an hour to do sth /ɪt ˌteɪks ˌsʌmbɒdi ə ˌmɪnət/ən aʊə tə 'duː ˌsʌmθɪŋ/
role model /'rəʊl ˌmɒdl/
run a foundation /ˌrʌn ə faʊn'deɪʃən/
work on /'wɜːk ɒn/

1.3 Listening 4.3

accommodation /əˌkɒmə'deɪʃən/
act /ækt/
active /'æktɪv/
adapt to /ə'dæpt tə/
adaptable /ə'dæptəbəl/
ambitious /æm'bɪʃəs/
communicate /kə'mjuːnɪkeɪt/
communicative /kə'mjuːnɪkətɪv/
developing country /dɪˌveləpɪŋ 'kʌntri/
difficult conditions /ˌdɪfɪkəlt kən'dɪʃənz/
fantastic /fæn'tæstɪk/
farm /fɑːm/
fit /fɪt/
healthy /'helθi/
homeless /'həʊmləs/
hospital /'hɒspɪtl/
imaginative /ɪ'mædʒɪnətɪv/
imagine /ɪ'mædʒɪn/
impress /ɪm'pres/
inspired by /ɪn'spaɪəd baɪ/
library /'laɪbrəri/
make a good impression /ˌmeɪk ə gʊd ɪm'preʃən/
nursery /'nɜːsəri/
old people's home /ˌəʊld 'piːpəlz həʊm/
opportunity /ˌɒpə'tjuːnəti/
personal quality /ˌpɜːsənəl 'kwɒləti/
pessimistic /ˌpesə'mɪstɪk/
prison /'prɪzən/
protect /prə'tekt/
protective /prə'tektɪv/
soup kitchen for homeless people /'suːp ˌkɪtʃən fə ˌhəʊmləs ˌpiːpəl/
sure of yourself /'ʃɔːr əv jəˌ'self/
team player /'tiːm ˌpleɪə/
voluntary work /'vɒləntəri wɜːk/
volunteer /ˌvɒlən'tɪə/

1.4 Reading 4.4

adventure /əd'ventʃə/
ambition /æm'bɪʃən/
average age /'ævərɪdʒ eɪdʒ/
be afraid of /ˌbi ə'freɪd əv/
believe in /bə'liːv ɪn/
belong to /bɪ'lɒŋ tə/
can't afford /ˌkɑːnt ə'fɔːd/
care about /'keər əˌbaʊt/
connect with /kə'nekt wɪð/
deal with /'diːl wɪð/
depend on /dɪ'pend ɒn/
enormous /ɪ'nɔːməs/
focus on /'fəʊkəs ɒn/
generation /ˌdʒenə'reɪʃən/
get married /ˌget 'mærid/
get up /ˌget 'ʌp/
gig /gɪg/
go out /ˌgəʊ 'aʊt/
good at /'gʊd ət/
grow up /ˌgrəʊ 'ʌp/
impatience /ɪm'peɪʃəns/
impatient /ɪm'peɪʃənt/
independence /ˌɪndə'pendəns/
listen to /'lɪsən tə/
loneliness /'ləʊnlinəs/
miss out /ˌmɪs 'aʊt/
passion /'pæʃən/
popularity /ˌpɒpjə'lærəti/
share /ʃeə/
spend money on /ˌspend 'mʌni ɒn/
spend time /ˌspend 'taɪm/
think about /'θɪŋk ə'baʊt/
unemployment /ˌʌnɪm'plɔɪmənt/
worry about /ˌwʌri ə'baʊt/

1.5 Grammar 4.5

avoid /ə'vɔɪd/
can't stand /ˌkɑːnt 'stænd/
casual clothes /ˌkæʒuəl 'kləʊðz/
consider /kən'sɪdə/
decide /dɪ'saɪd/
don't mind /ˌdəʊnt 'maɪnd/
enjoy /ɪn'dʒɔɪ/
get a job /ˌget ə 'dʒɒb/
hate /heɪt/
hoodie /'hʊdi/
identity /aɪ'dentəti/
jacket /'dʒækət/
look good /ˌlʊk 'gʊd/
prefer /prɪ'fɜː/
pretend /prɪ'tend/
priority /praɪ'ɒrɪti/
refuse /rɪ'fjuːz/
second-hand clothes /ˌsekəndˌhænd 'kləʊðz/
skinny jeans /ˌskɪni 'dʒiːnz/
suit /suːt/
sweatpants /'swetpænts/
tie /taɪ/
uniform /'juːnəfɔːm/
winter coat /ˌwɪntə 'kəʊt/

1.6 Use of English 4.6

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

1.7 Writing 4.7

bad at /'bæd ət/
be crazy about /ˌbi 'kreɪzi əˌbaʊt/
be into/keen on /ˌbe 'ɪntə/'kiːn ɒn/
be involved in /ˌbi ɪn'vɒlvd ɪn/
be mad about /ˌbi 'mæd əˌbaʊt/
be obsessed with /ˌbi əb'sest wɪð/
be serious about /ˌbi 'sɪəriəs əˌbaʊt/
disappointed with /ˌdɪsə'pɔɪntɪd wɪð/
excited about /ɪk'saɪtɪd əˌbaʊt/
interested in /'ɪntrəstɪd ɪn/
unfit /ʌn'fɪt/
useless at /'juːsləs ət/

1.8 Speaking 4.8

can't wait /kɑːnt weɪt/
do sport /ˌduː 'spɔːt/
have sth in common /ˌhæv ˌsʌmθɪŋ ɪn 'kɒmən/
play the violin/guitar /ˌpleɪ ðə ˌvaɪə'lɪn/ gɪ'tɑː/
socialise with /'səʊʃəlaɪz wɪð/

WORD LIST ACTIVITIES

• Students work in pairs. They write words for their partner with missing letters and say the topic for each word, e.g. *personality*: *o_ t _ _ _ n _* (outgoing), *feelings and emotions: d _ s _ _ p _ _ _ t _ d w _ _ h* (disappointed with), *clothes: h _ _ d _ _* (hoodie), etc. Their partner tries to complete the words.

• Divide students into teams. Call out a word for the first team. They have to explain the meaning.

FOCUS REVIEW 1

VOCABULARY AND GRAMMAR

1 Complete the sentences with personality adjectives. The first letters are given.

1 Shona never smiles and is always depressed. She's a really **m**iserable person.
2 Tim looks after his younger brother when their parents are out. He's so **r**esponsible .
3 Zina is such a **s**elfish girl. She cares only about herself.
4 Neil's never made a silly decision. He's such a **s**ensible boy.
5 Has Marion always been so **l**azy ? She always stays in bed until midday!
6 My grandparents often give me money for the cinema or CDs. They're so **g**enerous .

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

1 My brothers are very ___active___ . They play sports every day! **ACT**
2 Gino makes new friends easily. He's so ___communicative___ . **COMMUNICATE**
3 Carla is sometimes ___dishonest___ , so I don't believe in her stories. **HONEST**
4 Volunteers work in different conditions, so they must be ___adaptable___ to changing situations. **ADAPT**
5 Leslie is such an ___imaginative___ girl. She comes up with stories and writes songs. **IMAGINE**
6 A lot of people decided to help this poor family after that ___inspiring___ TV programme. **INSPIRE**

3 Complete the questions with the correct form of the verbs in brackets.

1 ___Have___ you ever ___had___ any problems with your smartphone? (have)
2 What ___does___ your new friend ___look like___ ? (look like)
3 Who ___has used/is using___ my tablet? It's not on my desk. (use)
4 ___Do___ your grandparents ___like___ listening to heavy metal? (like)
5 What ___is___ Amy ___watching___ at the moment? Is it a TV show? (watch)
6 Who ___looks after___ your dog when you're on holiday? (look after)

4 Use the prompts to write sentences.

1 My sister / avoid / buy / second-hand clothes.
My sister avoids buying second-hand clothes.
2 you / ever / refuse / help / your friend?
Have you ever refused to help your friend?
3 We / not need / wear / a school uniform.
We don't need to wear a school uniform.
4 They / not afford / buy / a new laptop.
They can't afford to buy a new laptop.
5 I / always / want / dance / in a folk group.
I have always wanted to dance in a folk group.
6 you / spend / a long time / study / when you get home from school?
Do you spend a long time studying when you get home from school?

USE OF ENGLISH

5 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: I 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?

6 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

REFERENCES

Audioscript **p. 178**
How to teach with projects **p. T19**

EXTRA ACTIVITIES

- Photocopiable resources 52–53 Multiple choice (15 min.) pp. 211, 270–271
- Photocopiable resources 54–55 Sentence transformation (15 min.) pp. 211, 272–273
- Use of English 1, WORD STORE booklet, p. 2
- Photocopiable resource 6 *A fictional character* (speaking; 5 min.) pp. 202, 217
- Extra digital activities: Listening and Use of English

NEXT CLASS

- Ask students to do Self-check 1.10, WB pp. 16–17, as homework.
- Ask students to prepare for Unit Test 1: Assessment Package, Unit 1.

16

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.**

Today's guest of the weekly programme is Tony Miller, who studies [1] Psychology in Zurich.

Tony volunteered to help a team of [2] university researchers to do a unique experiment. In the experiment, fifty 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] person they chose/wanted/knew . During the experiment, the researchers observed those parts of participants' [4] brains 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 others, they feel [5] less happy than generous people.

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.

PROJECT

- How to teach with projects p. T19
- Work in groups. Do you agree with the description of Generation Z on p. 9? Prepare arguments to defend your opinion and have a discussion in class.

2

Science and technology

Necessity is the mother of invention.

A proverb

BBC

URBAN LEGENDS

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

UNIT 2 VIDEOS

BBC Urban legends
6

GRAMMAR ANIMATION
Lesson 2.2 7 Lesson 2.5 9

FOCUS VLOG About technology
Lesson 2.2 8

ROLE-PLAY
Lesson 2.8 10

2.1 VOCABULARY

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 TECHNOLOGY QUIZ

1 Match the years with these digital inventions.

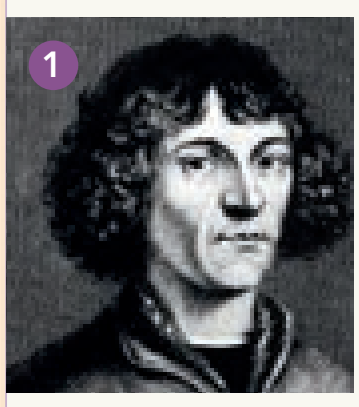
1977 1984 1990 1993 1994

1 The first **web browser** 1993
2 The first **search engine** 1990
3 The first **laser printer** 1977
4 The first **desktop computer** with **keyboard** and mouse 1984
5 The first smartphone 1994

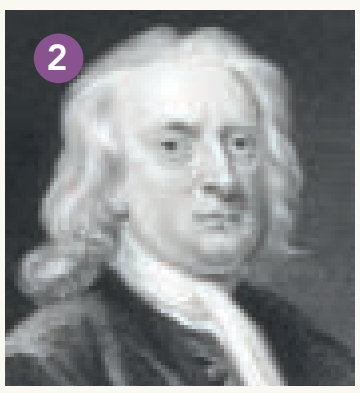
BONUS QUESTION: **Which company made the first computer with a mouse?** Apple Macintosh

2 Which sciences were these great scientists mostly involved in?

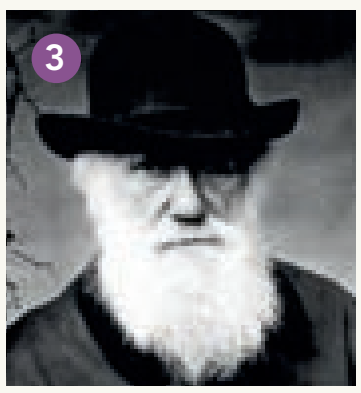
astronomy, biology, chemistry, computer science, mathematics, physics



Nicolaus Copernicus
astronomy and mathematics



Isaac Newton
physics and mathematics



Charles Darwin
biology

BONUS QUESTION: **Which scientist won two Nobel Prizes?**
Marie Sklodowska-Curie

REFERENCES

Culture notes **p. 171**
Audioscript **pp. 178–179**
Videoscript **pp. 193–194**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Photocopiable resource 7 *Crazy calculator* (20 min.) pp. 202, 218–219
- Photocopiable resource 8 Test yourselves (10 min.) pp. 202, 220
- Extra digital activities: Vocabulary Checkpoint
- After completing Word Store 2A: Phones and computers, students underline the main stress in words of more than one syllable: broadband, desktop, computer, keyboard, laptop, laser, printer, password, engine, message, username, browser.

3 1.24 **Do the Science and Technology Quiz. Then listen and check your answers.**

4 1.25 **Complete sentences 1–5 with the correct scientist in the quiz. Then listen to Part 2 again and check your answers.**

1 Marie Sklodowska-Curie did experiments with radioactive materials and discovered polonium and radium.
2 Isaac Newton did research into gravity, light and many areas of physics, maths and astronomy.
3 Alan Turing invented the idea of a 'Universal Machine' or a computer in 1936.
4 Nicolaus Copernicus developed the theory that the Earth moves around the Sun.
5 Charles Darwin 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?**
100%! Your whole brain is active at all times.

Marie Sklodowska-Curie
physics and chemistry

Alan Turing
computer science

Go to WORD STORE 2 page 5

WORD STORE 2A Phones and computers

5 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 text messages do you usually send in a day?
2 Do you always use the same user name and password online?
3 Have you got a desktop computer or a laptop?
4 Which is the most popular search engine in your country?
5 Which web browser do you normally use?
6 Have you got a reliable broadband connection with fast download speeds?
7 Do you like typing on a smartphone or do you prefer to use a key board ?

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 invented a new program. It will change how people manage databases.
2 Rowena observes the sky at night. She hopes to discover a new planet.
3 Lucie collects wild plants to develop new drugs.
4 Fred is doing research into laser technology for his doctorate.
5 Lena does experiments on plastics to measure how strong they are.
6 George looks at big numbers and takes notes. He produces formulas 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*
2 Rowena – astronomer
3 Lucie – biologist
4 Fred – physicist
5 Lena – chemist
6 George – mathematician

WORKBOOK

pp. 18–19, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 2.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 20.

VIDEO 7 8

GRAMMAR

2.2

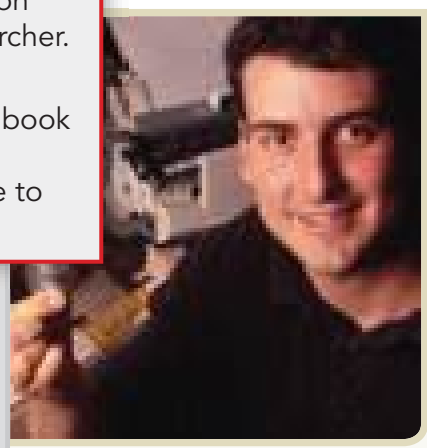
Past Continuous and Past Simple

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.

1. 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.
4. 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.

Exercise 2

Joe Jacobson was a researcher.

Because he finished his book and wanted another one to read.

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

GRAMMAR FOCUS 7

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] was working *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).

  He [2] was lying *on a beach when he* [3] finished *his book.*

Past Continuous: *was/were* + *-ing* form

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

Exercise 7

2 Did your computer crash when you were doing your homework last night?

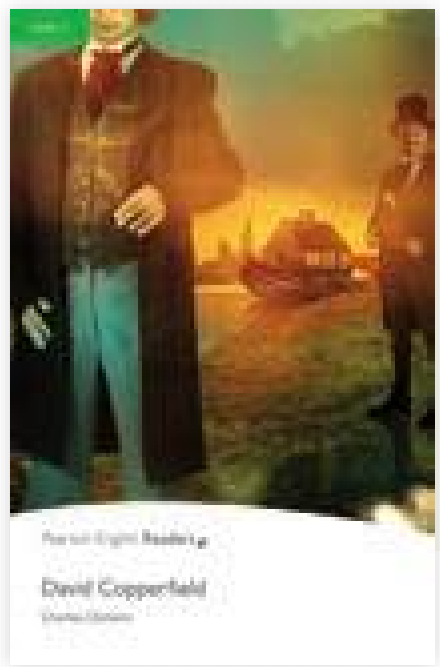
3 Were you watching a film when your mum got home yesterday?

4 Was it raining when you woke up this morning?

5 Did you burn yourself when you were making breakfast?

6 Did a friend text you when you were walking to school?

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] was feeling (feel) sad and ill. Suddenly she [3] heard (hear) a noise outside. 'There's someone at the door, Peggotty,' my mother [4] called (call). 'Who is it?' Peggotty was her servant and her only real friend. 'I'll go and see,' Peggotty [5] replied (reply). She [6] went (go) and [7] opened (open) the door.

As the carriage moved quickly along the rough dry road, Jonathan Harker [8] was looking out (look out) at the changing view. Behind him was a land of small, green hills and colourful fields of fruit trees. Now he [9] was driving (drive) into the Transylvanian mountains through a thick forest. It [10] was getting (get) dark, and the other people in the carriage [11] were (be) quiet and afraid. A woman opposite him [12] reached (reach) towards him and [13] put (put) something in his hand. It [14] was (be) a small, silver cross. 'Wear it around your neck,' she said. 'You'll be safe.'

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 studying* (study) when they *met* (meet).
2. My computer crashed (crash) when I was doing (do) my homework last night.
3. I was watching (watch) a film when my mum got (get) home yesterday.
4. It was raining (rain) when I woke up (wake up) this morning.
5. I burned (burn) myself when I was making (make) breakfast.
6. A friend texted (text) me when I was walking (walk) to school.

7 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 8 About technology

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

Grammar page 135

REFERENCES

Culture notes **p. 171**
Videoscript **p. 194**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 9 Test yourselves (10 min.) pp. 202, 221
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 20, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 2.2, Grammar.

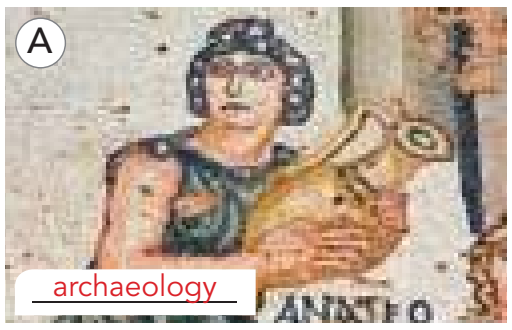
2.3 LISTENING

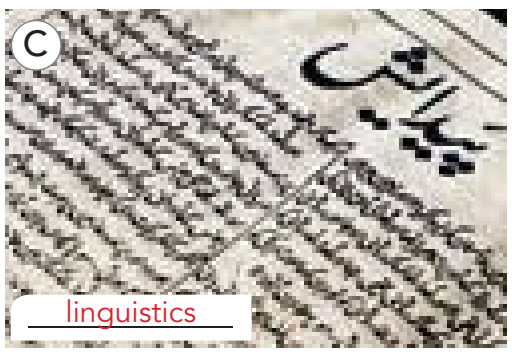
Matching

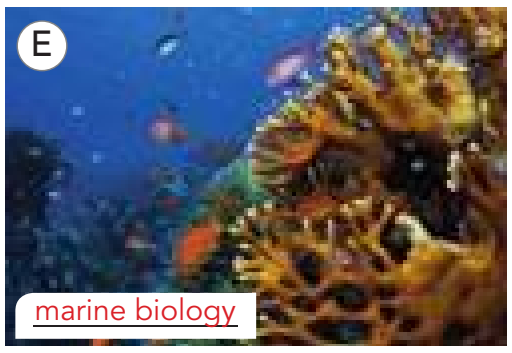
I can identify key details in a simple recorded narrative about scientists.

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

linguistics geology marine biology
archaeology psychology conservation







EXAM FOCUS Matching

2 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 ☐

3 1.31 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 A linguist studies and often speaks a lot of languages.
2 A conservationist studies ways of protecting the environment.
3 A geologist studies rocks and the history of the Earth.
4 A psychologist studies how people behave and how their minds work.
5 An archaeologist studies people who lived thousands of years ago.
6 A marine biologist studies, observes and protects oceans.

4 1.32 **Listen to five speakers talking about why they became scientists. Which job in Exercise 3 does each person do?**

5 1.32 **Listen again. Match speakers 1–5 with statements A–F. There is one extra statement.**

Speaker 1: B Speaker 3: A Speaker 5: C
Speaker 2: F Speaker 4: D

A I want to understand 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

6 1.33 **Complete the table. Then listen, check and repeat. Mark the stress.**

Subject	Job
1 archaeology	archaeologist
2 analysis	analyst
3 conservation	conservationist
4 geology	geologist
5 linguistics	linguist
6 psychology	psychologist

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

8 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 evidence about global warming.
2 The linguist has published a research paper on robot communication.
3 The psychologist loves doing research and analysing data .
4 The archaeologist spent hours in the Egyptian room in the Louvre.
5 The conservationist is doing research into climate change to help protect the environment .

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.**

Exercise 4
1 A linguist
2 A conservationist
3 A psychologist
4 An archaeologist
5 A marine biologist

REFERENCES

Audioscript **p. 179**

EXTRA ACTIVITIES

Students write the jobs in order 1–6 of preference for themselves (1 = best, 6 = least favourite). They compare in pairs, justifying their choices and trying to use the new vocabulary.

WORKBOOK

p. 21

NEXT CLASS

Ask students to find out three facts about Antarctic exploration.

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 1.35 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? 1,000–4,000
2 What did Jane Roberts do in her free time in Antarctica? She read lots of books and played games.
3 What did she miss most when she was there? colours

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.
D presents her research into the weather in Antarctica.

7 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 = *layers*
2 the skeleton = remains
3 a place where planes can land = airstrip
4 organise and manage = run
5 a place to eat, usually in a school or factory = canteen
6 a picture cut into small pieces that you put together = jigsaw
7 arrived (at a place) = reached

8 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 reach home after school?
2 Do you usually have lunch in the school canteen ?
3 Have you ever completed a 1,000-piece jigsaw ?
4 Would you like to run your own business one day?
5 How many layers of clothing do you wear when you go outside in winter?
6 Do any museums in your city have dinosaur remains ?

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] degrees centigrade. This is the summer in Antarctica. In fact, the temperature in Antarctica has never risen [2] above zero. The warmest temperature ever recorded at the South Pole (on December 25, 2011) was [3] minus 12.3 degrees [4] centigrade/Celsius . In winter, temperatures [5] fall to 80 degrees centigrade [6] below 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.

REFERENCES

Culture notes **p. 171**
Audioscript **p. 179**

EXTRA ACTIVITIES

Students write true/false sentences about the text, e.g. *Not many people apply for a job in Antarctica.* (F) *Roald Amundsen was the first person to get to the South Pole.* (T) They exchange their sentences with a partner and decide whether the sentences are true or false.

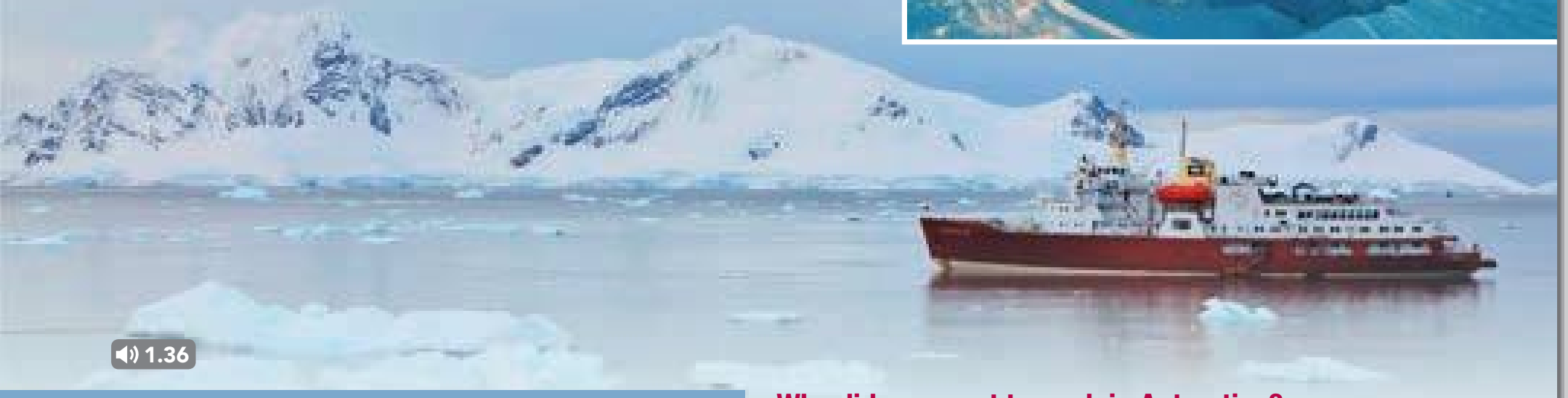
WORKBOOK

pp. 22–23

NEXT CLASS

Ask students to do *Show What You Know* in the WB, p. 24.

Science at the **South Pole**



1.36

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 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 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.

Why did you want to work in Antarctica?

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 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

2.5 *used to*

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

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

fashion friends music relationships school technology travel

2 **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. T
2 He used to message people. F
3 He didn't use to live near his friends. F
4 His mum didn't use to like the loud music in his bedroom. T
5 His parents **bought** him a camera for his sixteenth birthday. T
6 He **used to have** five or six good friends. T

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

GRAMMAR FOCUS 9

used to

- You use ***used to* + verb** to talk about past states that are no longer true.
  He [1] used to ***have*** *five or six good friends.*
- You use ***used to* + verb** to talk about regular past actions that don't happen anymore.
  He [2] used to ***phone*** *people from the phone in the 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] bought *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**.*

4 **Complete the sentences with the correct form of the verbs in brackets. Use *used to* + verb or the Present Simple.**

1 People *used to read* (read) maps but now they *use* (use) GPS.
2 People didn't use to use (not/use) their cars much but now they drive (drive) everywhere.
3 People update (update) their online profiles now, but they used to write (write) letters.
4 Children play (play) inside now but in the past they used to play (play) outside.
5 Teachers used to suggest (suggest) books but now they give out give out) website addresses.
6 Families used to watch (watch) the TV together but now they watch (watch) it individually.
7 Students use (use) Google now, but they used to look up (look up) things in encyclopedias.
8 Parents didn't use to worry (not/worry) so much but now they give (give) children less freedom.

5 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. used to take
2 I didn't go online much. didn't use to go
3 I went on a school trip to the Science Museum. ✗
4 I didn't like school dinners. didn't use to like
5 my parents bought me my first mobile phone. ✗
6 I wanted to be an astronaut. used to want to be

7 **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

Exercise 7
2 Did you use to go online much?
3 Did you go on a school trip to the Science Museum?
4 Did you use to like school dinners?
5 Did your parents buy you your first mobile phone?
6 Did you use to want to be an astronaut?

REFERENCES

Culture notes **pp. 171–172**
Audioscript **p. 180**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 10 *When you were a child …* (15min.) pp. 202, 222
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 24, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 2.5, Grammar.
- Ask students to think about a biographical film they have seen. Who was it about? Students make short notes to talk about the film.

2.6 USE OF ENGLISH

Linkers and time expressions

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

1 1.41 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 1.41 **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

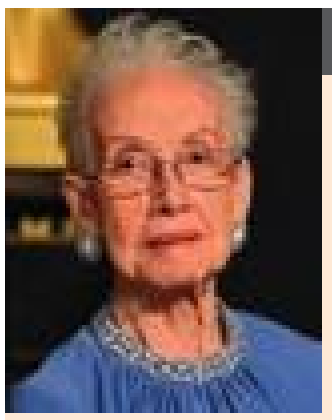
Linkers and time expressions

- You use conjunctions ***when/while*** to link things that happen at the same time. [conjunction + subject + verb]
  [1] *While they were working for NASA, they earned less than their white colleagues*
- You use conjunctions ***after/***[2] ___as soon as___ ***/before/when*** to link things that happen in an order. [conjunction + subject + verb]
  [3] ___When___ *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] ___during___ *the 1950s and 60s*
  until (till) + noun phrase to talk about a state that continues up to a point in time –
  Segregation continued [5] ___until___ *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 1.42 USE OF ENGLISH **Read the text. Choose the correct answer, A, B or C. Then listen and check.**



KATHERINE JOHNSON

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

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

REFERENCES

Culture notes **p. 172**
Audioscript **p. 180**

EXTRA ACTIVITIES

- Students do another version of ex. 6: They write five sentence endings e.g. …, *I went straight to bed.* They exchange them with a partner and complete them to write true sentences using appropriate linkers in ex. 3.
- Ask students to tell the class about a biographical film using the notes they have prepared.

WORKBOOK

p. 25

NEXT CLASS

- Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 2.6, Use of English.

2.7 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. Anyway, 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 so 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!

In fact, thinking back to my parents' behaviour during 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. 5
b The weather changed. 3
c The family went into their new holiday home. 6
d The family went to Cornwall on holiday. 1
e Paul saw a cottage in the distance. 4
f The family went for a walk along the coast. 2

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] *was twelve years old when …*
  It was late in the evening when …
  It [2] *was a lovely day for 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] *going on?*
  What a [4] *surprise !*
  What a nightmare!
  It was [5] *awesome !*
  We were in trouble.
- Use adverbs to add interest:
  All of a sudden, / [6] *Unfortunately/Suddenly , /*
  [7] *Unfortunately/Suddenly , / Luckily,*
  … really (good)
  … incredibly (beautiful)
  … completely (lost)
- Use a summarising statement to begin or end your story:
  I'll never forget [8] *the day I first saw … /*
  the time I decided to … / when I first went … /
  … was an event I'll never forget.

REFERENCES

Culture notes **p. 172**

EXTRA ACTIVITIES

- Photocopiable resource 11 A story (15 min.) pp. 203, 223
- Students work in pairs and write a story beginning with: *I'll never forget that day!*

WORKBOOK

pp. 26–27, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

Ask students to prepare notes about an adventure film that they have seen. What happened? What happened in the end? Students make short notes to talk about the film.

5 Read the extracts from different stories. Find and correct three mistakes in each.

1 I was 14 years old ~~then~~ when 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~~ 'll never forget the feeling of seeing it there in the ground for the first time. It was awesome~~?~~!

2 We were in the Chemistry lab at school when we noticed the strange smell. All of a ~~suddenly~~ sudden, there was a loud bang. What ~~is~~ was 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~~ Luckily, 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~~ forget. 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~~ in trouble. What ~~we were~~ were we 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 [1] *I must admit* to emphasise the next piece of information.
- *Anyhow* or [2] anyway to change the subject or move the story on.
- *Actually* or [3] in fact to show that the next piece of information is surprising.
- *And, but, because,* [4] so to join parts of sentences.
- *Then, when, while,* [5] during 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 [4] *then*/*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. [8] *Anyway*/*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 …

27

VIDEO 10

2.8 SPEAKING

Telling a story

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

1 SPEAKING Look at the photo of Tom. Then ask and answer the questions.

1 Where was Tom? In Australia
2 What was he doing? He was climbing a mountain.
3 What was the problem? It became foggy and he got lost.

2 1.43 Read and listen to the story. Compare your ideas in Exercise 1.

Lisa: Hi Tom. How was your holiday in Australia? [1]
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. [2]
But all of a sudden the weather changed. It became really foggy and I couldn't see the path. [3]
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. Unfortunately, my battery went dead after five seconds. It was dark and cold. I sat under a rock, put on my torch and waited. [4]
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. [5]

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

a background 2
b final comment 5
c introduction 1
d problem 3
e main events 4

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 [1] *was 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 [2] first
- **Middle:** Suddenly/All of a [3] sudden /Luckily/ Fortunately/[4] Unfortunately
- **End:** In the end/Finally/[5] Eventually

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] do it again .

Listening to a story

Neutral response

Really?/Oh dear./Oh no.

Strong response

That sounds amazing/funny/[7] frightening .
What a great story/[8]a nightmare !

Respond with questions

What happened? What did you do?

5 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.

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

ROLE-PLAY 10 Telling a story

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

REFERENCES

Audioscript **p. 180**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Students work in pairs. One is Tom (from the dialogue in ex. 2), the other is a journalist who interviews Tom.
- Students tell their stories of the adventure films using the notes they prepared at home.

WORKBOOK

p. 28

NEXT CLASS

Ask students to study the Word list on p. 29.

2.1 Vocabulary 4.9

astronomer /əˈstrɒnəmə/
astronomy /əˈstrɒnəmi/
biologist /baɪˈɒlədʒɪst/
biology /baɪˈɒlədʒi/
broadband /ˈbrɔːdbænd/
camera /ˈkæmərə/
chemist /ˈkemɪst/
chemistry /ˈkeməstri/
collect specimens /kəˌlekt ˈspesəmənz/
computer science /kəmˈpjuːtə ˌsaɪəns/
computer scientist /kəmˌpjuːtə ˈsaɪəntɪst/
desktop computer /ˌdesktɒp kəmˈpjuːtə/
develop a theory /dɪˌveləp ə ˈθɪəri/
digital /ˈdɪdʒətl/
discover /dɪsˈkʌvə/
do an experiment /ˌduː ən ɪkˈsperɪmənt/
do research /ˌduː rɪˈsɜːtʃ/
download music /ˌdaʊnˌləʊd ˈmjuːzɪk/
gravity /ˈgrævəti/
invent /ɪnˈvent/
keyboard /ˈkiːbɔːd/
laptop /ˈlæptɒp/
laser printer /ˈleɪzə ˌprɪntə/
mathematician /ˌmæθəməˈtɪʃən/
mathematics /ˌmæθəˈmætɪks/
mouse /maʊs/
observe /əbˈzɜːv/
password /ˈpɑːswɜːd/
physicist /ˈfɪzəsɪst/
physics /ˈfɪzɪks/
planet /ˈplænət/
science /ˈsaɪəns/
scientist /ˈsaɪəntɪst/
screen /skriːn/
search engine /ˈsɜːtʃ ˌendʒən/
smartphone /ˈsmɑːtfəʊn/
take measurements /ˌteɪk ˈmeʒəmənts/
take notes /ˌteɪk ˈnəʊts/
text message /ˈtekst ˌmesɪdʒ/
update your profile /ʌpˌdeɪt jɔː ˈprəʊfaɪl/
username /ˈjuːzəneɪm/
visit a website /ˌvɪzət ə ˈwebsaɪt/
web browser /ˈweb ˌbraʊzə/

2.2 Grammar 4.10

arrive /əˈraɪv/
burn yourself /ˈbɜːn jəˌself/
carriage /ˈkærɪdʒ/
coast /kəʊst/
crash /kræʃ/
direct sunlight /daɪˈrekt ˈsʌnlaɪt/
e-book /ˈiː bʊk/
E ink /ˈiː ɪŋk/
electronic /ˌelɪkˈtrɒnɪk/
e-reader /ˈiː ˌriːdə/
get dark /ˌget ˈdɑːk/
get home /ˌget ˈhəʊm/
hill /hɪl/
imagine /ɪˈmædʒɪn/
reach towards /ˌriːtʃ təˈwɔːdz/
reply /rɪˈplaɪ/
researcher /riˈsɜːtʃə/
rough /rʌf/
servant /ˈsɜːvənt/
silver cross /ˌsɪlvə ˈkrɒs/
text sb /ˈtekst ˌsʌmbɒdi/
thick forest /ˌθɪk ˈfɒrəst/
vision /ˈvɪʒən/
wake up /ˌweɪk ˈʌp/

2.3 Listening 4.11

affect /əˈfekt/
analyse data/evidence /ˌænəlaɪz ˈdeɪtə/ ˈevədəns/
analysis /əˈnæləsəs/
ancestor /ˈænsəstə/
archaeologist /ˌɑːkiˈɒlədʒɪst/
archaeology /ˌɑːkiˈɒlədʒi/
collect data/evidence /kəˌlekt ˈdeɪtə / ˈevədəns/
conservation /ˌkɒnsəˈveɪʃən/
conservationist /ˌkɒnsəˈveɪʃənɪst/
discovery /dɪsˈkʌvəri/
environment /ɪnˈvaɪrənmənt/
evolution /ˌiːvəˈluːʃən/
exploration /ˌeksplәˈreɪʃən/
explore /ɪkˈsplɔː/
find a solution /ˌfaɪnd ə səˈluːʃən/
geologist /dʒiˈɒlədʒɪst/
geology /dʒiˈɒlədʒi/
global warming /ˌgləʊbəl ˈwɔːmɪŋ/
linguist /ˈlɪŋgwɪst/
linguistics /lɪŋˈgwɪstɪks/
marine biologist /məˌriːn baɪˈɒlədʒəst/
marine biology /məˌriːn baɪˈɒlədʒi/
observation /ˌɒbzəˈveɪʃən/
protect the environment /prəˌtekt ðiɪnˈvaɪrənmənt/
protection /prəˈtekʃən/
psychologist /saɪˈkɒlədʒɪst/
psychology /saɪˈkɒlədʒi/
publish a research paper/evidence /ˌpʌblɪʃ ə rɪˈsɜːtʃ ˌpeɪpə/ˈevədəns/
solution /səˈluːʃən/
solve /sɒlv/
spend hours /ˌspend ˈaʊəz/
technology /tekˈnɒlədʒi/

2.4 Reading 4.12

above zero /əˌbʌv ˈzɪərəʊ/
airstrip /ˈeəstrɪp/
average temperature /ˌævərɪdʒ ˈtemprətʃə/
below zero /bɪˌləʊ ˈzɪərəʊ/
boiling /ˈbɔɪlɪŋ/
canteen /kænˈtiːn/
chilly /ˈtʃɪli/
cold /kəʊld/
degree centigrade /dɪˌgriː ˈsentəgreɪd/
fall /fɔːl/
freezing /ˈfriːzɪŋ/
hot /hɒt/
jigsaw /ˈdʒɪgsɔː/
layer /ˈleɪə/
own (adj) /əʊn/
permanent /ˈpɜːmənənt/
plus/minus 25 degrees /ˈplʌs/ˈmaɪnəs ˈtwenti ˈfaɪv di ˈgriːz/
reach home/the South Pole /ˌriːtʃ ˈhəʊm/ðə saʊθ ˈpəʊl/
recorded /ri ˈkɔːdɪd/
remains /rɪˈmeɪnz/
return to /rɪˈtɜːn tə/
rise /raɪz/
run a business/research station /ˌrʌn ə ˈbɪznəs/rɪˈsɜːtʃ ˈsteɪʃən/
save /seɪv/
the dark /ðə dɑːk/
warm /wɔːm/

2.5 Grammar 4.13

astronaut /ˈæstrənɔːt/
give out /ˌgɪv ˈaʊt/
GPS /ˌdʒiː piː ˈes/
mobile phone /ˌməʊbaɪl ˈfəʊn/
inside /ɪnˈsaɪd/
outside /aʊtˈsaɪd/

2.6 Use of English 4.14

cheer /tʃɪə/
civil rights /ˌsɪvəl ˈraɪts/
fast asleep /ˌfɑːst əˈsliːp/
graduate from /ˈgrædʒueɪt frəm/
look up /ˌlʊk ˈʌp/
space /speɪs/
stand up /ˌstænd ˈʌp/

2.7 Writing 4.15

distant /ˈdɪstənt/
loud thunder /laʊd ˈθʌndə/
fossils /ˈfɒsəlz/
get stuck /get stʌk/
lift /lɪft/
directions /daɪˈrekʃənz/
route /ruːt/
turn a corner /tɜːn ə ˈkɔːnə/

2.8 Speaking 4.16

all of a sudden /ˌɔːl əv ə ˈsʌdn/
frightened /ˈfraɪtnd/
go dead /ˌgəʊ ˈded/
nightmare /ˈnaɪtmeə/
put on /ˌpʊt ˈɒn/
shocked /ʃɒkt/
surprised /səˈpraɪzd/
torch /tɔːtʃ/

WORD LIST ACTIVITIES

- Students study the list for a few minutes, then close their books. Play *Snowman* with words from the list. One student draws a dash for each letter of the word and then a part of the snowman for each wrong guess. Students get a point when they guess the word before the snowman is complete. They lose a point when they guess wrong and the last part of the snowman is complete. Only the student drawing the snowman can check the spelling in their book. They take turns.
- Students study the list for a few minutes and then work in teams. Call out a word in the students' own language and ask them to give you the English word. The first team to answer correctly gets a point. Now call out a word in English and ask students to give you a translation. Continue for five minutes calling out words in both languages. The team with the most points wins.

29

FOCUS REVIEW 2

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 do invent observe take

1 Edwin Hubble (1889–1953), an American astronomer, observed galaxies through a telescope.
2 Last month the scientists collected specimens of some sea spiders from Antarctica.
3 Make sure you take notes when we are at the museum.
4 Do you know who invented the electric guitar?
5 This month two teams of archaeology students are doing research in South Africa.
6 Linguists and psychologists are cooperating to develop a new theory of language learning.

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

1 Mr Marco works as a physicist at the University of Alaska. **PHYSICS**
2 We all tried to find the best solution(s) to the problem. **SOLVE**
3 I want to study Chemistry at university. **CHEMIST**
4 A conservationist is someone who works to protect plants and animals. **CONSERVE**
5 Take measurements of your desk before you buy a new computer screen. **MEASURE**
6 The cost of space exploration is very high. **EXPLORE**

3 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?

Exercise 3

1 My computer crashed while I was downloading a song.
2 Tom lost his smartphone when he was running in the park.
3 The first international Internet chat took place in February 1989.
4 It was so hot yesterday. The temperature rose to 38 degrees Celsius.
5 What were you doing this time last year?
6 I was waiting for the photos from Sandra last night but she didn't send me any.

USE OF ENGLISH

5 Choose the answer, A, B or C, that is closest in meaning to the underlined words.

1 NASA is running 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, luckily, she managed to phone for help.
A suddenly B eventually (C) fortunately
6 We analysed the data while we were talking online.
A before the online talk B after the online talk (C) during the online talk

6 Choose the correct answer, A, B or C, to complete both sentences.

1 She ___ for her bag and took out the phone.
We ___ home late in the afternoon.
A asked B arrived (C) reached
2 They haven't published their research ___ yet.
How much ___ do we need to print the documents?
(A) paper B report C ink
3 The radio has warned of ___ temperatures today.
Cook the pasta in ___ water for about 10 minutes.
A freezing (B) boiling C high
4 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
5 As ___ as they discovered the cave, they started exploring it.
They reached the top too ___ and spent hours waiting for the sunrise.
(A) soon B early C fast

EXTRA ACTIVITIES

- Photocopiable resources 50–51 Gapped sentences (12 min.) pp. 211, 268–269
- Photocopiable resources 54–55 Sentence transformation (15 min.) pp. 211, 272–273
- Word Practice 1, WORD STORE booklet, p. 4
- Photocopiable resource 12 *A new sport* (speaking; 13 min.) pp. 203, 224
- Extra digital activities: Reading and Use of English

NEXT CLASS

- Ask students to do Self-check 2.10, WB pp. 30–31, as homework.
- Ask students to prepare for Unit Test 2: Assessment Package, Unit 2.
- Ask students to prepare for Review Test 1: Assessment Package, Unit 2.

30

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**hat do you use the Internet for?
2 Do you use **s**ocial media? Why?/Why not?
3 What **i**nvention(s) do you find the most useful? Why?
4 What were you doing **y**esterday 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.

PROJECT

- How to teach with projects p. T19
- Work in groups. Do some research to find out about unusual scientific work or place to do science experiments. Prepare a presentation about it and then present it to your class.

3

The arts

Beauty is in the eye of the beholder.

A proverb

BBC

THE MUSKETEERS

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

UNIT 3 VIDEOS

BBC The Musketeers
11

GRAMMAR ANIMATION
Lesson 3.2 12 Lesson 3.5 13

FOCUS VLOG London attractions
Lesson 3.5 14

3.1

VOCABULARY

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

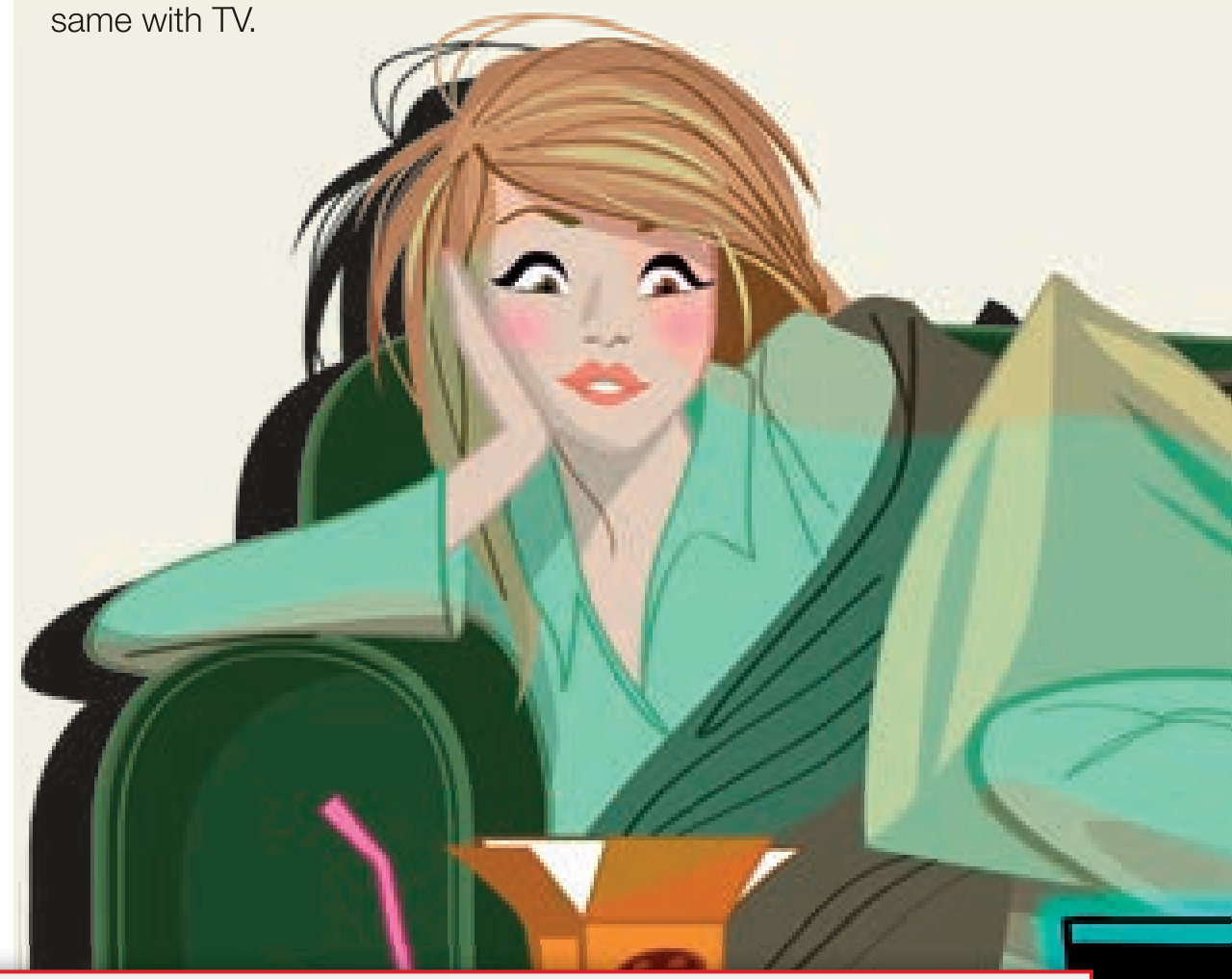
2 SPEAKING Think of three more words and phrases for each verb. Which of them do you do? Tell your partner.

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 I do the same with TV.



REFERENCES

Audioscript **pp. 180–181**
Videoscript **p. 194**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Photocopiable resource 13 *Quiz show* (15 min.) pp. 203, 225
- Extra digital activities: Vocabulary Checkpoint
- Students write clues about their favourite TV show. They include information about the type of the show, the main idea, the main characters or the participants and presenters. The rest of the class guess the title.

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'?
A TV binge watcher is someone who watches many episodes of an on-demand TV show in one sitting.

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.

Go to WORD STORE 3 page 7

WORD STORE 3A TV programmes

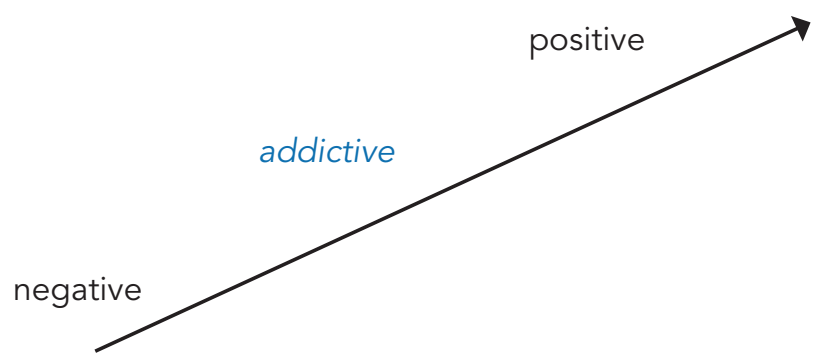
6 1.44 **Complete WORD STORE 3A with the words in red from the text. Then listen, check and repeat.**

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.



Exercise 9

Positive: entertaining, engaging, excellent, fascinating, gripping, imaginative, inspiring, moving

Negative:, disappointing, embarrassing

Both: complex, addictive

WORD STORE 3C Elements of a film/TV drama

10 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?
Humans
2 How or where do you watch it?
On the laptop/phone
3 How many episodes have you watched?
Eight
4 What kind of series is it?
Science fiction drama
5 What is the setting?
A city in Britain
6 What is the plot or main storyline?
Some robots bought to help around the house become a danger to humans.
7 What do you like most about it?
The characters

12 SPEAKING **Discuss your favourite TV series using the questions in Exercise 11.**

WORKBOOK

pp. 32–33, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 3.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 34.

3.2 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.**

True or False?

1. Shakespeare's play *Romeo and Juliet* isn't **as long as** *Hamlet*. T
2. Singer Mariah Carey has a **better** vocal range **than** Christina Aguilera. T
3. **The biggest** music festival in the world is the Glastonbury Festival in the UK. F
4. **The best-selling** film soundtrack of all time is *The Bodyguard*. T
5. The Palace Museum in Beijing is **a bit busier than** the Musée du Louvre in Paris. F
6. The *Harry Potter* films were **far more expensive** to make **than** *Pirates of the Caribbean*. F

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

GRAMMAR FOCUS 12

Comparative and superlative adjectives

	Comparative	Superlative
Short adjectives		
long	longer (than)	the longest
big	bigger (than)	[1] the biggest
busy	[2] busier (than)	the busiest
Long adjectives		
expensive	[3] more expensive (than)	the most expensive
Irregular adjectives		
good	[4] better (than)	the best
bad	worse (than)	the worst
far	further (than)	the furthest

- You use ***(just) as* + adjective + *as*** to say things are equal and you use ***not as* + adjective + *as*** to make negative comparisons.
  Romeo and Juliet ***isn't*** [5] as ***long as*** *Hamlet.*
  = Hamlet ***is longer than*** *Romeo and Juliet.*
- You use ***a bit*** or ***much/far*** to modify comparisons.

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* simpler	the highest the simplest
Double letter + *-er*	fatter thinner	the fattest the thinnest
Delete *-y*, add *-ier*	funnier luckier	the funniest the luckiest
more + adjective	more popular more talented	the most popular the most talented
Irregular	worse further	the worst the furthest

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 greater (great) than the Beatles?
3 What is the thickest (thick) book you've ever read?
4 Where is the nearest (near) theatre to your house?
5 Is it better (good) to watch a concert live or on telly?
6 Where is the most exciting (exciting) nightlife in your city?
7 Who is funnier (funny) – 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 *than* CDs.
2 Jazz is not as popular as rock.
3 American pop music is the best in the world.
4 Live music is far more exciting than recorded music.
5 Lady Gaga is just as talented as Adele.
6 Male actors usually have much more interesting roles than female actors.
7 The violin is the most difficult instrument to play.
8 Who is the 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

REFERENCES

Culture notes **p. 172**
Audioscript **p. 181**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 14 *A brag battle* (15 min.) pp. 203, 226–227
- Extra digital activities: Grammar Checkpoint
- Students write five more sentences comparing things five years ago with the same things now.

WORKBOOK

p. 34, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 3.2, Grammar.

3.3 LISTENING

Multiple choice

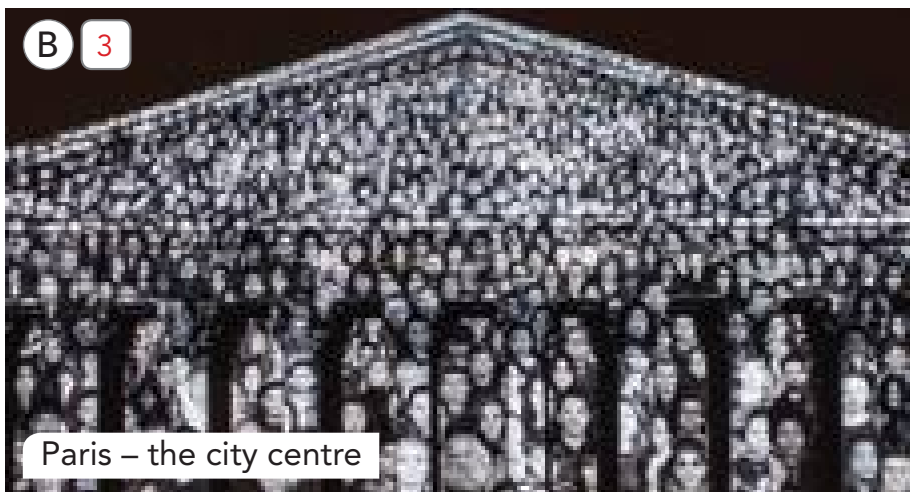
I can understand the key points about a radio programme on a familiar topic.

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

A 2
Brazil – the 'favelas' (slums)


B 3
Paris – the city centre

C 1
New York – a wall in Manhattan

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 1.49 **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 1.49 **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 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 Brazil	*Brazilian*	4 Mexico	Mexican
2 Italy	Italian	5 Hungary	Hungarian
3 Egypt	Egyptian	6 Poland	Polish

WORD STORE 3D Art and artists

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

REFERENCES
Culture notes **p. 172**
Audioscript **p. 181**

WORKBOOK
p. 35

NEXT CLASS
Ask students to make a list of the types of books they like and do not like to read. They can use it for the discussion in ex. 2 on p. 36.

35

3.4 READING

Matching

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

1 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 = _____

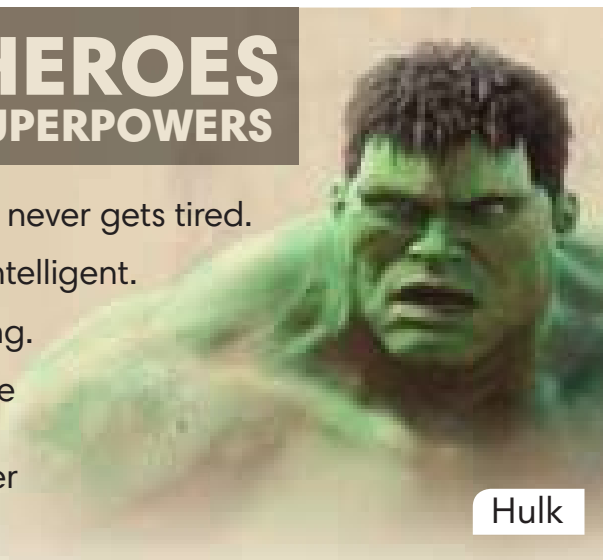
2 SPEAKING **Discuss your taste in books. Use the phrases and the words in Exercise 1.**

- 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?

SUPERHEROES AND THEIR SUPERPOWERS


Hulk

Captain America never gets tired.

Batman is super intelligent.

Hulk is super strong.

X-men can mutate (change shape), control the weather or read minds.

Wonder Woman can fly and is super fast.

Spiderman can shoot spider webs from his wrists.

Iron Man is super strong, can fly and become invisible.

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

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

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?

6 SPEAKING **Discuss questions 1–6 in Exercise 5.**

7 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 film stars, musicians, etc. = *A-list*
2 a book or film that is very good or successful = blockbuster
3 the place in a theatre, cinema, etc. where tickets are sold = box office
4 images made using computer programs = computer-generated images
5 a particular type of art, writing, music, etc. = genre
6 an advertisement for a new film or television show = trailer

8 **Complete the sentences with the words in blue in the article.**

1 One of my favourite film genres is romantic comedy.
2 I don't like Hollywood blockbusters . I prefer small-budget films.
3 I think the best A-list actor is Leonardo DiCaprio.
4 I don't think amazing special effects with computer-generated images are as important as good acting.
5 I don't watch film trailers because they show all the best scenes.
6 The last film I saw wasn't very successful at the box office , 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 1.55 **Complete WORD STORE 3E with the base forms of the underlined phrasal verbs in the article. Then listen, check and repeat.**

EXTRA ACTIVITIES

- Photocopiable resource 15 Test yourselves (10 min.) pp. 204, 228
- Students write true/false sentences about the text, e.g. *Superheroes have different human experiences than regular people.*
- Students write five more sentences using the vocabulary in ex. 7, e.g. *I like watching film trailers because you can learn if the film is interesting.*

WORKBOOK

pp. 36–37

NEXT CLASS

Ask students to do *Show What You Know* in the WB, p. 38.

A 5

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 and giving up their life for the good of others.

B 1

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

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

C 3

First of all, there's the adventure, the action and the 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 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 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.

D 6

Batman dedicates himself to fighting crime after 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 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.

E 4

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 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 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 fans

37

3.5 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 band
- Favourite female singer
- Favourite male singer

2 **Read about The BRIT School in London. What do Leona Lewis, Adele and Jessie J all have in common?**

They all went to the same school.

★ 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] ___has___ ***just*** ___ended___ *at the BRIT School.*

  (not) yet = hasn't happened but probably will happen

  We [2] ___haven't heard___ *of them* ***yet***.

  already = has happened earlier than expected

  She [3] ___has___ ***already*** ___won___ *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] ___won___ The X Factor.

Exercise 6

I've already visited a big art gallery./ I haven't visited a big art gallery yet.

I've already listened to a Beethoven symphony./ I haven't listened to a Beethoven symphony yet.

I've already acted in a play./ I haven't acted in a play yet.

I've already read a classic novel./ I haven't read a classic novel yet.

I've already written a poem or a short story./ I haven't written a poem or a short story yet.

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*. (*yet* / *just*)
2 I've just updated my Facebook profile with some new photos. (*just* / *yet*)
3 I want to learn the guitar but I haven't found a teacher yet. (*already* / *yet*)
4 I got my favourite band's new album recently and I've already learnt all the words. (*already* / *yet*)
5 I've just 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.**

Adele Laurie Blue Adkins [1] *grew up* (grow up) in London with her mum and [2] ___began___ (begin) singing when she was four. She [3] ___graduated___ (graduate) from the BRIT School in 2006. Adele [4] ___has already earned___ (already earn) millions of pounds, but according to her friends, she [5] ___hasn't changed___ (not changed). She's still the same girl they [6] ___knew___ (know) before she was famous. She [7] ___wrote___ (write) her first 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] ___haven't had___ (not 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
- visit a big art gallery
- listen to a Beethoven symphony
- act in a play
- read a classic novel
- 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 14 London attractions

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

Grammar page 139

REFERENCES

Culture notes **p. 172**
Videoscript **p. 194**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Extra digital activities: Grammar Checkpoint
- Students choose one of the two texts and write questions with the Present Perfect, e.g. *How many albums has Leona Lewis sold? Has Adele had a number one hit in America?*

WORKBOOK

p. 38, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 3.5, Grammar.

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 1.56 **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 too many talent shows on TV these days. **TOO**
2 The dialogue is never loud enough when you watch a film on the TV. **ENOUGH**
3 People spend too much time watching on-demand 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. **ENOUGH**
6 Period dramas are too slow and boring for young people to watch. **TOO**
7 There isn't enough 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 *not old enough* to watch X-rated films. You have to be eighteen. (old)
2 I don't go to the cinema much: tickets are *too expensive* . (expensive)
3 I'm *too shy* to perform on the stage. (shy)
4 I'm *too young* to remember music from the 1990s! (young)
5 I'm *not talented enough* to learn a musical instrument. (talented)
6 I don't download films. My Internet connection is *not fast enough* (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 *doesn't speak loudly enough* . I can't hear her.
2 There are too many Arts students compared to Science students. **NOT**
There *aren't enough Science students* compared to Arts students.
3 I don't have enough free time to take on a role in the school play. **BUSY**
I'm *too busy* 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 hall *was too small* to put on concerts.

Use of English page 140

REFERENCES

Audioscript **p. 181**

EXTRA ACTIVITIES

Students rewrite the sentences from ex. 5 using *too … or not … enough*, and an appropriate adjective, e.g.

1 *I'm not old enough to watch X-rated films. →I'm too young to watch X-rated films.*

WORKBOOK

p. 39

NEXT CLASS

- Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 3.6, Use of English.
- Ask students to prepare short notes about the best and the worst birthday present to give a teenager.

3.7 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 action-adventure 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 stunning as in the original film, the soundtrack is superb 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.

Simon

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.**

In which paragraph does the writer:

a give his opinions about the film? 3
b give a summary of his opinions and his recommendation? 4
c give background information? 1
d describe the plot and the main characters? 2

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

WRITING FOCUS

A film review

- **Background information:**

[1] *Directed by* Denis Villeneuve …
[2] *starring* 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] *sequel* *of/a remake of/an adaptation of …*
It is based on the true story of/the novel …
It is [4] *set* *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] *Unfortunately* *, 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] *performance* *as …*

- **Different aspects of the film:**

The screenplay [7] *holds your attention* *from 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:**

For me the word that best [8] *describes* *this movie is …*
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.

REFERENCES

Culture notes **pp. 172–173**

EXTRA ACTIVITIES

- Photocopiable resource 16 A film review (15 min.) pp. 204, 229
- Students work individually and create three more questions they could ask their partner in ex. 10.

WORKBOOK

pp. 40–41, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

Ask students to read ex. 1 on p. 42 and make notes to discuss in class.

Film Review: Pitch Perfect

Pitch Perfect is a 2012 musical comedy, [1]**d**irected by Jason Moore and [2]**s**tarring Anna Kendrick and Rebel Wilson. The film is an [3]**a**daptation of a non-fiction book by Mickey Rapkin. It was [4]**a**warded MTV Movie Awards for Wilson's performance and for best musical moment.

The [5]**p**lot focuses on Beca Mitchell, a college student who would like to be a music producer. At university she meets Barden Bellas, an all-girl *a capella* group, who want Beca to sing with them and help them win the national singing competition. At first Beca doesn't want to join the group. [6]**E**ventually , she agrees and it all begins ...

Anna Kendrick gives a superb [7]**p**erformance as a rather shy but rebellious student, and the rest of the actresses are really convincing playing the Bellas. The [8]**s**creenplay is cleverly written and extremely engaging. The plot is a bit predictable but it's still a pleasure to watch. And, of course, the soundtrack is brilliant! The film was so popular that it has now two [9]**s**equels : *Pitch Perfect 2* (2015) and *Pitch Prefect 3*, which came out in 2017.

The word that best [10]**d**escribes this movie is *fun*. It is both amusing and very inspiring to those who dream of performing. In my view, it is [11]**s**uitable for teenagers and adults alike, and I believe that everyone will find something interesting in the *Pitch Perfect* series.

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]*superb*, [2]___stunning___ and [3]___brilliant___ to mean fantastic, wonderful.
- *engaging* to mean something pleasant that makes you interested, curious.
- *amusing* to mean funny.
- [4]___inspiring___ 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 ___engaging___ – 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 brilliant/superb .
3 We prefer films which are ___inspiring___ – which make people get up from the sofa and go change the world.
4 I don't think the actor playing Jesse was very ___convincing___ – he's in his 30s and he played the role of a teenager.
5 Did you also think that film was ___amusing___ ? Everybody in the cinema laughed and I couldn't understand why.
6 That thriller was really ___predictable___ – 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 …

41

3.8 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.

C – it describes the street artist.

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

[1] *In this photo I can see* a street artist drawing a portrait on the pavement. [2] In the background there are some people watching him. They're wearing shorts and T-shirts, so [3] I think it's summer. The street is quite crowded, so perhaps this is a tourist area. The street artist has got dark hair and he's wearing jeans and a bright green T-shirt. [4] He looks quite young. [5] Next to him is a picture and he's copying it. [6] In my opinion he's a very good artist. [7] I imagine he's going to collect money from the people who are watching him. [8] Personally, I'd give him some money because I think he's done a good 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.

Exercise 1

A A crowd of young people. At a pop concert/festival. Listening/dancing to a band.

B Three adults and three kids. In an art gallery. Adults looking at the painting and kids looking at their screens.

C People in the street and a street artist. In the street. Looking at a drawing on the street.

Exercise 2

1 He or she is … famous, friendly, shy, young, bored, excited, frightened, happy, irritated, miserable, nervous, proud, tired.

2 He or she is feeling … bored, excited, frightened, happy, irritated, miserable, nervous.

3 It is … crowded, empty, noisy, quiet.

REFERENCES

Audioscript **p. 182**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

Students imagine they are one of the people in the photos. They describe what was happening at the moment the photo was taken.

WORKBOOK

p. 42

NEXT CLASS

Ask students to study the Word list on p. 43.

3.1 Vocabulary 4.17

acting /'æktɪŋ/
addictive /ə'dɪktɪv/
animation /ˌænə'meɪʃən/
audiences /'ɔːdiənsɪz/
binge watcher /'bɪndʒ ˌwɒtʃə/
bookworm /'bʊkwɜːm/
chapter /'tʃæptə/
character /'kærəktə/
chat show /'tʃæt ˌʃəʊ/
clip /klɪp/
comedy /'kɒmədi/
complex /'kɒmpleks/
confession /kən'feʃən/
cooking programme /'kʊkɪŋ ˌprəʊgræm/
costume /'kɒstjʊm/
(crime/TV) drama /('kraɪm/ˌtiː 'viː) ˌdrɑːmə/
disappointing /ˌdɪsə'pɔɪntɪŋ/
documentary /ˌdɒkjə'mentəri/
drama series /'drɑːmə ˌsɪəriːz/
embarrassing /ɪm'bærəsɪŋ/
ending /'endɪŋ/
engaging /ɪn'geɪdʒɪŋ/
entertaining /ˌentə'teɪnɪŋ/
episode /'epəsəʊd/
excellent /'eksələnt/
factual /'fæktʃuəl/
fantasy /'fæntəsi/
fascinating /'fæsɪneɪtɪŋ/
game show /'geɪm ˌʃəʊ/
gripping /'grɪpɪŋ/
horror /'hɒrə/
imaginative /ɪ'mædʒɪnətɪv/
inspiring /ɪn'spaɪərɪŋ/
light entertainment /ˌlaɪt ˌentə'teɪnmənt/
live /laɪv/
movie /'muːvi/
moving /'muːvɪŋ/
musical /'mjuːzɪkəl/
news bulletin /'njuːz ˌbʊlətɪn/
novel /'nɒvəl/
on-demand TV /ɒn dɪˌmɑːnd ˌtiː 'viː/
period drama /'pɪəriəd ˌdrɑːmə/
plot /plɒt/
reality TV /riˌæləti ˌtiː'viː/
romantic comedy /rəʊˌmæntɪk 'kɒmədi/
science fiction /ˌsaɪəns 'fɪkʃən/
script /skrɪpt/
setting /'setɪŋ/
sitcom /'sɪtkɒm/
soap (opera) /ˌsəʊp ('ɒpərə)/
soundtrack /'saʊndtræk/
special effects /ˌspeʃəl ə'fekts/
talent show /'tælənt ˌʃəʊ/
telly /'teli/
thriller /'θrɪlə/
travel show /'trævəl ʃəʊ/
TV series /ˌtiː'viː ˌsɪəriːz/
weakness /'wiːknəs/
weather forecast /'weðə ˌfɔːkɑːst/

3.2 Grammar 4.18

best-selling /ˌbest'selɪŋ/
busy /'bɪzi/
play /pleɪ/
record /rɪ'kɔːd/
vocal range /ˌvəʊkəl 'reɪndʒ/

3.3 Listening 4.19

art gallery /'ɑːt ˌgæləri/
at a museum /ət ə mjuː'ziəm/
black and white /ˌblæk ən 'waɪt/
classic oil painting /ˌklæsɪk 'ɔɪl ˌpeɪntɪŋ/
colour /'kʌlə/
editor /'edɪtə/
exhibition /ˌeksə'bɪʃən/
landscape /'lændskeɪp/
modern abstract painting /ˌmɒdn 'æbstrækt ˌpeɪntɪŋ/
ordinary /'ɔːdənəri/
painter /'peɪntə/
paste on walls/buildings /ˌpeɪst ɒn 'wɔːlz/'bɪldɪŋz/
photo/photograph /'fəʊtəʊ/'fəʊtəgrɑːf/
photographer /fə'tɒgrəfə/
photography /fə'tɒgrəfi/
portrait /'pɔːtrət/
public place /ˌpʌblɪk 'pleɪs/
sculptor /'skʌlptə/
sculpture /'skʌlptʃə/
slum /slʌm/
street art /'striːt ˌɑːt/

3.4 Reading 4.20

A-list actors /'eɪ lɪst ˌæktəz/
anger /'æŋgə/
autobiography /ˌɔːtəbaɪ'ɒgrəfi/
biography /baɪ'ɒgrəfi/
blockbuster /'blɒkˌbʌstə/
box office /'bɒks ˌɒfəs/
bully /'bʊli/
cause /kɔːz/
classic novel /ˌklæsɪk 'nɒvəl/
come out /ˌkʌm 'aʊt/
comic book /'kɒmɪk ˌbʊk/
computer-generated images /kəmˌpjuːtə ˌdʒenəreɪtɪd 'ɪmɪdʒɪz/
cope with /'kəʊp wɪð/
crime novel /'kraɪm ˌnɒvəl/
dedicate yourself to sth /'dedəkeɪt jɔːˌself tə 'sʌmθɪŋ/
destruction /dɪ'strʌkʃən/
escapism /ɪ'skeɪpɪzəm/
fairy tale /'feəri teɪl/
fantasy novel /ˌfæntəsi 'nɒvəl/
find out /ˌfaɪnd 'aʊt/
genre /'ʒɒnrə/
give something up /ˌgɪv ˌsʌmθɪŋ 'ʌp/
have X-ray vision /ˌhæv 'eks reɪ ˌvɪʒən/
historical fiction /hɪˌstɒrɪkəl 'fɪkʃən/
horror fiction /'hɒrə ˌfɪkʃən/
innocent /'ɪnəsənt/
invisible /ɪn'vɪzɪbəl/
loss /lɒs/
poem /'pəʊɪm/
purpose /'pɜːpəs/
reject /rɪ'dʒekt/
relate to /rɪ'leɪt ˌtə/
scene /siːn/
science fiction /ˌsaɪəns 'fɪkʃən/
short story /ˌʃɔːt 'stɔːri/
stand up for /ˌstænd 'ʌp fə/
take on (a role) /ˌteɪk ˌɒn ə 'rəʊl/
thriller /'θrɪlə/
trailer /'treɪlə/
weird /wɪəd/

3.5 Grammar 4.21

gig /gɪg/
music award /'mjuːzɪk əˌwɔːd/
proper /'prɒpə/
the charts /ðə 'tʃɑːts/

3.6 Use of English 4.22

perform /pə'fɔːm/
put on (a play) /ˌpʊt ɒn (ə 'pleɪ)/
softly /'sɒftli/
stage /steɪdʒ/
X-rated /'eks ˌreɪtəd/

3.7 Writing 4.23

adaptation of /ˌædæp'teɪʃən əv/
amusing /ə'mjuːzɪŋ/
brilliant /'brɪljənt/
convincing /kən'vɪnsɪŋ/
directed by /ˌdaɪ'rektɪd baɪ/
engaging /ɪn'geɪdʒɪŋ/
holds your attention /həʊldz jər ə'tenʃən/
inspiring /ɪn'spaɪərɪŋ/
masterpiece /'mɑːstəpiːs/
performance /pə'fɔːməns/
predictable /prɪ'dɪktəbəl/
remake of /'riːmeɪk əv/
screenplay /'skriːnpleɪ/
sequel of /'siːkwəl əv/
starring /'stɑːrɪŋ/
stunning /'stʌnɪŋ/
suitable for /'suːtəbəl fə/
superb /suː'pɜːb/

3.8 Speaking 4.24

in the background /ˌɪn ðə 'bækgraʊnd/
in the foreground /ˌɪn ðə 'fɔːgraʊnd/
look bored/tired /ˌlʊk 'bɔːd/'taɪəd/
pavement /'peɪvmənt/

WORD LIST ACTIVITIES

- Students study the word list for two minutes and then close the books. Divide the class into teams. Call out a topic, e.g. *art, types of books and films, music, TV and the media,* etc. The teams write down as many words as they can for that topic. The team with the most words writes them on the board and gets one point for each correct answer. Other teams add other words they have. Check spelling and pronunciation. Continue with more topics. At the end of the game, the team with the most points wins.
- Students work in pairs. Student A says a word, Student B spells it and explains the meaning. Then Student B says a word for A to spell and explain. Pairs continue for five minutes. Feedback with the class about any problems.

43

FOCUS REVIEW 3

VOCABULARY AND GRAMMAR

1 Choose the odd one out in each group.

1 documentary, opera, thriller, game show
2 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 ___artist___ is Claude Monet. **ART**
2 Tom Holland played in the ___musical___ *Billy Elliot* when he was 11. **MUSIC**
3 Don't take flash photographs of ___paintings___ in the gallery. **PAINT**
4 A ___historical___ drama is a film about true events and people from the past. **HISTORY**
5 What's the most ___moving___ film you've ever watched? **MOVE**
6 Almost every actor would like to get an Oscar for ___acting___ . **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. **MUCH**
My father paid much more than me for the ticket.
3 I've never seen a film with such amazing special effects. **MOST**
The film had the most amazing special effects I've ever seen.
4 The plot in a comedy is not as gripping as the plot in a thriller. **THAN**
The plot in a thriller is 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 is more difficult than painting a landscape.
6 We spent a long time in the museum but only ten minutes in the souvenir shop. **FAR**
We spent a far longer time 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
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

Exercise 4

1 The new Star Wars episode has not come out yet.
2 Evelyn has just /already seen the exhibition at the Tate Modern.
3 Lottie has just called you.
4 Has Howard taken on the role in the new sitcom yet?
5 Jeff has just/ already finished downloading the soundtrack.
6 We have not bought the tickets for the concert in Edinburgh yet.

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 A too expensive B not expensive enough C more expensive
2 A sculptors B sculptures C portraits
3 A have become B became C used to become
4 A enough B more C most
5 A than B too C enough
6 A excellent B addictive C imaginative

EXTRA ACTIVITIES

- Photocopiable resources 48–49 Multiple-choice cloze (texts) (20 min.) pp. 210–211, 266–267
- Photocopiable resources 52–53 Multiple choice (15 min.) pp. 211, 270–271
- Use of English 2, WORD STORE booklet, p. 6
- Photocopiable resource 17 *Teen talents* (speaking; 15 min.) pp. 204, 230–231
- Extra digital activities: Reading and Use of English

NEXT CLASS

- Ask students to do Self-check 3.10, WB p. 45–46, as homework.
- Ask students to prepare for Unit Test 3: Assessment Package, Unit 3.

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 D

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 F

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 B

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 E

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.

PROJECT

- How to teach with projects p. T19
- Work in pairs. Do some research about your favourite artist. Prepare a presentation about his or her work and then present it to your class.

45

4

Home sweet home

Home is where the heart is.

A proverb

BBC

CAVE HOUSES

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

UNIT 4 VIDEOS

BBC Cave houses
15

GRAMMAR ANIMATION
Lesson 4.2 16 Lesson 4.5 18

FOCUS VLOG Where people live
Lesson 4.2 17

ROLE-PLAY
Lesson 4.8 19

4.1 VOCABULARY

Describing houses • inside a house
• *make* or *do*

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

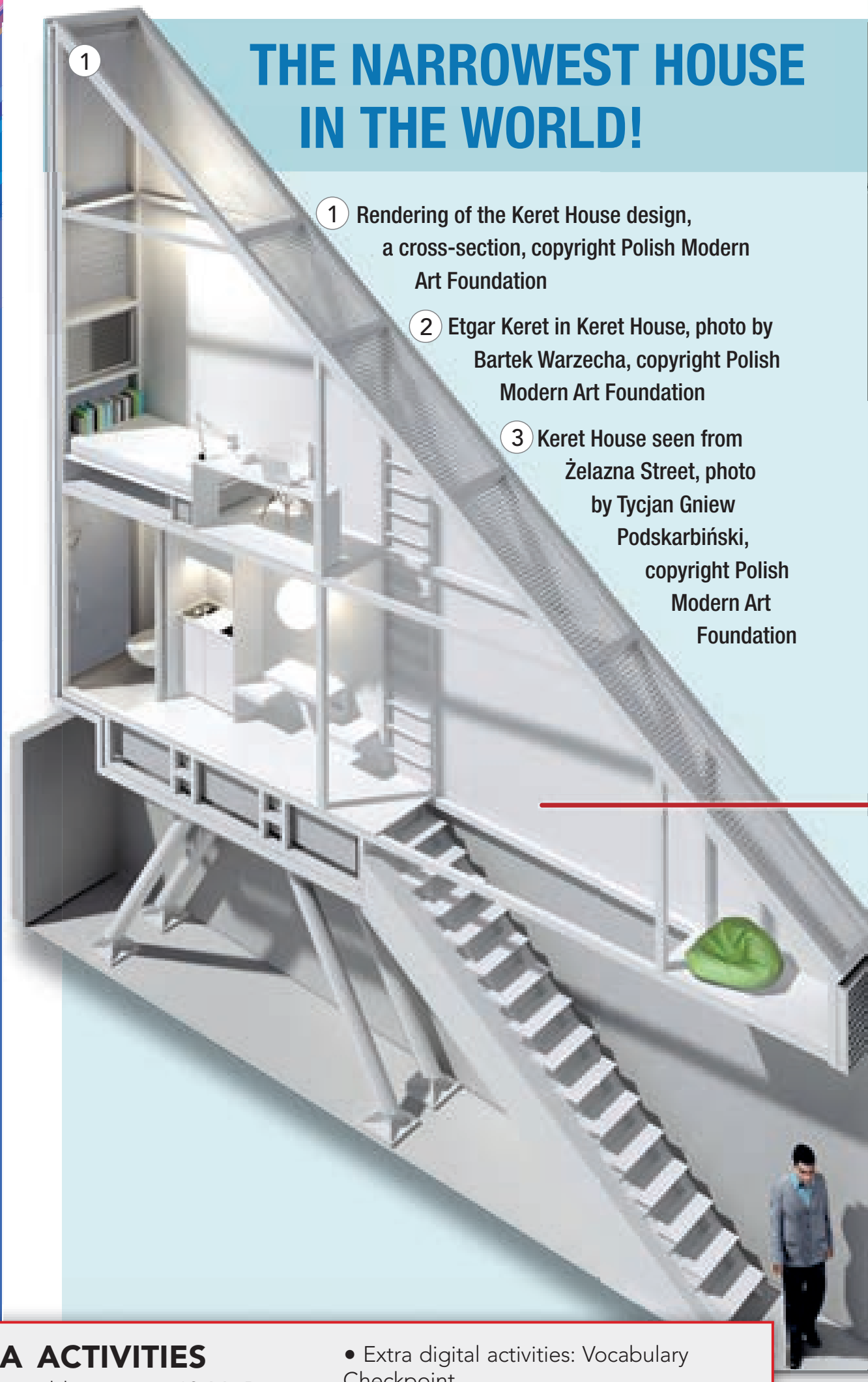
SHOW WHAT YOU KNOW

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?

THE NARROWEST HOUSE IN THE WORLD!



1 Rendering of the Keret House design, a cross-section, copyright Polish Modern Art Foundation

2 Etgar Keret in Keret House, photo by Bartek Warzecha, copyright Polish Modern Art Foundation

3 Keret House seen from Żelazna Street, photo by Tycjan Gniew Podskarbiński, copyright Polish Modern Art Foundation

REFERENCES

Culture notes **p. 173**
Audioscript **p. 182**
Videoscript **pp. 194–195**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Photocopiable resource 18 *Ms Do and Mr Make* (10 min.) pp. 204, 232
- Photocopiable resource 19 Test yourselves (10 min.) pp. 205, 233
- Extra digital activities: Vocabulary Checkpoint
- Students write four sentences about a typical day or weekend using the collocations with home from ex. 6 in the WB, p. 47.

3 2.1 **Listen and answer the questions.**

1 Where is Keret House? In Warsaw (Poland)
2 What does Etgar Keret think of the house? That it's small but complete.
3 How wide is Keret House? 92–152 cm
4 How many floors are there? two
5 How many people can live in it? only one

4 SPEAKING **Discuss whether or not you would like to live in the Keret house. Give reasons for your answers.**

Go to WORD STORE 4 page 9

WORD STORE 4A Describing houses

5 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?**

I 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. a semi-detached house
3 house on the edge of the city. in the suburbs
4 small, traditional house in a village. a cottage
5 modern house in an area with other similar houses. on a housing estate
6 flat that is very warm and comfortable. cosy
7 large flat that is without many interior walls. spacious open-plan
8 flat at the top of a building in the middle of the city. on the top floor in the city centre

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

WORD STORE 4B Inside a house

8 2.3 **Translate the words in WORD STORE 4B. Which of the items can you see in Keret House? Listen and repeat.**

9 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	not practical, no space, only two people fit in the kitchen, no dishwasher
Speaker 2	(Yes) / No / Maybe	family make too much noise, possible to get away and have a peaceful life
Speaker 3	Yes / No / (Maybe)	yes for one or two nights, but space too small, prefers the country

WORD STORE 4C *make or do*

10 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 make your bed this morning?
2 Do your neighbours ever make a noise?
3 Do you like doing the washing-up?
4 Who does the cooking in your house?
5 Have you ever made dinner for somebody?
6 Where does your family usually do the shopping?

WORKBOOK

pp. 46–47, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 4.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 48.

4.2 GRAMMAR

Present Perfect with *for* and *since*

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.**

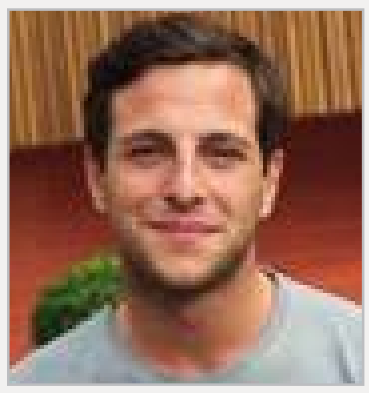
- in my bed ☐
- on a floor ☐
- on a couch ☐
- in a hotel ☐
- on a train ☐
- other ☐

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

Couchsurfing is a worldwide travel network.

US TODAY

We asked CS employee, Dan, about the world's largest travel community.



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*** to ask about the length of time 'up to now'.
  How long [1] ___have___ *you* ___worked___ *for CS?*
- You use ***since*** when the answer is a point in time: e.g. *since 1998, since last week, since I was born.*
  I [2] ___'ve been___ *here* ***since*** *it started in 2004.*
- 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] ___'ve worked___ *with people from all over the world* ***for*** *more than ten years.*

4 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. [3] ***For*** / ***Since*** I became a member, I [4] 've stayed (stay) in thirty-two countries in different types of accommodation. I [5] 've slept (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] 've been (be) a couchsurfing host [7] ***for*** / ***since*** two years now and I [8] 've already met (already/meet) more than thirty people. At the moment, Miki is visiting from Tokyo. I [9] 've only known (only know) her [10] ***for*** / ***since*** a week, but I'm sure we'll remain friends. Miki is happy too – she [11] 's studied (study) English [12] ***for*** / ***since*** ten years, but she [13] 's never had (never/have) the chance to speak with a native speaker before. She [14] has been (be) here [15] ***for*** / ***since*** nearly a week, but she [16] hasn't felt (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.**

1 My dad was born in our house.
My dad *has lived* (live) in our house *since* he was born.
2 My dad gave my mum this watch when she was forty.
My mum has had (have) this watch since she was forty.
3 I met my best friend two years ago.
I 've known (know) my best friend for two years.
4 I bought these trainers last Christmas.
I haven't bought (not buy) any new trainers since last Christmas.
5 I joined this English class three months ago.
I 've been (be) in this English class for three months.
6 I had breakfast at 7 a.m.
I haven't eaten (not eat) anything since 7 a.m.

6 **Write true sentences from the prompts. Use the Present Perfect and *since* or *for*.**

1 I/know/(name of your neighbour) … I've known …
2 I/live in/(name of your neighbourhood) … I've lived in …
3 I/like/(name of your favourite band) … I've liked …
4 I/have/(make of your phone) … I've had …
5 I/be interested in/(name of a subject) … I've been interested in …
6 My dad/have/(type of your dad's car) … My dad's had …

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 17 Where people live

17 **Watch the Focus Vlog. For the worksheet, go to page 123.**

Grammar page 141

REFERENCES

Culture notes **p. 173**
Videoscript **p. 195**
Audioscript **pp. 182–183**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Focus Vlog
- Photocopiable resource 20 Test yourselves (10 min.) pp. 205, 234
- Extra digital activities: Grammar Checkpoint
- Students write five more sentences about themselves with the Present Perfect + *for/since*.

WORKBOOK

p. 48, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 4.2, Grammar.
- Ask students to prepare to discuss the photo on p. 49.

4.3 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 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. F
2 Speaker 2 isn't like her sister. T
3 Speaker 3 doesn't like music. F
4 Speaker 4 is often out. T
5 Speaker 5 never invites her friends round. F

EXAM FOCUS Matching

3 2.7 **Listen to the teenagers again. Match speakers 1–5 with statements A–F. There is one extra statement.**

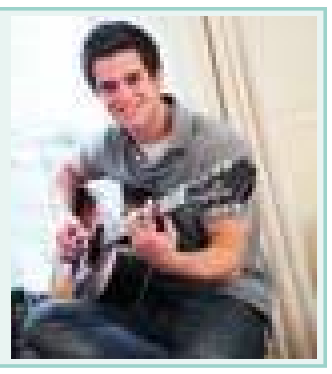
Speaker 1: B Speaker 3: A Speaker 5: C
Speaker 2: F Speaker 4: E

A uses his/her room as a creative space.
B likes to escape to his/her room and have private time.
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 2.8 **Listen to two teenagers talking about their most treasured possessions and complete the information.**

DAFYDD



1 a laptop: has had it for two weeks , a birthday present
2 a guitar: has had it for five years , it belonged to his dad
3 a Welsh flag: he feels proud of being Welsh

KAREN

1 a collection of animals: has had them since she was a baby , her favourite is the big lion
2 a bedside lamp: a present from her father , brought from Africa
3 a collection of shells: they are souvenirs from holidays , she has collected them since she was five

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

1 Dafydd's laptop is (*on*) / *next to* his desk.
2 His guitar is *on* / (*in*) the corner *above* / (*next to*) the bookcase.
3 His Welsh flag is *onto* / (*on*) the wall *onto* / (*above*) his bed.
4 Karen's collection of animals is (*on top of*) / *above* the wardrobe.
5 Karen's bedside lamp is (*on*) / *in* her bedside table.
6 Her collection of shells is *in* / (*on*) the bottom shelf of her bookshelves, which 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 2.9 **Listen and repeat the words with long vowel sounds. Then put them in an appropriate column in the table.**

~~art~~ calm floor free meet new room sea start surf third true wall warm work

/iː/	/uː/	/ɔː/	/ɜː/	/ɑː/
free, meet, sea	new, room, true	floor, wall, warm	surf, third, work	art, calm, start

9 2.10 **Listen, check and repeat.**

WORD STORE 4D Phrasal verbs

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

REFERENCES

Audioscript **p. 183**

EXTRA ACTIVITIES

Students work in pairs, one is Dafydd and the other is Karen. They interview each other about their collections using information from the listening texts.

WORKBOOK

p. 49

NEXT CLASS

Ask students to take short notes about unusual houses or places to live that they have read or heard about. Use their ideas to lead into the Reading text on pp. 50–51.

READING

4.4

Gapped text

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

People who don't live in traditional houses

1 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 not?

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

2 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

4 **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.

1 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 forty-five metres above the ground. The dense rainforest is **hot and humid**; there are insects and dangerous animals. Treehouses protect the 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] D They use a ladder to get up and down. Imagine the **breathtaking views** from one of these treehouses!

Exercise 3

1 Because there are dangers on the ground.
2 Because it's very hot outside.
3 Because there are no traffic jams and there are great activities.
4 Because they live most of the time on the sea.
5 Because the government wanted to protect Petra.

EXTRA ACTIVITIES

• Students write questions about the texts, e.g. *How many people live in Coober Pedy? How many people live on Aogashima? Which country is Petra located in?* Collect the questions and then divide students into teams. Give them a few minutes to look at the texts again, then use the questions for a class quiz.
• Students write sentences using the key vocabulary in the lesson.

WORKBOOK

pp. 50–51

NEXT CLASS

Ask students to do *Show What You Know* in the WB, p. 52.

50

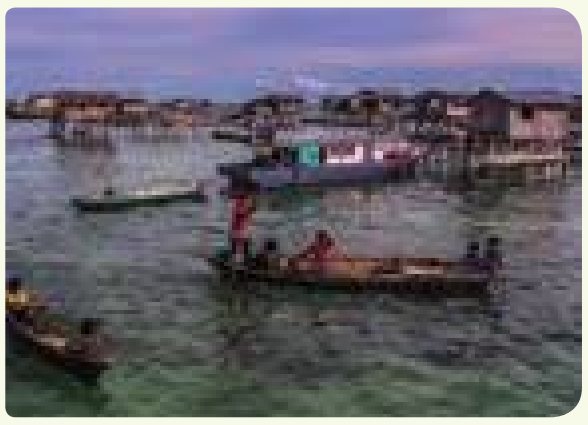
2 Living underground

In the desert of Southeast 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] E Almost all 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 find 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 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 living on the island – there are no **traffic jams** or crowds of people. Fishing, hiking, camping and swimming are popular activities. Aogashima's natural hot springs and lush 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] A

4 Living on the sea



The Bajau /'baːdʒaʊ/ people of Borneo in Southeast Asia, also called sea gypsies, live on boats or houses on stilts in the turquoise Pacific Ocean. 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] F The best Bajau divers can dive 20 metres to the bottom of the ocean to search for fish. Young Bajau children spend so much time in the ocean that their eyes develop excellent underwater vision.

5 Living in caves

The ancient city of Petra is a popular tourist destination. It 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 nomadic 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] C 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 3
b they introduce contrasting information 2
c they refer back to something in the text 1

6 Underline examples of 'clues' in sentences A–F in Exercise 4. Do they 'add', 'contrast' or 'refer'?

7 2.14 Complete the phrases with the words in blue in the text. Then listen, check and repeat.

1 **attract** visitors
2 **breathtaking** views
3 **historic** monuments
4 **hot and** humid
5 **mining** town
6 **trading** centre
7 **traffic** jams

8 Complete the questions with the words in Exercise 7.

1 Are there any historic monuments in your city?
2 Is your city a busy trading centre?
3 Which parts of your country attract a lot of visitors?
4 Where can you see breathtaking views?
5 Does it ever get hot and humid in your country?
6 Are there any mining towns in your country?
7 Where in your city are the worst traffic jams?

9 SPEAKING Ask and answer the questions in Exercise 8.

WORD STORE 4E Collocations

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

Exercise 6

A Alternatively – contrast
B they – refer
C In fact – add
D It – refer
E However – contrast
F Also – add

51

VIDEO 18

GRAMMAR

4.5

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 and drink ☐ furniture ☐
lighting ☐ music ☐ people ☐ theme ☐

2 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 18

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] 'm having *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.
  I [2] 'm going to ***tell*** *them later.*
- 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, I* [3] 'll ***help*** *you.*

4 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 [6] *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 [8] *'ll go out* / *'re going out* to the theatre, remember? I told you yesterday.
Uncle: I know, I was joking. Now, what are you [9] *eating* / *going to eat*?
Tony: That's all arranged. Mum [10] *will 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 moving (move) house next week. Well, I've decided that I [2] 'm going to have (have) a house-warming party in the new house. The theme is Superheroes, so I [3] 'm going to dress up (dress up) as [a] _____. You know my mum's a fantastic cook so she [4] 's making (make) [b] _____. I think everybody [5] 'll like (like) that. I'm not sure about the music. I think I [6] 'll get (get) a DJ and ask him to play lots of [c] _____.

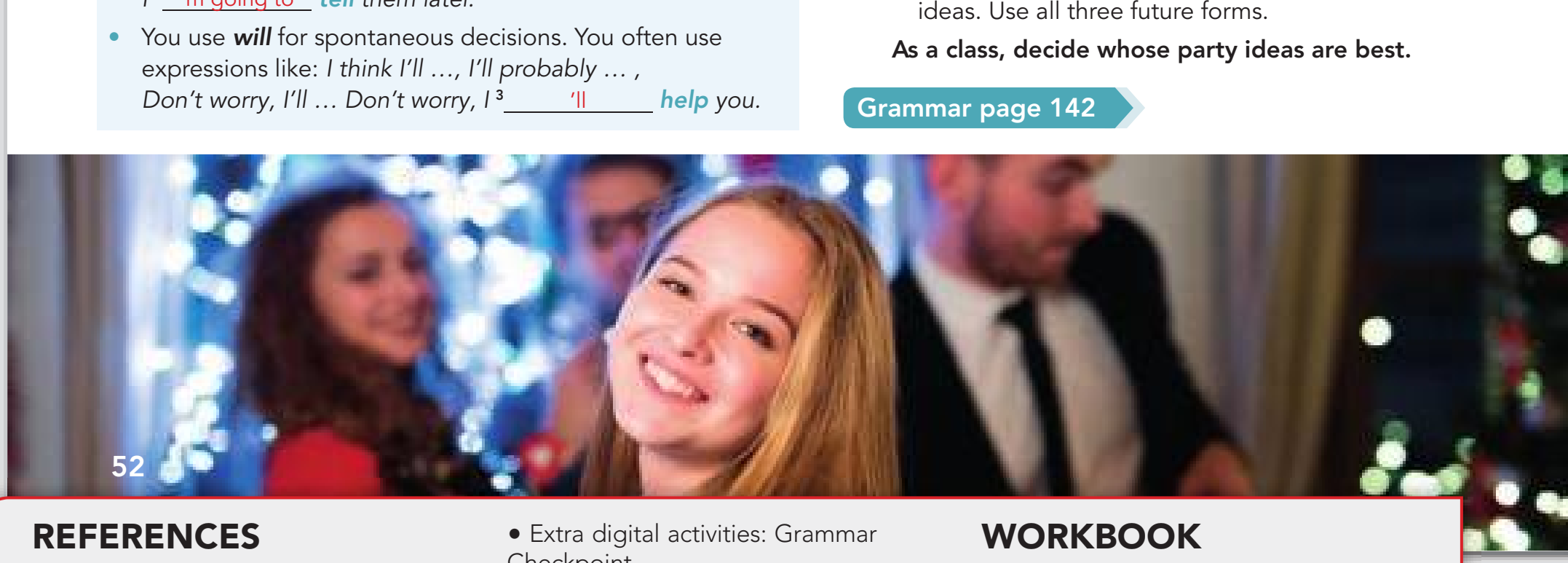
6 SPEAKING **You are responsible for organising an end-of-term party for your school year. Discuss with a partner. Follow the instructions.**

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

Exercise 2
1 Tony is having a party because it's his birthday.
2 He's having it next Saturday at his aunt and uncle's house.
3 Luisa is going to help with the decoration.



REFERENCES
Audioscript **p. 183**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES
- Grammar animation
- Photocopiable resource 21 *Party checklist* (15 min.) pp. 205, 235
- Extra digital activities: Grammar Checkpoint
- Prepare six sentences with *will* and *going to* – four correct and two with mistakes. Write them on the board. Students discuss the sentences and correct the mistakes.

WORKBOOK
p. 52, including *Show What You've Learnt*

NEXT CLASS
Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 4.5, Grammar.

4.6 USE OF ENGLISH

Adverbs

I can form adverbs and qualify them with really/quite/very.

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 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?** He decides to go to his grandparents' farm in the country because he wants to get to know a local girl better.

3 2.18 **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 → *slow**ly***, *unbelievable* → *unbelievabl**y***, *lucky* → *luck**ily***.
  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.

WEAKER		STRONGER
a little/a bit/slightly	*quite/rather/pretty*	*really/extremely/completely*
*She's **a little shy**.*	*My French is **pretty bad**.*	*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 → *better*, *badly* → *worse*, *hard* → *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.
A very B quite
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 B lately
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

Exercise 4

1 I go to bed really late at the weekend.
2 I eat quite healthily.
3 I spend my money wisely.
4 I learn new words extremely easily.
5 My father drives his car pretty fast.
6 My parents understand English better than I do.

REFERENCES

Audioscript **p. 184**

EXTRA ACTIVITIES

Students look at the completed sentences in ex. 6. Have them discuss in pairs whether sentences 1, 3 and 4 are true for them. If they are not, they should correct the statements to make them true, e.g. *I get up rather early during the holidays*. Then ask students to write three true sentences about their partner using adverbs.

WORKBOOK

p. 53

NEXT CLASS

- Ask students to think about what kind of information they would include in a travel blog.
- Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 4.6, Use of English.

4.7 WRITING

A blog entry

I can write a description of a recent trip.

1 **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
c Entertainment and nightlife
d General information
e Shopping
f Tourist highlights

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

13 January

Last weekend, I visited my cousin in Bath, Somerset, in the southwest of England. Bath is a popular tourist destination and is famous for its **historic sites**. Today's blog entry is about my visit.

I met my cousin on Saturday morning and we walked around the city. Bath is a lovely place. The centre is small, so most people tend to visit it on foot. It was very busy, but we saw some really beautiful architecture. For visitors, a walk along the river is **a must**.

We stopped for lunch in a traditional tearoom. One of the **local specialities** is the Sally Lunn Bun. It was delicious! After lunch, we went shopping. Bath has a wide **selection** of shops. According to fashion magazines, Bath is 'Britain's best fashion secret'. I bought a cool T-shirt, some sunglasses and a hat.

In the evening, we went to the Roman Baths. It is the most popular **attraction** in the city. If you're tired after a long day, I would definitely recommend relaxing in the thermal waters of Bath Spa. I thought it was wonderful!

Comments (8)

REFERENCES

Culture notes **p. 173**

EXTRA ACTIVITIES

- Photocopiable resource 22 A blog entry (15 min.) pp. 205, 236
- Briefly discuss blogs with the class. Ask: *Why do people write blogs? How often do you think they write them? Have you read any blogs? Why did you like them or not like them? What makes a blog interesting?* Listen to students' ideas about what kind of information you could include in a travel blog.

WORKBOOK

pp. 54–55, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

Ask the students to look at the attractions in ex. 1 on p. 56 to prepare to discuss them.

4 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 = attraction
2 choice or range = selection
3 food that you can only find here = local specialities
4 places that were important in the past = historic sites
5 something you should definitely see or do = a must

5 Read the WRITING FOCUS. Complete the examples with the underlined words in the blog in Exercise 2.

WRITING FOCUS

A 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

It is a busy/interesting/[1] lovely *place.*
Most people seem to/[2] tend *to …*
According to …
I thought it was great/[3] wonderful */a bit boring.*
It (the food) was [4] delicious *!*

4 Make recommendations

I would (definitely) [5] recommend *(doing something).*
For visitors, … is a must.

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.

LANGUAGE FOCUS

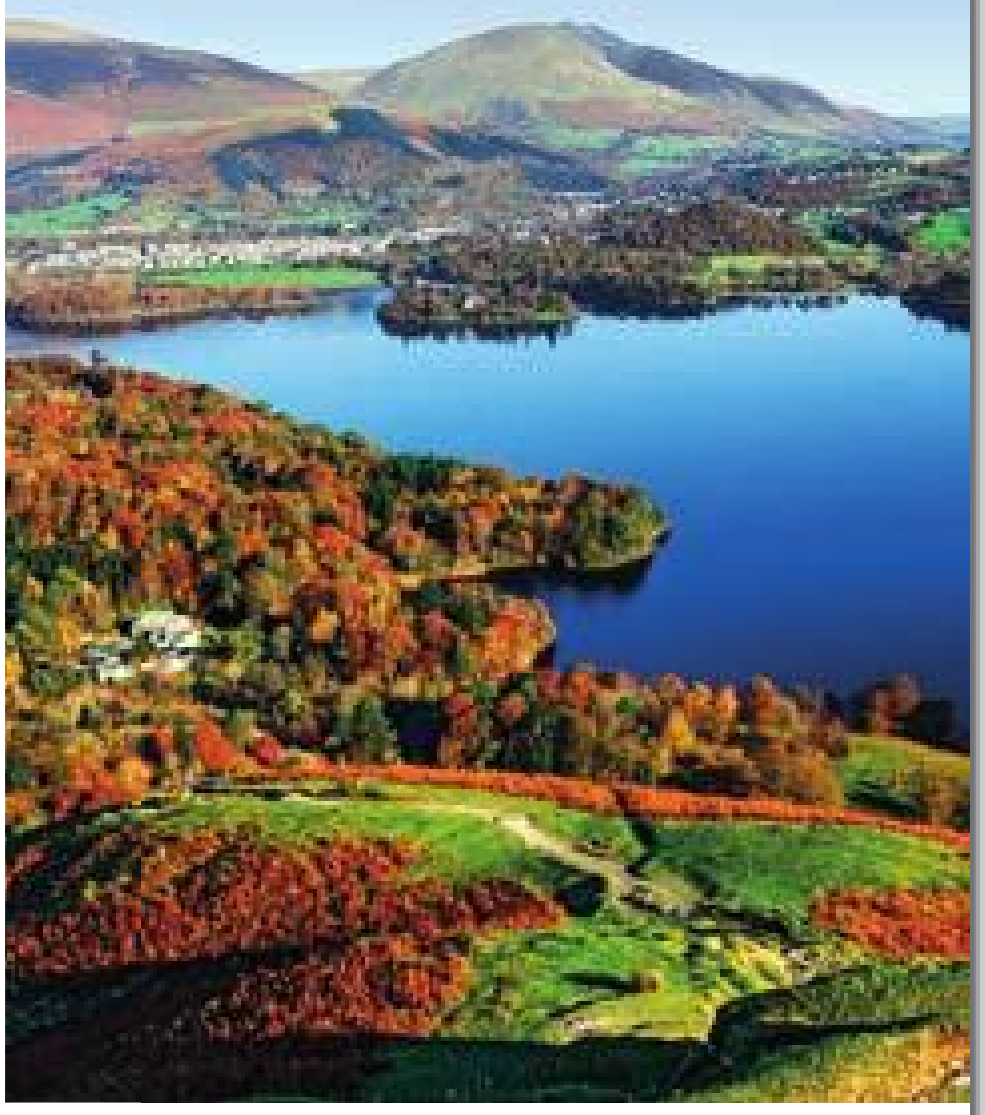
Punctuation – commas

- Put a comma between the names of cities and states or countries: [1] Bath, Somerset
- Use commas to separate three or more nouns in a list – [2] a cool T-shirt, some sunglasses and a hat
- Use commas to separate clauses in a sentence when they are joined by *but* or *so*: [3] The centre is small, so most people …, It was very busy, but …
- Use a comma to separate an *if*-clause from the main clause when the *if*-clause is the first one in a sentence: [4] If you're tired after a long day, I would …
- Use a comma after time expressions at the beginning of a sentence: [5] Last weekend, I visited …, In the evening, we went …

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 …

55

4.8 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.**

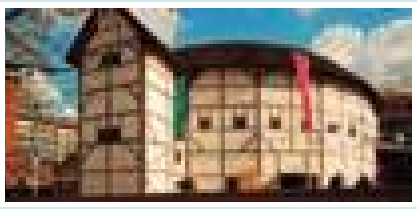
SIX OF THE BEST THINGS TO DO IN LONDON

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

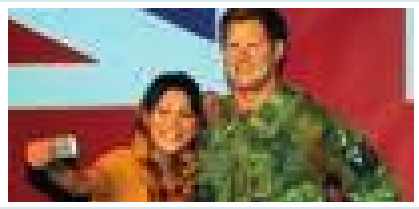
The London Eye
Get the best view of London.
- 10 a.m.–9 p.m. every day
- Adult: £19, 15 and under: £10

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 2.20 **Listen to Marcus and Ann. What do they decide to do? Which activities do they reject and why?**

3 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 with suggestions
- (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] going to the cinema tonight?
B: That's a good [2] idea ! What do you want to see?
A: The new film with Jennifer Aniston.
B: Oh no, I'm not [3] keen on romantic comedy. I'd [4] rather see an action film.
A: Okay, let's see the new James Bond [5] instead .
B: Great. How [6] about having a burger before we go?
A: Why [7] not ! We [8] could try that 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

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

ROLE-PLAY 19 Making suggestions

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

Exercise 2
Decided to go to:
Madame Tussauds
London Eye
Camden Market
Globe Theatre
Reject:
London Dungeon – too scary
Speedboat – too expensive
Oxford Street – not as much fun as Camden Market

REFERENCES
Culture notes **p. 173**
Audioscript **p. 184**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES
In pairs, students suggest things to do at the weekend and their partner agrees or disagrees. They make a list of things they have agreed to do.

WORKBOOK
p. 56

NEXT CLASS
Ask students to study the Word list on p. 57.

4.1 Vocabulary 4.25

accommodation /əˌkɒməˈdeɪʃən/
basement /ˈbeɪsmənt/
bedside table /ˌbedsaɪd ˈteɪbəl/
block of flats /ˌblɒk əv ˈflæts/
bookcase /ˈbʊk-keɪs/
brick /brɪk/
bungalow /ˈbʌŋgələʊ/
carpet /ˈkɑːpət/
chest of drawers /ˌtʃest əv ˈdrɔːz/
comfortable /ˈkʌmftəbəl/
concrete /ˈkɒŋkriːt/
cooker /ˈkʊkə/
cosy /ˈkəʊzi/
cottage /ˈkɒtɪdʒ/
cupboard /ˈkʌbəd/
desk /desk/
detached house /dɪˌtætʃt ˈhaʊs/
do the cooking /ˌduː ðə ˈkʊkɪŋ/
do the gardening /ˌduː ðə ˈgɑːdnɪŋ/
do the housework /ˌdu ðə ˈhaʊswɜːk/
do the ironing /ˌduː ði ˈaɪənɪŋ/
do the shopping /ˌduː ðə ˈʃɒpɪŋ/
do the washing /ˌduː ðə ˈwɒʃɪŋ/
do the washing-up /ˌduː ðə ˌwɒʃɪŋ ˈʌp/
do your homework /ˌduː jɔː ˈhəʊmwɜːk/
downstairs /ˌdaʊnˈsteəz/
fridge /frɪdʒ/
front door /ˌfrʌnt ˈdɔː/
glass /glɑːs/
in a village /ˌɪn ə ˈvɪlɪdʒ/
in the city centre /ˌɪn ðə ˌsɪti ˈsentə/
in the countryside /ˌɪn ðə ˈkʌntrisaɪd/
in the suburbs /ˌɪn ðə ˈsʌbɜːbz/
interior wall /ɪnˌtɪəriə ˈwɔːl/
kitchen sink /ˌkɪtʃən ˈsɪŋk/
ladder /ˈlædə/
make a complaint /ˌmeɪk ə kəmˈpleɪnt/
make a decision /ˌmeɪk ə dɪˈsɪʒən/
make a mess /ˌmeɪk ə ˈmes/
make a noise /ˌmeɪk ə ˈnɔɪz/
make dinner /ˌmeɪk ˈdɪnə/
make your bed /ˌmeɪk jɔː ˈbed/
metal /ˈmetl/
modern /ˈmɒdn/
narrow /ˈnærəʊ/
natural light /ˌnætʃərəl ˈlaɪt/
near the sea /ˌnɪə ðə ˈsiː/
neighbour /ˈneɪbə/
on a housing estate /ˌɒn ə ˈhaʊzɪŋ ɪˌsteɪt/
on the edge of the city /ˌɒn ði ˈedʒ əv ðə ˈsɪti/
on the first floor /ɒn ðə ˌfɜːst ˈflɔː/
on the ground floor /ɒn ðə ˌgraʊnd ˈflɔː/
on the second floor /ɒn ðə ˌsekənd ˈflɔː/
on the top floor /ɒn ðə ˌtɒp ˈflɔː/
open-plan /ˌəʊpən ˈplæn/
radiator /ˈreɪdieɪtə/
semi-detached house /ˌsemidɪˌtætʃt ˈhaʊs/
shelf /ʃelf/
spacious /ˈspeɪʃəs/
stairs /steəz/
stone /stəʊn/
terraced house /ˌterəst ˈhaʊs/
traditional /trəˈdɪʃənəl/
upstairs /ˌʌpˈsteəz/
wardrobe /ˈwɔːdrəʊb/
wide /waɪd/
wood /wʊd/
wooden floor /ˌwʊdn ˈflɔː/

4.2 Grammar 4.26

community /kəˈmjuːnəti/
couch /kaʊtʃ/
feel at home /ˌfiːl ət ˈhəʊm/
feel homesick /ˌfiːl ˈhəʊmˌsɪk/
free /friː/
host /həʊst/
houseboat /ˈhaʊsbəʊt/
luxury /ˈlʌkʃəri/
member /ˈmembə/
neighbourhood /ˈneɪbəhʊd/
studio apartment /ˈstjuːdiəʊ əˌpɑːtmənt/

4.3 Listening 4.27

come round /ˌkʌm ˈraʊnd/
get away from /ˌget əˌweɪ ˈfrəm/
keep sb out /ˌkiːp ˈsʌmbɒdi ˈaʊt/
lamp /læmp/
let sb in /ˌlet ˌsʌmbɒdi ˈɪn/
shell /ʃel/
show sb around /ˌʃəʊ ˈsʌmbɒdi əˈraʊnd/
souvenir /ˌsuːvəˈnɪə/
stay in /ˌsteɪ ˈɪn/

4.4 Reading 4.28

abandon /əˈbændən/
ancient /ˈeɪnʃənt/
attract /əˈtrækt/
breathtaking view /ˌbreθteɪkɪŋ ˈvjuː/
busy /ˈbɪzi/
camel /ˈkæməl/
cave /keɪv/
crater /ˈkreɪtə/
dense /dens/
desert /ˈdezət/
develop underwater vision /dɪˈveləp ˌʌndəˈwɔːtə ˈvɪʒən/
dry /draɪ/
electricity /ɪˌlekˈtrɪsəti/
historic monument /hɪˌstɒrɪk ˈmɒnjəmənt/
hot springs /ˌhɒt ˈsprɪŋz/
humid /ˈhjuːmɪd/
impressive /ɪmˈpresɪv/
island /ˈaɪlənd/
landscape /ˈlændskeɪp/
lush /lʌʃ/
mining /ˈmaɪnɪŋ/
mountain /ˈmaʊntən/
move (house) /ˌmuːv (ˈhaʊs)/
nomadic tribe /nəʊˌmædɪk ˈtraɪb/
population /ˌpɒpjəˈleɪʃən/
rainforest /ˈreɪnfɒrəst/
rock /rɒk/
ruins /ˈruːɪnz/
scorching /ˈskɔːtʃɪŋ/
stilt /stɪlt/
tourist destination /ˈtʊərɪst destəˌneɪʃən/
trading centre /ˈtreɪdɪŋ ˌsentə/
traffic jam /ˈtræfɪk ˌdʒæm/
treehouse /ˈtriː haʊs/
turquoise ocean /ˌtɜːkwɔɪz ˈəʊʃən/
vegetation /ˌvedʒɪˈteɪʃən/
volcanic /vɒlˈkænɪk/
volcano /vɒlˈkeɪnəʊ/

4.5 Grammar 4.29

ceiling /ˈsiːlɪŋ/
house-warming party /ˈhaʊswɔːmɪŋ ˌpɑːti/
sheet /ʃiːt/
warn /wɔːn/
dress up as /ˌdres ˈʌp əz/

4.6 Use of English 4.30

a little/a bit/slightly /ə ˈlɪtl/ə ˈbɪt/ˈslaɪtli/
badly /ˈbædli/
completely /kəmˈpliːtli/
extremely /ɪkˈstriːmli/
luckily /ˈlʌkɪli/
quite/rather/pretty /kwaɪt/ˈrɑːðə/ˈprɪti/
really /ˈrɪəli/
stay up /ˌsteɪ ˈʌp/
unbelievably /ˌʌnbəˈliːvəbli/
well /wel/

4.7 Writing 4.31

a must /ə ˈmʌst/
according to /əˈkɔːdɪŋ tə/
architecture /ˈɑːkətektʃə/
attraction /əˈtrækʃən/
be famous for /bi ˈfeɪməs fə/
delicious /dɪˈlɪʃəs/
entertainment /ˌentəˈteɪnmənt/
historic site /hɪˌstɒrɪk ˈsaɪt/
local speciality /ˌləʊkəl ˌspeʃiˈæləti/
lovely /ˈlʌvli/
nightlife /ˈnaɪtlaɪf/
on foot /ˌɒn ˈfʊt/
recommend /ˌrekəˈmend/
selection of /səˈlekʃən əv/
tend to /ˈtend tə/
tourist highlight /ˌtʊərɪst ˈhaɪlaɪt/
wonderful /ˈwʌndəfəl/

4.8 Speaking 4.32

adult /ˈædʌlt/
castle /ˈkɑːsəl/
daily /ˈdeɪli/
hill /hɪl/
river /ˈrɪvə/
royal family /ˌrɔɪəl ˈfæməli/
suitable /ˈsuːtəbəl/
waterfront restaurant /ˌwɔːtəfrʌnt ˈrestərɒnt/

WORD LIST ACTIVITIES

• Divide students into teams and play *True or False?* Ask teams in turn true/false questions about the vocabulary on the Word List, e.g. *A basement is at the top of a house. True or false?* (F) *You can use the word 'cosy' to describe a house. True or false?* (T) *You use the verb 'do' with the phrase 'a complaint'. True or false?* (F), etc. The team with the most points wins. Students can also play in groups once they understand the game.

• Students work in pairs. They write anagrams for their partner, e.g. *WUNBGAOL* (bungalow), *ASNTEMEB* (basement), *OGHINUS SATEET* (housing estate). They can tell their partner the word topic to help them.

FOCUS REVIEW 4

VOCABULARY AND GRAMMAR

1 Complete the sentences with the words in the box. There are two extra words.

bungalow cupboard drawers estate temperatures trading vegetation

1 There is a new housing ___estate___ in the suburbs of the city. You can get there by bus.
2 Last month my family moved to a modern ___bungalow___ with a large garden.
3 This chest of ___drawers___ is too small for my clothes. I need a big wardrobe.
4 Singapore is an important ___trading___ centre in Asia. That's why the port there is so big.
5 Many popular tourist destinations have scorching ___temperatures___ in summer.

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

1 The Eiffel Tower is probably the most popular tourist ___attraction___ in Paris. **ATTRACT**
2 This is a ___traditional___ costume worn by young men on special occasions. **TRADITION**
3 My room in the new house is much more ___spacious___ than in the old flat. **SPACE**
4 The room was cosy with ___wooden___ stairs leading up to the next floor. **WOOD**
5 Our neighbours play loud music nearly every night. We've made several ___complaints___ . **COMPLAIN**

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 They moved to Venice in 2016. **LIVED**
They ___have lived in Venice since___ 2016.
2 Liz started working for a coachsurfing service two years ago. **WORKED**
Liz ___has worked___ for a couchsurfing service for two years.
3 They last saw Paul in January. **SINCE**
They ___haven't seen Paul since___ January.
4 When did you first meet Karen? **KNOWN**
How long ___have you known___ Karen?
5 I stopped travelling abroad three years ago. **FOR**
I ___haven't travelled/been abroad for___ three years.

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

1 Are you moving house on Saturday? I ___'ll help___ you if you like. (help)
2 I'm sorry I can't come. I ___'m starting___ a language course this evening. (start)
3 We ___'re going to meet___ on Friday night, but we still don't know where exactly. (meet)
4 Hi, Jack! It's Sue. What time ___are___ you ___coming___ tomorrow? (come)
5 'Was that the doorbell?' 'Yes, I ___'ll answer___ it!' (answer)
6 I ___'ll___ probably ___stay___ in tonight. I feel so tired. (stay)

USE OF ENGLISH

5 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

6 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
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

REFERENCES

Audioscript **p. 184**

EXTRA ACTIVITIES

- Photocopiable resources 50–51 Gapped sentences (12 min.) pp. 211, 268–269
- Photocopiable resources 52–53 Multiple choice (12 min.) pp. 211, 270–271
- Word Practice 2, WORD STORE booklet, p. 8
- Photocopiable resource 23 *Accommodation* (speaking; 15 min.) pp. 205, 237–238
- Extra digital activities: Listening and Use of English

58

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.**

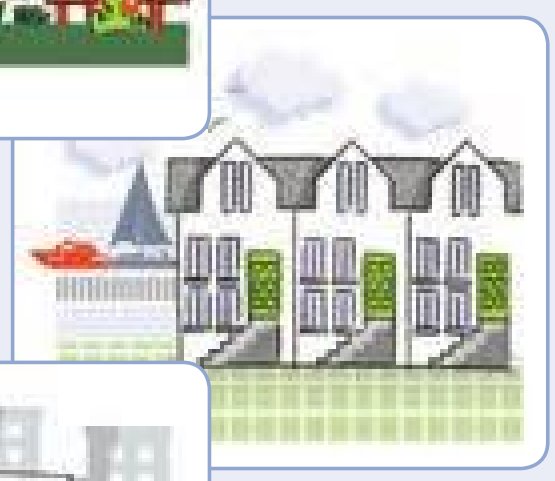
The speaker:

A feels like a member of the community in the suburbs. ☐
B has changed his/her opinion about living in the suburbs. 2
C is not going to live in the suburbs all his/her life. 1
D addresses people who don't want to live in the city centre. 4
E presents people's opinions about living in the suburbs. 3

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
- surroundings
- attractions
- price



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. 2
b Unfortunately, we missed our train back to Paris. 4
c I would recommend visiting Parc de la Tête d'Or. 3
d Last month we went on a class trip to Lyon. 1

11 Write the blog post.

NEXT CLASS

- Ask students to do Self-check 4.10, WB pp. 58–59, as homework.
- Ask students to prepare for Unit Test 4: Assessment Package, Unit 4.
- Ask students to prepare for Review Test 2: Assessment Package, Unit 4.

PROJECT

- How to teach with projects p. T19
- Do some research to find an interesting place to visit on holiday. Why is it worth seeing? What is special about it? Then create a presentation or poster about it and present it to your class.

59

5

Time to learn

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

Benjamin Franklin

BBC

SOUTH KOREAN SCHOOLS

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

UNIT 5 VIDEOS

BBC South Korean schools 20

GRAMMAR ANIMATION
Lesson 5.2 21 Lesson 5.5 22

FOCUS VLOG About education
Lesson 5.5 23

ROLE-PLAY
Lesson 5.8 24

60

5.1 VOCABULARY

Places in school • education • phrasal verbs • collocations

I can use language related to school life and equipment.

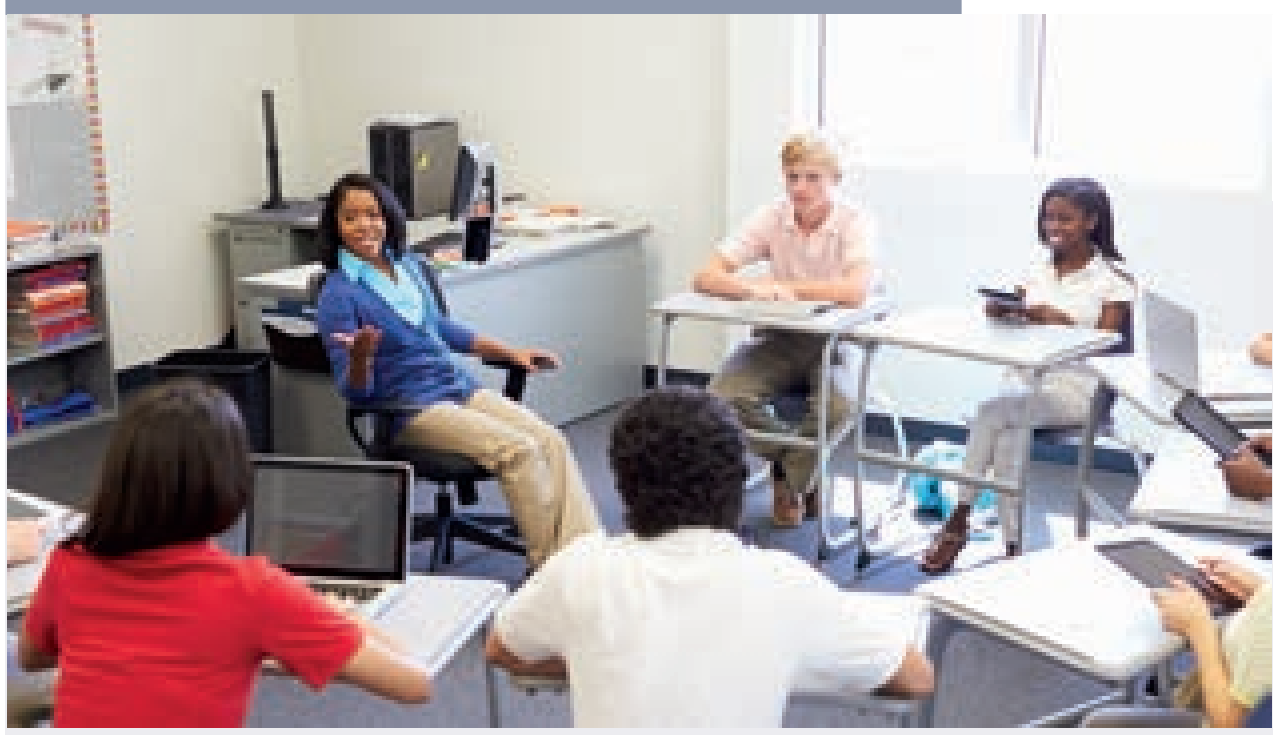
SHOW WHAT YOU KNOW

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



1 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. In Finland

2 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. In Japan

REFERENCES

Audioscript **pp. 184–185**
Videoscript **p. 195**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Photocopiable resource 24 *Mind your step!* (15 min.) pp. 206, 239
- Photocopiable resource 25 Test yourselves (10 min.) pp. 206, 240
- Extra digital activities: Vocabulary Checkpoint
- Students choose five new words from this lesson that they want to remember and write sentences about their lives.

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 2.23 **Listen to a UK school head teacher. What did she change in her school and why?**

5 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?**

3 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 school, I'll take an entrance exam to get into university.

In Brazil

Go to WORD STORE 5 page 11

WORD STORE 5A Education

7 2.24 **Complete WORD STORE 5A by matching the correct form of the words or phrases in red in the text with their definitions. Then listen, check and repeat.**

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

In my school …
1 it's compulsory to wear a school uniform.
2 the school year starts in September and is divided into three terms .
3 students at the same level learn together. There are no mixed ability classes.
4 we focus on academic subjects . Personally, I prefer subjects like Drama and PE.
5 our English teacher gives us long lists of vocabulary to learn by heart .
6 the History curriculum only covers the twentieth century.
7 the timetable includes a break in the morning and a long break for lunch.
8 I get on really well with all my classmates .

Exercise 4
The head teacher changed the timetable to start later to fit in with teenagers' body clocks to help them get enough sleep.

WORD STORE 5B Phrasal verbs

9 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 up for summer on [*date*] _____ .
2 The last piece of homework I handed in was [*subject*] _____ .
3 It's hard to keep up with all the homework in [*subject*] _____ .
4 Next year I'll move up to [*year/school*] _____ .
5 If you want to get into university, you have to pass [*name/type of exam*] _____ .
6 The thing I find most difficult to cope with at school is [*your idea*] _____ .

WORD STORE 5C Collocations

11 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 skip/miss lessons.
2 It's impossible to pay attention in class straight after lunch.
3 You shouldn't have to pay university tuition fees. All education should be free.
4 English teachers don't set enough homework. We want more!
5 You have to go to university and do/get a degree if you want a good job.
6 Students should be able to drop a subject if they are not interested in it.

WORKBOOK
pp. 60–61, including *Show What You've Learnt*

NEXT CLASS
- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 5.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 62.

5.2 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 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.**
Dad is against, mum is in favour.

3 **Read the GRAMMAR FOCUS. Complete the examples using the First Conditional forms in blue in Exercise 2.**

GRAMMAR FOCUS 21

First Conditional

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

action	→	future result
***if* + Present Simple**		***will/won't* + verb**

If he [1] goes *to South America next year,*
he [2] 'll go *to university the year after.*
If he ***doesn't go*** *to 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 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, b
2 He'll get a lot out of it e
3 He'll do bungee jumps and get a tattoo a
4 If he goes away on his own, c
5 If he doesn't do anything on his own, d

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.

VIDEO 21

5 2.28 **What other reasons might Ricky have for going to South America? Listen and check your ideas.** To learn languages/see a girl.

6 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 (go) travelling, I won't go (not go) to university when I come back.
2 If I tell (tell) them the truth, they definitely won't let (not let) me go.
3 You won't learn (not learn) any Spanish if you visit (visit) her!
4 If my dad doesn't agree (not agree), I won't be able (not able) to go.
5 If your mum thinks (think) it's a good idea, she 'll convince (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 abroad	new culture	miss friends
2 join a band	have a lot of fun	not do schoolwork
3 part-time job	earn money	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

REFERENCES
Culture notes **p. 174**
Audioscript **p. 185**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES
- Grammar animation
- Photocopiable resource 26 *An optimistic scenario* (10 min.)
pp. 206, 241
- Extra digital activities: Grammar Checkpoint

WORKBOOK
p. 62, including *Show What You've Learnt*

NEXT CLASS
- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 5.2, Grammar.
- Ask students to write two tips for studying for exams. Use their ideas to discuss the tips in ex. 1 on p. 63.

LISTENING

5.3

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.**

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 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	6
enjoy himself	5	marks	1
nervous	4	take it easy	2

EXAM FOCUS True/False

4 2.29 **Listen to the conversation again. Are statements 1–6 true (T) or false (F)?**

1 Tom doesn't usually get good grades at school. F
2 Grace thinks Tom will get sick if he doesn't relax. T
3 Grace thinks Tom should spend less time on his own. T
4 Grace doesn't get stressed about exams. F
5 Grace tells Tom to go out and have a good time. T
6 Tom will say it's Grace's fault if he fails his exams. T

5 **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

1 Apply for a place at university when you're in your last year of secondary school: Year Thirteen . number

2 You can apply to five universities. number

3 To get into university, you have to get good grades in three or four A levels. noun

4 To get into Oxford or Cambridge University, you have to take an entrance exam . noun

5 Last year 600,000 students applied for 400,000 university places. number

6 You have to pay university tuition fees up to £9,000 a year. number

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

6 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 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 2.32 **Complete WORD STORE 5D. Put the collocations and phrasal verbs with *get* under the correct heading. Then listen, check and repeat.**

REFERENCES

Culture notes **p. 174**
Audioscript **pp. 185–186**

EXTRA ACTIVITIES

Students listen to the conversation between Tom and Grace again and then role-play it.

WORKBOOK

p. 63

NEXT CLASS

Ask students to make short notes about Michael Phelps, Dr Temple Grandin, Keira Knightley and Richard Branson.

READING

5.4

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.**
Words not in the text are 'food' and 'money'.

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? TG
2 Who is able to concentrate on his/her strengths because of his/her learning disorder? RB
3 Who became better at something when learning about his/her favourite subject? MP
4 Who changed in a positive way thanks to getting over his/her learning difficulties? KK
5 Who did something to help others understand a learning disorder? TG
6 Which person got over his/her difficulties to have a job of his/her dreams? KK

Different, not less

2.33

Many people have learning disorders. They suffer in school: other children bully them or *make fun of them and call them 'slow'*. However, people can get over their learning disorders and have successful careers with the help and support of family, teachers and doctors, as these examples prove.

At school, **Michael Phelps** could not sit still and found it difficult to concentrate. His teachers said he couldn't *focus on anything*. But then he found his passion for sport. His mother encouraged him and *helped him to develop his swimming ability*. His reading improved when he read books about sport. And his Maths improved when the problems reflected his interests, for example, 'How long will it take to swim 500 metres if you swim three metres per second?' Through hard work and never missing a day's practice, Michael became an Olympic champion, winning twenty-eight medals, twenty-three of them gold.

64

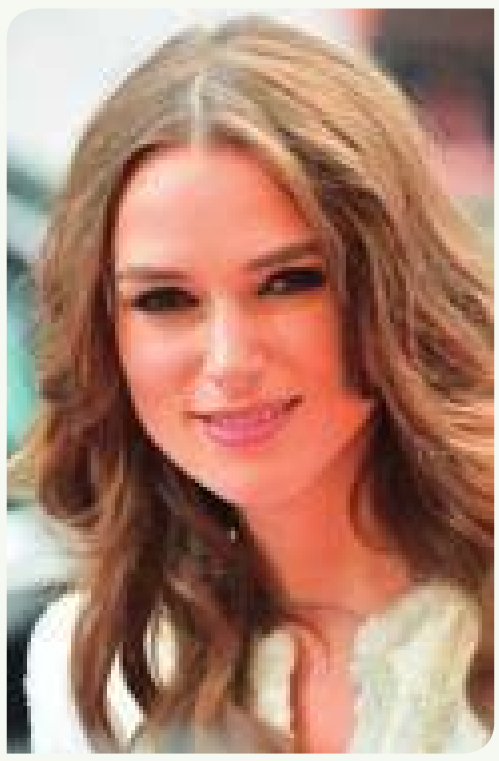
REFERENCES

Culture notes **p. 174**

EXTRA ACTIVITIES

- Ask students to answer question 1 in ex. 1 using the notes they have prepared.
- Students write true and false sentences about the people in the Reading text. They exchange the sentences with a partner who decides whether the sentences are true or false and corrects the false ones.
- Students do a role-play in pairs. Student A is an interviewer on a TV chat show, Student B chooses one of the people in the reading text. Student A interviews Student B about his or her learning disorders.

In the world of autism, **Dr Temple Grandin** is an important voice. Autistic herself, she is an expert on how to teach people with autism, and she *has written six books about the 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, 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 of the most successful entrepreneurs in the world. He says that because of his dyslexia, he has learnt to keep things simple, ignore difficulties and focus on what he is good at. However, he grew up at a time when dyslexia was misunderstood – his teachers *made the mistake of thinking* that he was lazy or 'not very clever'. His head teacher at secondary school told him: 'I predict 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.

4 2.34 **Look at the words in blue in the 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*
2 a very experienced person who helps a less experienced person = mentor
3 think very carefully about something you are doing = concentrate
4 someone who has special knowledge of a subject = expert
5 to give someone the confidence to do something = encourage
6 try very hard to achieve something that is difficult = struggle with
7 not liked by other people in a way that is unfair = misunderstood
8 someone who imagines words as pictures = a visual thinker

5 Complete the gaps with words in Exercise 4. Then complete the sentences with your own ideas.

1 I find it difficult to concentrate when …
2 The best way of dealing with someone who bullies you is …
3 The school subject I struggle with most is …
4 A good way to encourage students to work harder is …
5 A person I know who I'd like as a mentor is …
6 I'd like to become an expert on …

I find it difficult to concentrate when somebody has the TV on too loud …

6 SPEAKING **Compare your sentences in Exercise 5 with a partner. How similar or different are you?**

WORD STORE 5E *of* and *for*

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

WORKBOOK
pp. 64–65

NEXT CLASS
Ask students to do *Show What You Know* in the WB, p. 66.

5.5 GRAMMAR

Defining relative clauses

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

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

> The school that we'd like is: A school 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 22

Defining relative clauses

- You use [1] who or *that* for people.
- You use [2] which or *that* for things.
- You use [3] where 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.

3 **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 [1]*where* / *that* the classrooms are uncluttered and the walls are brightly coloured.

A comfortable school with sofas and beanbags, cushions on the floors, tables [2]*who* / *that* don't scrape our knees, and quiet rooms [3]*where* / *which* we can chill out.

A light school with huge windows [4]*that* / *where* let the sunshine in, but blinds [5]*who* / *which* keep out the sun when we want to watch something on a screen.

A safe school with swipe cards for the school gate, anti-bully alarms, first aid classes, and someone [6]*where* / *that* we can talk to about our problems.

A flexible 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 [8]*who* / *which* we enjoy.

A relevant school [9]*who* / *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 [10]*which* / *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.

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 which/that forms a comfortable shape when you sit on it. ☐
3 A person that/who scrapes their knees may get small cuts. ☐
4 *Chill out* is an informal expression that/which means 'to relax'. ☐
5 *Blinds* are like curtains which/that you use to keep out the light. ☑
6 A *swipe card* is a plastic card that/which works like a key and lets you in or out. ☐
7 A *rigid* timetable is a timetable that/which you can't change. ☑
8 A *relevant* school is a school where lessons are directly 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
2 gardens and sports grounds
3 equipment and technology
4 school uniforms
5 canteen.

7 SPEAKING **Present your manifesto to the rest of the class.**

FOCUS VLOG 23 About education

23 **Watch the Focus Vlog. For the worksheet, go to page 125.**

Grammar page 145

REFERENCES

Culture notes **p. 174**
Videoscript **pp. 195–196**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 27 Test yourselves (10 min.) pp. 206, 242
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 66, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 5.5, Grammar.

5.6 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

Football
Rugby
Cricket
Netball
Hockey
Basketball

2 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?
All her free time, three times a week and every weekend.
2 How does she feel about it? She's bored with it.
3 What does she agree to do?
To talk to the team and Miss Temple before she decides to resign.

3 SPEAKING **Do you know anyone who spends all their free time training for something? Tell your partner.**

4 2.36 **Complete the sentences from the conversation with the correct form of the verbs in brackets. Then listen again and check.**

1 **If** you ___leave___ (leave) the team, we ___won't win___ (not win) our next match.
2 I ___won't have___ (not have) time to do anything else **unless** I ___give up___ (give up) hockey.
3 **As soon as** I ___get___ (get) home tonight, I ___'ll change___ (change) into my hockey kit.
4 I ___'ll call___ (call) her **when** I ___have___ (have) a minute.
5 **Before** I ___decide___ (decide), I ___'ll discuss___ (discuss) it with the rest of the team.

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 Start revising now or you'll fail your exams.
You won't pass your exams ___unless___ you start revising now.
2 Learn your vocabulary. At home I'll test you.
I'll test you on your vocabulary ___when___ we get home.
3 First I'll pass my exams. Two weeks later I'll go on holiday.
I'm going to go on holiday ___after___ I pass my exams.
4 The moment I get my exam result, I'll apply to university.
I'll apply to university ___as soon as___ I get my 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 ___before___ 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

REFERENCES

Audioscript **p. 186**

EXTRA ACTIVITIES

In pairs, students prepare five sentences in their own language about the future. Then they exchange sentences with another pair and translate them into English using the conjunctions in ex. 5.

WORKBOOK

p. 67

NEXT CLASS

- Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 5.6, Use of English.

5.7 WRITING

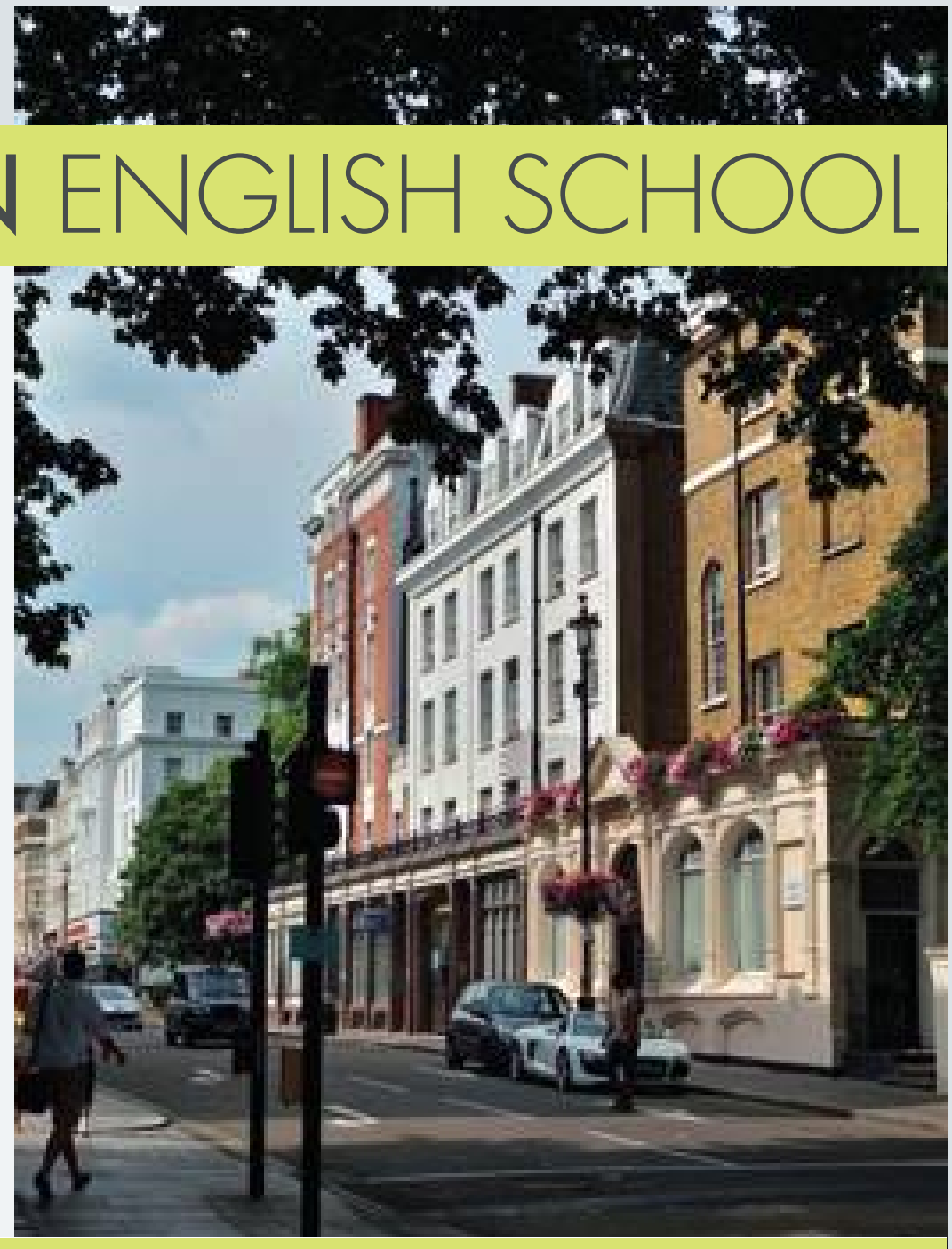
An enquiry

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 questions about the information you need [2]

b what you would like the reader to do [3]

c information about yourself and why you are writing the email [1]

REFERENCES

Culture notes **p. 174**

EXTRA ACTIVITIES

- Photocopiable resource 28 An email of enquiry (15 min.) pp. 206, 243
- Students, in pairs or groups, brainstorm the email for ex. 7. They make notes and plan it together.

WORKBOOK

pp. 68–69, including *Show What You've Learnt* and *Show That You've Checked*

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 [1] *Dear Sir or Madam,*
- Don't use abbreviations or contractions. Use full forms: *I would* (NOT ~~*I'd*~~)/[2] I am (NOT ~~*I'm*~~)
- Use formal expressions to:
  - **a** say why you are writing the email: [3] I am writing to enquire about
  - **b** ask for information: *I would also like to know if .../* [4] Could you tell me
  - **c** ask somebody to do something for you: *I would be grateful* [5] if you could
  - **d** say that you expect a reply: *I look forward to* [6] hearing from you
- Finish the email with *Yours sincerely* if you know the name of the person you're writing to, or [7] Yours faithfully 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?
  → [1] *Could you tell me how long I will need to study ...*

  What kind of accommodation do you provide and how much does it cost? → [2] Could you tell me what kind of accommodation you provide, and how much it costs?
- 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] I would also like to know if you can arrange accommodation for me.

  Could you send me details of how to book a course?
  → [4] I would be grateful if you could send me details of how to book a course.

6 Complete the indirect questions.

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

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.
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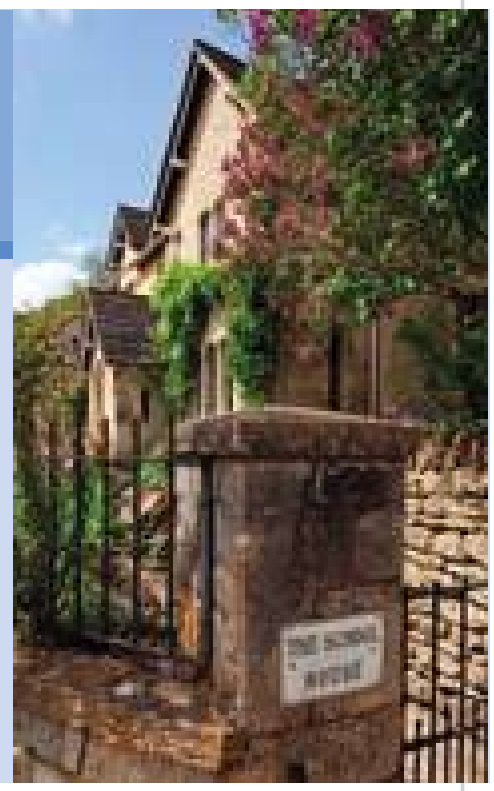


You've read the advertisement and you want to learn English at St John's School. Write an email to the school asking for more details. Include the following information:

- 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 …

NEXT CLASS

Ask students to make a list of phrases they know for giving opinions, agreeing and disagreeing, e.g. *I think, In my opinion, I agree, I don't agree*. Begin the class by pooling their ideas and writing them on the board.

69

VIDEO 24

5.8 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 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.	A	D
2 He doesn't need to do A levels.	A	D
3 He might need to get a proper job.	D	A
4 Robert's good-looking and talented.	A	A
5 He should do his A levels first.	D	A

3 2.37 **Listen again and number the expressions in the order you hear them.**

SPEAKING FOCUS

Giving an opinion

I think he … 10
I don't think it's … 1
Personally, I think ... 3
I really believe ... 12
In my opinion, ... 13
If you ask me, … 8

Agreeing

I couldn't agree more. 6
That's a good point. 9

Disagreeing politely

I see what you mean, but … 2
That's true, but … 5
I'm not so sure. 7

Disagreeing

I totally disagree! 11
Oh come on! That's nonsense. 4

4 **Choose the correct option.**

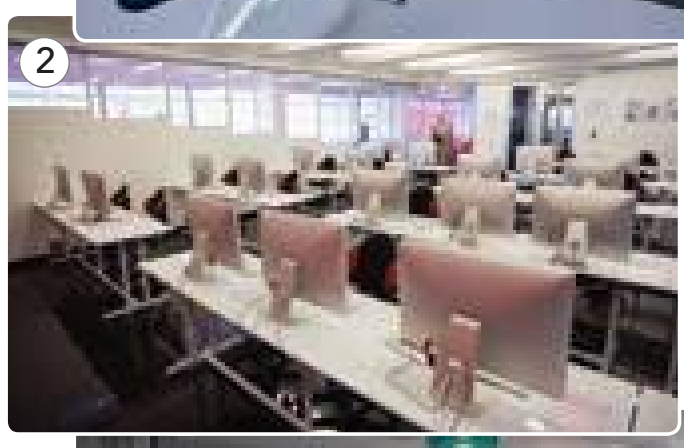
1 **A:** What do you think about single-sex schools?
B: *I don't think* / *Personally, I think* they're a good idea. It isn't normal to separate boys and girls.
2 **A:** If you ask me, I think we get too much homework.
B: *I'm not so sure.* / *I couldn't agree more*. I never have time to do sport or 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.

6 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

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

REFERENCES

Audioscript **p. 186**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

Students write short dialogues about the following things, asking about opinions, giving opinions and agreeing/disagreeing: studying at university, using computers instead of books, studying music, not doing exams.

WORKBOOK

p. 70

NEXT CLASS

Ask students to study the Word list on p. 71.

5.1 Vocabulary 4.33

ability /əˈbɪlətɪ/
academic subject /ˌækəˌdemɪk ˈsʌbdʒɪkt/
after-school activity /ˌɑːftə ˌskuːl ækˈtɪvətɪ/
attend/go to school /əˌtend/ˌgəʊ tə ˈskuːl/
break up /ˌbreɪk ˈʌp/
classmate /ˈklɑːsmeɪt/
compulsory /kəmˈpʌlsərɪ/
cope with /ˌkəʊp ˈwɪð/
curriculum /kəˈrɪkjʊləm/
do a degree /ˌduː ə dɪˈgriː/
do/take an exam /ˌduː/ˌteɪk ən ɪgˈzæm/
drop a subject /ˌdrɒp ə ˈsʌbdʒɪkt/
elementary school /ˌeləˈmentərɪ skuːl/
entrance exam /ˈentrəns ɪgˌzæm/
fail an exam /ˌfeɪl ən ɪgˈzæm/
finish school /ˌfɪnɪʃ ˈskuːl/
get a degree /ˌget ə dɪˈgriː/
get into university /ˌget ˌɪntə ˌjuːnəˈvɜːsətɪ/
get on well with /ˌget ɒn ˈwel wɪð/
hand in homework /ˌhænd ˌɪn ˈhəʊmwɜːk/
have a degree /ˌhæv ə dɪˈgriː/
keep up with /ˌkiːp ˈʌp wɪð/
learn by heart, memorise /ˌlɜːn baɪ ˈhɑːt/ˈmeməraɪz/
learn from mistakes /ˌlɜːn frəm mɪˈsteɪks/
leave school /ˌliːv ˈskuːl/
line up /ˌlaɪn ˈʌp/
make mistakes /ˌmeɪk mɪˈsteɪks/
mark homework /ˌmɑːk ˈhəʊmwɜːk/
miss/skip lessons /ˌmɪs/ˌskɪp ˈlesənz/
mixed-ability class /ˌmɪkst əˌbɪlətɪ ˈklɑːs/
move up /ˌmuːv ˈʌp/
Music /ˈmjuːzɪk/
pass an exam /ˌpɑːs ən ɪgˈzæm/
pay attention /ˌpeɪ əˈtenʃən/
PE /ˌpiː ˈiː/
playground /ˈpleɪgraʊnd/
revise for an exam /rɪˌvaɪz fər ən ɪgˈzæm/
school uniform /ˌskuːl ˈjuːnəfɔːm/
secondary school /ˈsekəndərɪ skuːl/
set homework /ˌset ˈhəʊmwɜːk/
start school /ˌstɑːt ˈskuːl/
take a subject /ˌteɪk ə ˈsʌbdʒɪkt/
term /tɜːm/
timetable /ˈtaɪmˌteɪbəl/
tuition fee /tjuˈɪʃən fiː/
university graduate /ˌjuːnəˈvɜːsətɪ ˈgrædʒuət/

5.2 Grammar 4.34

be in favour of /ˌbi ɪn ˈfeɪvər əv/
decent job /ˌdiːsənt ˈdʒɒb/
do a bungee jump /ˌdu ə ˈbʌndʒi ˌdʒʌmp/
gap year /ˈgæp jɪə/
go away /ˌgəʊ əˈweɪ/
go backpacking /ˌgəʊ ˈbækˌpækɪŋ/
go/live abroad /ˌgəʊ/ˌlɪv əˈbrɔːd/
join a band /ˌdʒɔɪn ə ˈbænd/
part-time job /ˌpɑːt taɪm ˈdʒɒb/
schoolwork /ˈskuːlwɜːk/
waste /weɪst/

5.3 Listening 4.35

A levels /ˈeɪ ˌlevəlz/
apply for (a place) /əˌplaɪ fər ə ˈpleɪs/
be positive /ˌbi ˈpɒzətɪv/
field trip /ˈfiːld trɪp/
get a job /ˌget ə ˈdʒɒb/
get a lot out of sth /ˌget ə ˈlɒt aʊt əv ˌsʌmθɪŋ/
get a place at university /ˌget ə ˌpleɪs ət ˌjuːnəˈvɜːsətɪ/
get a tattoo /ˌget ə təˈtuː/
get exhausted /ˌget ɪgˈzɔːstɪd/
get good grades /ˌget gʊd ˈgreɪdz/
get ill /ˌget ˈɪl/
get into trouble /ˌget ˌɪntə ˈtrʌbəl/
get nervous /ˌget ˈnɜːvəs/
get rid of sth /ˌget ˈrɪd əv ˌsʌmθɪŋ/
get stressed about sth /ˌget ˈstrest əˌbaʊt ˌsʌmθɪŋ/
grade/mark /greɪd/mɑːk/
have a good time /ˌhæv ə gʊd ˈtaɪm/
on your own /ˌɒn jɔːr ˈəʊn/
revision /rɪˈvɪʒən/
schedule /ˈʃedjuːl/
take a break /ˌteɪk ə ˈbreɪk/
take it easy /ˌteɪk ɪt ˈiːzi/
your fault /ˌjɔː ˈfɔːlt/

5.4 Reading 4.36

ability /əˈbɪlətɪ/
be an expert on /ˌbi ən ˈekspɜːt ɒn/
be/become a professor of /bi/bɪˈkʌm ə prəˈfesər əv/
bully /ˈbʊli/
concentrate /ˈkɒnsəntreɪt/
condition /kənˈdɪʃən/
dream of /ˈdriːm əv/
encourage /ɪnˈkʌrɪdʒ/
get over a difficulty with the support of /ˌget ˌəʊvə əˈdɪfɪkəlti wɪθ ðə səˈpɔːt əv/
have/find a passion for /ˌhæv/ˌfaɪnd ə ˈpæʃən fə/
help sb to do sth /ˌhelp ˌsʌmbɒdi tə ˈduː ˌsʌmθɪŋ/
ignore /ɪgˈnɔː/
learning disorders /ˈlɜːnɪŋ ˌdɪsˈɔːdəz/
make fun of /ˌmeɪk ˈfʌn əv/
make the mistake of doing sth /ˌmeɪk ðə mɪˌsteɪk əv ˈduːɪŋ ˌsʌmθɪŋ/
mentor /ˈmentɔː/
misunderstand /ˌmɪsʌndəˈstænd/
struggle with /ˈstrʌgəl wɪð/
visual thinker /ˌvɪʒuəl ˈθɪŋkə/

5.5 Grammar 4.37

background /ˈbækgraʊnd/
beanbag /ˈbiːnbæg/
blinds /blaɪndz/
bright /braɪt/
chill out /ˌtʃɪl ˈaʊt/
compete against /kəmˈpiːt əˌgenst/
cushion /ˈkʊʃən/
first aid /ˌfɜːst ˈeɪd/
flexible /ˈfleksəbəl/
follow your own interests /ˌfɒləʊ jɔːr əʊnˈɪntrəsts/
manifesto /ˌmænɪˈfestəʊ/
nationwide /ˌneɪʃənˈwaɪd/
relevant /ˈreləvənt/
rigid /ˈrɪdʒəd/
school gate /ˌskuːl ˈgeɪt/
scrape /skreɪp/
swipe card /ˈswaɪp kɑːd/
uncluttered /ˌʌnˈklʌtəd/

5.6 Use of English 4.38

cricket /ˈkrɪkɪt/
give up /ˌgɪv ˈʌp/
hockey /ˈhɒkɪ/
kit /kɪt/
netball /ˈnetbɔːl/
rugby /ˈrʌgbɪ/

5.7 Writing 4.39

application form /ˌæplɪˈkeɪʃən fɔːm/
arrange /əˈreɪndʒ/
availability /əˌveɪləˈbɪlətɪ/
do a course /ˌduː ə ˈkɔːs/
enquire about /ɪnˈkwaɪər əˈbaʊt/
grateful /ˈgreɪtfəl/
provide /prəˈvaɪd/
register (v) /ˈredʒəstə/
staff /stɑːf/

5.8 Speaking 4.40

donation /dəʊˈneɪʃən/
single-sex school /ˌsɪŋgəl seks ˈskuːl/
waste of time /ˌweɪst əv ˈtaɪm/

WORD LIST ACTIVITIES

- Students choose 5–10 words that they want to remember and write example sentences.
- Divide students into teams. Choose e.g. ten words from the list. One member of each team comes to you and you give them the first word you have chosen – they have to return to their teams and give clues to the rest of their team to guess the word. They can give definitions or draw clues, but cannot say the word until their team members guess. As soon as the team guesses, another team member comes to you for the second word. The first team to finish all ten words correctly wins.

71

FOCUS REVIEW 5

VOCABULARY AND GRAMMAR

1 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 ¹**t**erm (*one part of an academic year*) was much worse for Barrett than the first one. He got a lot of poor ²**g**rades (*marks*) and he ³**f**ailed (*didn't pass*) three tests. He says he got exhausted by all the ⁴**s**choolwork (*the work that a student does at school or at home*), but the truth is that he didn't concentrate enough on learning and ⁵**s**kipped (*didn't attend*) the classes he wasn't keen on. If he wants to be successful in the final exams, he has to start ⁶**r**evising (*preparing for exams*) now.

3 Complete the First Conditional sentences with the correct form of the verbs in brackets.

1 If I ___take___ (take) a gap year, I ___will get___ (get) a lot of experience.
2 If Stella ___doesn't hurry___ (not hurry), we ___will miss___ (miss) the first lesson.
3 ___Will your parents get___ (your parents/get) angry if you ___don't get___ (not get) into university?
4 He ___won't pass___ (not pass) his exams if he ___doesn't take___ (not take) extra lessons.
5 I ___won't help___ (not/help) you with Maths if you ___don't help___ (not/help) me with English.

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

1 Any student ___ hasn't finished their homework, please see me after the lesson.
A who B which C where
2 This is the canteen ___ we eat our lunch.
A that B which C where
3 Students ___ only revise the night 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.
A who B that C where
5 There are lots of schools in the world ___ don't have water or electricity.
A who B which C where
6 Oxford was the university ___ she did her degree.
A who B that C where

USE OF ENGLISH

5 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 learn these maths rules by heart 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

6 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 I do	B what should I do	C what I should do

EXTRA ACTIVITIES

- Photocopiable resources 48–49 Multiple-choice cloze (20 min.) pp. 210–211, 266–267
- Photocopiable resources 54–55 Sentence transformation (15 min.) pp. 211, 272–273
- Use of English 3, WORD STORE booklet, p. 10
- Photocopiable resource 29 *Learning and teaching* (speaking; 15 min.) pp. 206-207, 244
- Extra digital activities: Reading and Use of English

NEXT CLASS

- Ask students to do Self-check 5.10, WB pp. 72–73, as homework.
- Ask students to prepare for Unit Test 5: Assessment Package, Unit 5.

72

READING

7 Match the headings (A–F) with the paragraphs (1–4). There are two extra headings.

A school on every doorstep

1 B 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.

2 F 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.

3 A 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.

4 D 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] an official programme . The idea came from [2] two (passionate) teachers who wanted children from a small slum in Mumbai to learn how to read and write. It started with only fifty children but now the numbers of teachers, [3] volunteers and students involved in the project are much higher. Children also study new subjects and the teaching conditions are [4] very different from/much better than 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.

PROJECT

- How to teach with projects p. T19
- Work in groups. Think of a team sport. Create a presentation about it to explain the rules, where it is played and what you need to play it. Then present it to your class.

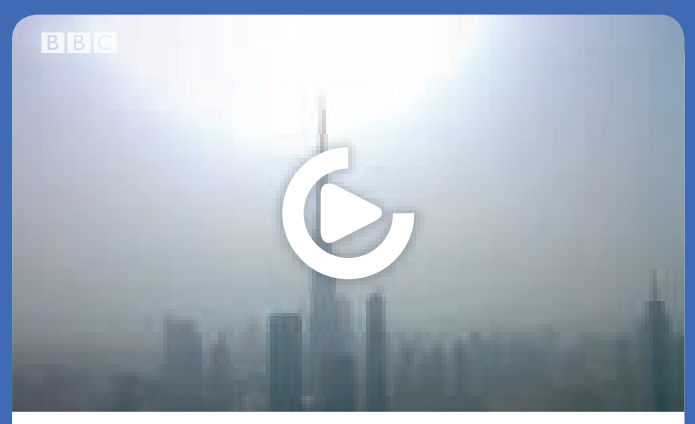
6

Just the job

Choose a job you love, and you will never have to work a day in your life.

Confucius

BBC



WINDOW CLEANING

25 Watch the BBC video.
For the worksheet, go to page 126.

UNIT 6 VIDEOS

BBC Window cleaning 25

GRAMMAR ANIMATION
Lesson 6.2 26 Lesson 6.5 28

FOCUS VLOG About dream jobs
Lesson 6.2 27

ROLE-PLAY
Lesson 6.8 29

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*er* accountant doctor electrician flight attendant
hairdresser shop assistant swimming instructor
receptionist scientist politician plumber

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.

1

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

REFERENCES

Culture notes **p. 174**
Audioscript **pp. 186–187**
Videoscript **p. 196**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Photocopiable resource 30 *What's my job?* (15 min.) pp. 207, 245
- Photocopiable resource 31 Test yourselves (10 min.) pp. 207, 246
- Extra digital activities: Vocabulary Checkpoint
- Students make a list of four jobs they would like to do and four they wouldn't.
- Students discuss and classify all the expressions from ex. 7, e.g. Positive: *be employed*; Negative: *be badly paid*; Neutral: *be responsible for*.

3 **Read about four people's worst work experiences. Match jobs A–D with people 1–4.**

A A postman/postwoman 4
B A shop assistant 1
C A cleaner in a factory 2
D A warehouse assistant 3

4 3.1 **Listen and check your ideas in Exercise 3. Who do you think had the worst work experience?**

5 3.1 **Answer the questions. Then listen again and check your answers.**

1 Who is self-employed now and rarely has a day off? Chris
2 Who is always nice to people who bring the post? Amy
3 Who was motivated to pass some exams and get a better job? Marcus
4 Who left a summer job because he/she got fired? Eva

6 SPEAKING **Discuss whether you would like to be your own boss. Give reasons for your answers.**

3

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

4

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

Go to **WORD STORE 6** page 13

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 ___be___ self-employed.
2 You generally ___work___ outdoors.
3 You usually ___do/work___ long hours.
4 You sometimes have to ___do/work___ night shifts.
5 You ___are___ responsible for lots of workers.
6 You need a university degree to ___apply___ for this job.

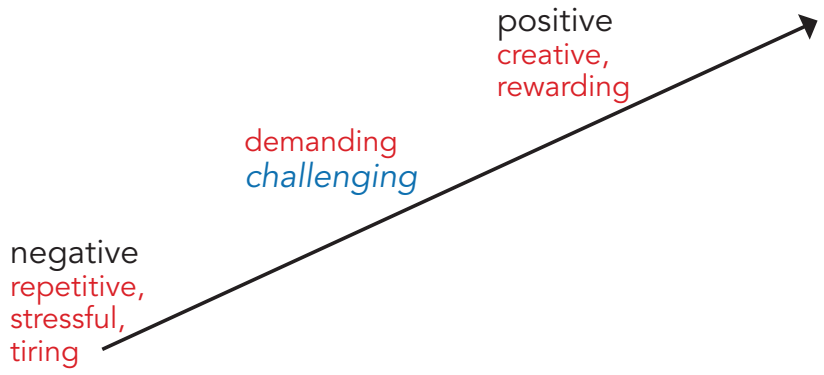
9 SPEAKING **Discuss which statements in Exercise 8 could describe the jobs in Exercise 1.**

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 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 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 …

WORKBOOK
pp. 74–75, including *Show What You've Learnt*

NEXT CLASS
- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 6.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 67.

VIDEO 26 27

GRAMMAR

6.2

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

1 **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.

2 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.

3 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.

4 If I needed money, I'd get a part-time job ...
A in a sports centre. **B** at home. **C** in a shop.

5 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.

3 **Read the GRAMMAR FOCUS. Complete the examples using the Second Conditional forms in blue in Exercise 2.**

GRAMMAR FOCUS 26

Second Conditional

- You use the **Second Conditional** to talk about the present or future result of an imaginary situation.

imaginary situation	→	result
***if* + Past Simple**		***would/wouldn't* + verb**

If I [1] had *a day off tomorrow, I* [2] would spend *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 wouldn't be (not be) so much traffic if more people worked (work) from home.
3 Family relationships would improve (improve) if parents took (take) more time off work.
4 If people retired (retire) at fifty, there would be (be) more jobs for young people.
5 The world would be (be) a better place if everybody had (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 *wanted* (want) advice about getting a job, I *'d ask my uncle*.
2 If I needed (need) to borrow some money, I _____ .
3 If I could (can) work anywhere in the world, I _____ .
4 If I didn't have (not have) a phone, I _____ .
5 If I were/was (be) an animal, I _____ .
6 If I didn't have to (not have to) study, I _____ .

8 SPEAKING **Write questions about the imaginary situations in Exercise 7. Then ask and answer the questions as in the example.**

A: *If you wanted advice about getting a job, who would you ask?*
B: *I'd ask …*

FOCUS VLOG 27 About dream jobs

27 **Watch the Focus Vlog. For the worksheet, go to page 127.**

Grammar page 147

Exercise 6
1 If I had a part-time job, I'd earn money.
2 If I earned money, I'd go out.
3 If I went out, I'd meet new people.
4 If I met new people, my life wouldn't be boring.
5 If my life wasn't/weren't boring, I'd be happy.
6 If I was/were happy, I wouldn't need a part-time job.

REFERENCES

Videoscript **p. 196**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 32 *Imagine* (15 min.) pp. 207, 247
- Extra digital activities: Grammar Checkpoint
- Dictate the first part of two or three Second Conditional sentences for students to complete in as many different ways as possible.

WORKBOOK

p. 76, including *Show What You've Learnt*

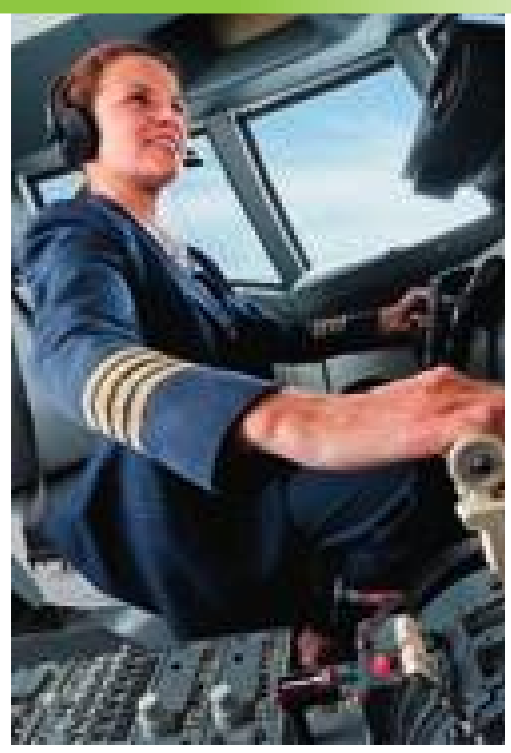
NEXT CLASS

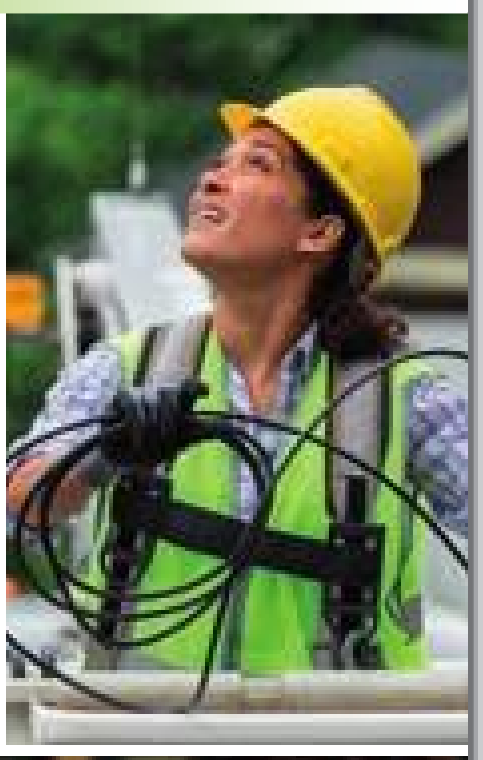
Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 6.2, Grammar.

6.3 LISTENING

Multiple choice

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





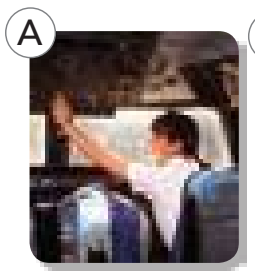
1 SPEAKING **Look at the photos. What kind of person do you have to be to do these jobs? Tell your partner. Use the adjectives below or your own ideas.**

ambitious brave caring clever energetic practical responsible sensible serious kind

EXAM FOCUS Multiple choice

2 3.5 **Listen to three recordings. Choose the correct photo, A, B or C.**

1 What is the woman's job? A

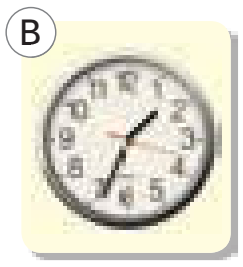
A 

B

C

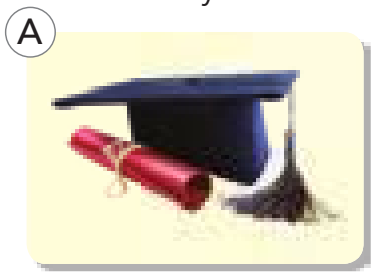
2 Why did the girl's dad get a new job? B

A

B 

C

3 What do you need to do the woman's job well? C

A 

B

C

3 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. F
2 Sophie hasn't been to university yet. T
3 Aunt Mary doesn't enjoy her job and wants to change. F
4 Aunt Mary is already a captain. F
5 Aunt Mary doesn't think it's an easy career for women with children. T

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 ___training___ .
2 have a **university** ___degree___ .
3 **get on well with** ___people___ .
4 **have** excellent ___eyesight___ .
5 spend a lot of time **away from** ___home___ .

Airline pilots can't …
6 choose when they **take time** ___off___ .

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 3.9 **Complete WORD STORE 6D with the words in the box to make job names. Then listen, check and repeat.**

REFERENCES

Audioscript **pp. 187–188**

EXTRA ACTIVITIES

Students discuss the necessary skills, the training programme, the benefits and the disadvantages for the other jobs in the photos. Then they role-play an interview for one of the jobs.

WORKBOOK

p. 77

6.4 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

4 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 G 2 Gena F 3 Kate C 4 Bo D 5 Vlad B

Are you thinking about careers
and what kind of job you'd like in the future?

It will help if you ask yourself the question: 'What am I like?'. Some jobs are more suitable for you than others. We've matched jobs to seven different personality types.

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

B 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

EXTRA ACTIVITIES
Students work in groups. They take it in turns to describe a classmate using the vocabulary in the lesson. The other group members guess who is being described and try to match him or her to one of the categories in the Reading text.

WORKBOOK
pp. 78–79

NEXT CLASS
Ask students to do *Show What You Know* in the WB, p. 80.

5 3.11 **Complete the definitions with the words in blue in the text. Then listen, check and repeat.**

1 solves problems = problem-solver
2 makes decisions = decision-maker
3 develops software = software developer
4 loves nature = nature lover
5 fights the fire = fire-fighter
6 works for social services = social worker

6 Complete the sentences with the compound nouns in Exercise 5.

1 Claire's mum is the decision-maker in her family. She's a very quick thinker.
2 Dan isn't a nature lover . He gets bored in the country and prefers to be in the city.
3 Edith is a brilliant problem-solver . No problem is too difficult for her.
4 Fred knows a lot about computers and the Internet. I think he'd be a good software developer .
5 Graham wants to be a social worker . He's a caring person and would be good at it.
6 Helen's ambition is to be a fire-fighter . She's adventurous and practical.

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

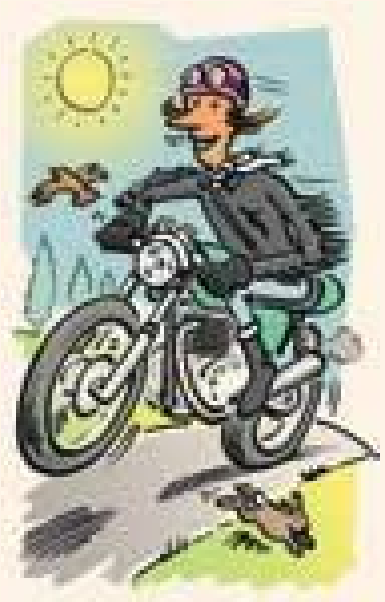
9 3.12 **Complete WORD STORE 6E with adjectives. Mark the stress. Then listen, check and repeat.**

D The Thinker

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

79

VIDEO 28

6.5 GRAMMAR

Modal verbs for obligation and permission

I can express obligation, necessity and absence of obligation.

1 SPEAKING **What is the meaning of the saying? What kind of jobs do you think it describes? Discuss with a partner.**

You don't have to be crazy to work here … BUT IT HELPS!

2 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*.

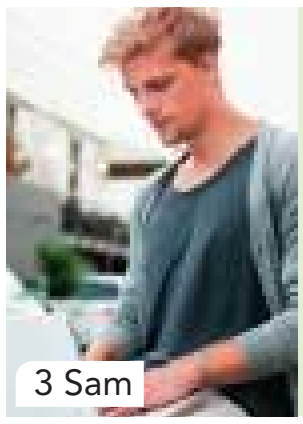
3 3.13 **Choose the correct option to describe some of the working conditions of Jonnie, Erica and Sam. Then listen again and check.**

1 Jonnie

- He [1] *has to* / *doesn't have to* wear the company T-shirt.
- He [2] *can* / *can't* eat at his desk.
- He [3] *must* / *mustn't* take his laptop into the canteen.

2 Erica

- She [4] *has to* / *doesn't have to* work very long hours.
- She [5] *needs to* / *doesn't need to* wear designer clothes or a suit.


3 Sam

- 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/ [1] needs to • must	• don't have to/ [2] doesn't have to • don't need to/ doesn't need to/ needn't	[3] can	• can't • [4] mustn't

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*~~)

5 **Complete the sentences with *mustn't* or *needn't*.**

1 a You *needn't* rush – you've got plenty of time.
b You *mustn't* rush – it's important to be 100 percent accurate.
2 a You needn't go – you can stay if you want.
b You mustn't go – we haven't finished yet.
3 a You mustn't tell her – it's a secret between you and me.
b You needn't tell her – she already knows everything.
4 a You needn't eat that – you can leave it if you want.
b You mustn't 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 Can you call your teachers by their first name?
3 Can you use your mobile phones in class?
4 Do you have to take end-of-term tests in each subject?
5 Do you have to change classrooms for each lesson?
6 Can you 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 fit · be good at maths · have a degree · 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 _____ .
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.

8 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

REFERENCES

Audioscript **p. 188**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 33 Test yourselves (10 min.) pp. 207, 248
- Extra digital activities: Grammar Checkpoint
- Students write one or two sentences for each modal verb about their life, e.g. *At home, I don't have to do the shopping. I have to tidy my room every week.*

WORKBOOK

p. 80, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 6.5, Grammar.

6.6 USE OF ENGLISH

Adjectives ending in *-ed* and *-ing*

I can form adjectives from verbs and nouns with -ed and -ing.

1 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

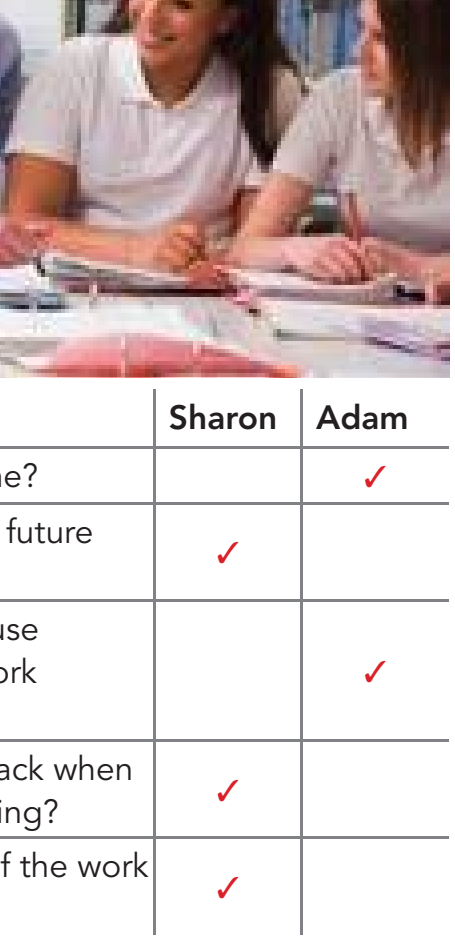
Did you know that nearly all 15- or 16-year-old students in the UK do work experience before they leave school?

What is work experience?

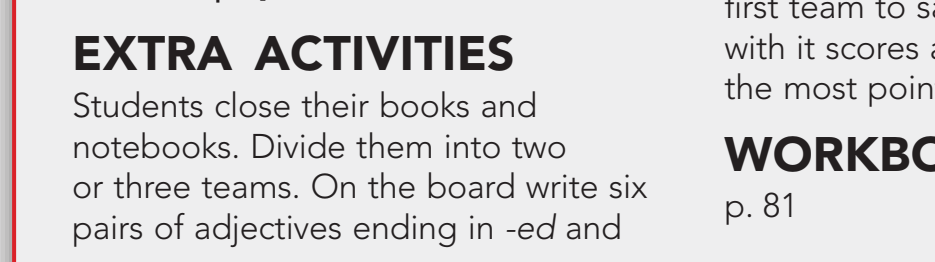
- 1–3 weeks off school working full time for a local employer.

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.



2 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 → *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**ed .
2 I had a really **reward**ing time.
3 That's **amaz**ing !
4 I was really **embarrass**ed because everyone else was in jeans.
5 It was very **confus**ing .
6 I was **bor**ed most of the time.
7 It sounds like you had a very **satisfy**ing experience.

4 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.
C 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.

6 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

REFERENCES

Audioscript **p. 188**

EXTRA ACTIVITIES

Students close their books and notebooks. Divide them into two or three teams. On the board write six pairs of adjectives ending in *-ed* and *-ing*, e.g. *confused/confusing, bored/boring*. Indicate an adjective and the first team to say a correct sentence with it scores a point. The team with the most points wins.

WORKBOOK

p. 81

NEXT CLASS

- Ask students to find adverts for summer jobs in English and bring them to class.
- Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 6.6, Use of English.

81

6.7 WRITING

A job application

I can write a basic letter of application.

1 Read the job advert and answer the questions.

1 What kind of job is it advertising?
An office helper
2 Is it a permanent job? No
3 Is it a well-paid job?
4 How old do you have to be to apply? 16
5 What characteristics should the candidate have?
Reliable, hard-working, friendly and willing to learn.
6 What are the working hours? Flexible

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 times. ☐

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 job application

1 Say where you saw the advert
I am writing in connection with your advertisement in …/
With [1] *reference 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] apply for *the position of …*

3 Say what you are doing now
Currently, I am …/At [3] the moment *, I am …*

4 Give reasons why you are interested in the job
I found your advertisement very interesting because …/
I am [4] particularly interested in *your company because …*

5 Mention your CV and any relevant work experience
I have some experience of …/I worked for … as …/
I [5] attach my CV *for 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] For these reasons *, 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 [7] at any time *.*

EXTRA ACTIVITIES

- Photocopiable resource 34 A job application (15 min.) pp. 207–208, 249
- Ask students some comprehension questions about the letter, e.g. *When did Richard see the advert? When can he start work?*, etc.
- Use the adverts students have brought. Students work in groups and choose an advert. They brainstorm reasons why they are interested in the job, relevant experience, etc. Then they write the application letter together. Groups exchange and correct their letters. Feedback with the class and go over any problems.

WORKBOOK

pp. 82–83, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

Ask students to make short notes that they can use to answer the questions in ex. 1 on p. 84.

5 Complete the sentences from a job application with phrases in the WRITING FOCUS.

1 I am writing in connection with the advertisement on your website.
2 I am writing to express my interest in the position of waiter.
3 I have some experience of working in a busy restaurant.
4 I found your advertisement interesting because I would like to work outside.
5 I would be a suitable candidate for the job because I learn very quickly.
6 I can be available for interview after 17 July or any weekend.

6 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.

1 At present I'm taking swimming lessons. I take my level 1 test in July. I'm confident that I'll succeed. W
2 I believe I possess the right skills for the job because I worked on Wild West Summer Camps last year. R
3 My spoken English requires some improvement, but I can sing English pop songs. W
4 I have experience of working in summer camps, and I've had many opportunities to practise putting up tents. R
5 I think I'm a suitable candidate for the job. I'm available for work from 15th August, after my summer holiday. W
6 While I was working as a swimming instructor last summer, I obtained a certificate in first aid. R

7 Read the LANGUAGE FOCUS. Complete the examples with the underlined phrases in Exercise 6.

LANGUAGE FOCUS

Formal language in a job application letter

Formal	Informal
1 I possess	*I've got*
2 a suitable candidate	*the right person*
3 available	*free*
4 I have experience of working in	*I've worked on*
5 many opportunities	*plenty of chances*
6 I obtained	*I got*
7 At present	*At the moment*
8 I'm confident	*I'm sure*
9 succeed	*do well*
10 requires	*needs*

8 Make the sentences more formal. Then tick the ones that you could truthfully include in a letter of application.

1 I ~~got~~ obtained top marks in my English exams at the end of last term. ✓
2 I hope to have ~~plenty of chances~~ many opportunities to travel in my future career. ☐
3 At ~~the moment~~ present I'm doing part-time work in a restaurant. ✓
4 I believe that I am ~~the right person~~ a suitable candidate for a job in sales and marketing. ✓
5 I'm ~~sure~~ confident that ~~I've got~~ possess 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 …

83

6.8 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'?
To be found in public by a talent scout working for a modelling agency.
2 How do you know if a model agency is a good one?
They belong to the AMA (Association of Modelling Agents).
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 3.15 **Listen to Zoe asking her friend Luke about doing modelling. Are statements 1–3 true (T) or false (F)?**

1 Luke enjoyed doing modelling. T
2 He doesn't think Zoe should go to the agency. F
3 Zoe is going to take Luke with her to the agency. F

3 3.15 **Listen again and tick the expressions you hear.**

SPEAKING FOCUS

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 b
2 I don't think you should a
3 My best advice would c
4 It's a good idea e
5 If I were you, d

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 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 29 **Asking for and giving advice**

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

REFERENCES

Audioscript **p. 188**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

Students rewrite each piece of advice in ex. 4 in as many different ways as possible, e.g.
I think you should do some research.
Why don't you do some research?
If I were you, I'd do some research.
My best advice would be to do some research. You should do some research.

WORKBOOK

p. 84

NEXT CLASS

Ask students to study the Word list on p. 85.

6.1 Vocabulary 4.41

apply for a job /əˌplaɪ fər ə ˈdʒɒb/
be badly paid /bi ˌbædli ˈpeɪd/
be employed/self-employed /ˌbi ɪmˈplɔɪd/ˌself ɪmˈplɔɪd/
be in charge of /ˌbi ˌɪn ˈtʃɑːdʒ əf/
be responsible for /ˌbi rɪˈspɒnsəbəl fə/
be unemployed /ˌbi ʌnɪmˈplɔɪd/
be well paid /ˌbi ˌwel ˈpeɪd/
challenging /ˈtʃælɪndʒɪŋ/
come up with /ˌkʌm ˈʌp wɪð/
creative /kriˈeɪtɪv/
demanding /dɪˈmɑːndɪŋ/
do/work long hours /ˌduː/ˌwɜːk lɒŋ ˈaʊ̯əz/
do/work night shifts /ˌduː/ˌwɜːk ˈnaɪt ʃɪfts/
do/work overtime /ˌduː/ˌwɜːk ˈəʊvətaɪm/
employ (v) /ɪmˈplɔɪ/
employer /ɪmˈplɔɪə/
full-time job /ˌfʊl ˌtaɪm ˈdʒɒb/
get fired/get the sack /ˌget ˈfaɪəd/ˌget ðə ˈsæk/
get/have/take a day off /ˌget/ˌhæv/ˌteɪk ə deɪ ˈɒf/
get/have/take five weeks' paid holiday /ˌget/ˌhæv/ˌteɪk faɪv wiːks ˌpeɪd ˈhɒlədi/
have a job /ˌhæv ə ˈdʒɒb/
part-time job /ˌpɑːt taɪm ˈdʒɒb/
put sb off sth /ˌpʊt ˈsʌmbɒdi ˈɒf ˈsʌmθɪŋ/
put up with /ˌpʊt ˈʌp wɪð/
repetitive /rɪˈpetətɪv/
resign from a job /rɪˌzaɪn frəm ə ˈdʒɒb/
rewarding /rɪˈwɔːdɪŋ/
run a business/company /ˌrʌn ə ˈbɪznəs/ˈkʌmpəni/
stressful /ˈstresfəl/
take sb on /ˌteɪk ˌsʌmbɒdi ˈɒn/
tiring /ˈtaɪərɪŋ/
turn up /ˌtɜːn ˈʌp/
work experience /ˈwɜːk ɪkˌspɪəriəns/
work indoors/outdoors /ˌwɜːk ɪnˈdɔːz/ aʊtˈdɔːz/

6.2 Grammar 4.42

babysitter /ˈbeɪbiˌsɪtə/
carer /ˈkeərə/
lifeguard /ˈlaɪfgɑːd/
retail /ˈriːteɪl/
retire /rɪˈtaɪə/
work from home /ˌwɜːk frəm ˈhəʊm/
work outside /ˌwɜːk aʊtˈsaɪd/

6.3 Listening 4.43

airline pilot /ˈeəlaɪn ˌpaɪlət/
away from home /əˌweɪ frəm ˈhəʊm/
beautician /bjuːˈtɪʃən/
benefit /ˈbenəfɪt/
brave /breɪv/
bus driver /ˈbʌs ˌdraɪvə/
carpenter /ˈkɑːpəntə/
clever /ˈklevə/
do training /ˌduː ˈtreɪnɪŋ/
driving instructor /ˈdraɪvɪŋ ɪnˌstrʌktə/
electrician /ɪˌlekˈtrɪʃən/
energetic /ˌenəˈdʒetɪk/
engineer /ˌendʒəˈnɪə/
estate agent /ɪˈsteɪt ˌeɪdʒənt/
get on well with people /ˌget ˌɒn ˈwel ˌwɪθ ˌpiːpəl/
have excellent eyesight /hæv ˈeksələnt ˌaɪsaɪt/
interpreter /ɪnˈtɜːprətə/
journalist /ˈdʒɜːnəlɪst/
lifeguard /ˈlaɪfgɑːd/
male-dominated job /ˌmeɪl ˌdɒmɪneɪtɪd ˈdʒɒb/
manual job /ˌmænjuəl ˈdʒɒb/
musician /mjuːˈzɪʃən/
office /ˈɒfəs/
office assistant /ˈɒfəs əˌsɪstənt/
personal skills /ˌpɜːsənəl ˈskɪlz/
practical /ˈpræktɪkəl/
promotion /prəˈməʊʃən/
receptionist /rɪˈsepʃənɪst/
salary /ˈsæləri/
secretary /ˈsekrətəri/
shop assistant /ˈʃɒp əˌsɪstənt/
skiing instructor /ˈskiːɪŋ ɪnˌstrʌktə/
specialist /ˈspeʃələst/
take time off /ˌteɪk taɪm ˈɒf/
taxi driver /ˈtæksi ˌdraɪvə/
travel agent /ˈtrævəl ˌeɪdʒənt/
university degree /ˌjuːnəˈvɜːsəti ˌdɪˈgriː/

6.4 Reading 4.44

active /ˈæktɪv/
businessperson /ˈbɪznəsˌpɜːsən/
charm (n, v) /tʃɑːm/
charming /ˈtʃɑːmɪŋ/
compete /kəmˈpiːt/
competition /ˌkɒmpəˈtɪʃən/
competitive /kəmˈpetətɪv/
decision-maker /dɪˈsɪʒən ˌmeɪkə/
designer /dɪˈzaɪnə/
determination /dɪˌtɜːmɪˈneɪʃən/
determined /dɪˈtɜːmɪnd/
director /daɪˈrektə/
fire-fighter /ˈfaɪəˌfaɪtə/
logic /ˈlɒdʒɪk/
logical /ˈlɒdʒɪkəl/
mechanic /mɪˈkænɪk/
military leader /ˌmɪlətəri ˈliːdə/
nature lover /ˈneɪtʃə ˌlʌvə/
nurse /nɜːs/
peace /piːs/
peaceful /ˈpiːsfəl/
problem-solver /ˈprɒbləm ˌsɒlvə/
quiet /ˈkwaɪət/
reliable /rɪˈlaɪəbəl/
reliance /rɪˈlaɪəns/
rely (on) /rɪˈlaɪ (ɒn)/
sales representative /ˈseɪəlz reprɪˌzentətɪv/
social worker /ˈsəʊʃəl ˌwɜːkə/
software developer /ˈsɒftweə dɪˌveləpə/

6.5 Grammar 4.45

accountant /əˈkaʊntənt/
accurate /ˈækjərət/
be/work in (IT) /ˌbi/ˌwɜːk ɪn (ˌaɪˈtiː)/
conference call /ˈkɒnfərəns kɔːl/
fashion magazine /ˈfæʃən ˌmægəˌziːn/
food industry /ˈfuːd ˌɪndəstri/
have a shave /ˌhæv ə ˈʃeɪv/

6.6 Use of English 4.46

ashamed /əˈʃeɪmd/
be relieved /ˌbi rɪˈliːvd/
bored /bɔːd/
confused /kənˈfjuːzd/
confusing /kənˈfjuːzɪŋ/
delighted /diˈlaɪtɪd/
disgusted /dɪsˈgʌstɪd/
disgusting /dɪsˈgʌstɪŋ/
embarrassed /ɪmˈbærəst/
encouraging /ɪnˈkʌrɪdʒɪŋ/
exhausting /ɪgˈzɔːstɪŋ/
moved /muːvd/

6.7 Writing 4.47

at any time /ət ˌeni ˈtaɪm/
at present /ət ˈprezənt/
at the moment /ət ðə ˈməʊmənt/
attach /əˈtætʃ/
available /əˈveɪləbəl/
be a fast learner /ˌbi ə ˌfɑːst ˈlɜːnə/
be confident that /ˌbi ˈkɒnfɪdənt ˈðæt/
camp supervisor /ˈkæmp ˌsuːpəvaɪzə/
flexible hours /ˌfleksəbəl ˈaʊ̯əz/
have experience of /ˌhəv ɪkˈspɪəriəns əv/
in connection with /ɪn kəˈnekʃən wɪð/
interview /ˈɪntəvjuː/
job advert /ˈdʒɒb ˌædvɜːt/
look for a job /ˌlʊk fər ə ˈdʒɒb/
obtain /əbˈteɪn/
opportunity /ˌɒpəˈtjuːnəti/
position /pəˈzɪʃən/
possess skills /pəˌzes ˈskɪlz/
require /rɪˈkwaɪə/
succeed /səkˈsiːd/
suitable candidate /ˈsuːtəbəl ˈkændədət/
with reference to /ˌwɪð ˈrefərəns tə/

6.8 Speaking 4.48

association /əˌsəʊsiˈeɪʃən/
model /ˈmɒdl/
scout /skaʊt/

WORD LIST ACTIVITIES

• Choose expressions of more than one word. Say the first word or first part of the expression and ask students to complete it, e.g. *be a fast …* (learner), *get on well with …* (people), *shop …* (assistant), etc. If you like, students can work in teams.

• Write some of the words from the word list on the board without vowels – students write the full words, e.g. *lfgrd* (lifeguard), *scrtr* (secretary), *mchnc* (mechanic). If you prefer, you can show the number of spaces, e.g. *j _ _ rn _ l _ st* (journalist).

85

FOCUS REVIEW 6

VOCABULARY AND GRAMMAR

1 Complete the sentences with the words about work. The first letters are given.

1 My sister is an **o**ffice **a**ssistant . She answers phones and takes messages.
2 Mathew is a **t**ravel **a**gent . He arranges trips and holidays for customers.
3 My parents usually take two weeks' **p**aid **h**oliday in summer so we can all go somewhere together.
4 I'd like to be **s**elf-**e**mployed and run my own business in the future.
5 My brother has started a **p**art-**t**ime 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 demanding . **DEMAND**
2 Writing the first job application was quite stressful for me. **STRESS**
3 The company is offering a job for ambitious and competitive people. **COMPETE**
4 If Chris was more determined , he'd find a summer job. **DETERMINATION**
5 I don't understand why he resigned from his job. His decision does not seem logical . **LOGIC**

3 Complete the Second Conditional sentences with the correct form of the verbs in brackets.

1 If Tom had (have) a full-time job, he wouldn't resign (not resign) from it.
2 If you could (can) work for any company, which company would you like (like) to work for?
3 If I were (be) you, I would take (take) this job.
4 She would give (give) lots of jobs to young people if she was/were (be) a successful businessperson.
5 If we often came (come) to work late, we would get (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 can take an extra day off.
2 You don't have to wear a suit. There isn't an official meeting today. **NEEDN'T**
You needn't wear a suit. There aren't any formal meetings today.
3 I mustn't forget to call my boss at 11 a.m. **REMEMBER**
I must remember to call my boss at 11 a.m.
4 I have to get to work on time this morning. **LATE**
I mustn't be late for work this morning.
5 It's not a good idea to work overtime so often. **SHOULDN'T**
You shouldn't work overtime so often.

USE OF ENGLISH

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

1 Alan _____ last week because he didn't get 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

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 [1]___ . 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 [2]___ days. For a few years at primary school I wanted to become a famous sportsman, but too much physical training put me [3]___ 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 [4]___ the idea of becoming a software developer. It is a very responsible and demanding job. If I worked as a software developer, I [5]___ spend a lot of time in front of the computer screen, but I know I would never get [6]___ 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

REFERENCES

Audioscript **p. 189**

EXTRA ACTIVITIES

- Photocopiable resources 48–49 Multiple-choice cloze (20 min.) pp. 210–211, 266–267
- Photocopiable resources 52–53 Multiple choice (15 min.) pp. 211, 270–271
- Word Practice 3, WORD STORE booklet, p. 12
- Photocopiable resource 35 *Work, work, work* (speaking; 15 min.) pp. 208, 250
- Extra digital activities: Listening and Use of English

86

SPEAKING

7 Complete the questions with the words in the box. There are two extra words. Then, in pairs, ask and answer the questions.

boss ever kind never office overtime

1 What ___kind___ of job do you hope to get in the future? Why?
2 Have you ___ever___ worked? Why?/Why not?
3 Would you like to work in an ___office___ ? Why?/Why not?
4 Do you think you could be a good ___boss___ ? 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 teenage girl and her uncle. Are the statements true (T) or false (F)?

1 Leia only knows one male nurse. T
2 Jon's friends have always taken his profession seriously. F
3 Jon is satisfied with his salary. T
4 Sometimes Jon starts work at night. T
5 Jon has been promoted to nurse manager. F

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 part-time 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.

NEXT CLASS

- Ask students to do Self-check 6.10, WB pp. 86–87, as homework.
- Ask students to prepare for Unit Test 6: Assessment Package, Unit 6.
- Ask students to prepare for Review Test 3: Assessment Package, Unit 6.

PROJECT

- How to teach with projects p. T19
- What is your dream job? Write down ideas to describe it (typical activities, working conditions, workplace etc.) and do research to find out about the education and training you need to do it. Then prepare a presentation to share with your class.

87

7 Consumer society

Money makes the world go round.

A proverb

BBC

CHEAP SHOPPING

30 Watch the BBC video.
For the worksheet, go to page 128.

UNIT 7 VIDEOS

BBC Cheap shopping 30

GRAMMAR ANIMATION
Lesson 7.2 31 Lesson 7.5 32

FOCUS VLOG About clothes
Lesson 7.5 33

ROLE-PLAY
Lesson 7.8 34 35

7.1 VOCABULARY

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
2 Items you wear for special occasions
3 Items you wear all the time
4 Items you never wear
5 Items you have bought recently

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.
3 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.

REFERENCES

Videoscript **p. 197**
Using videos in the classroom **p. T14**

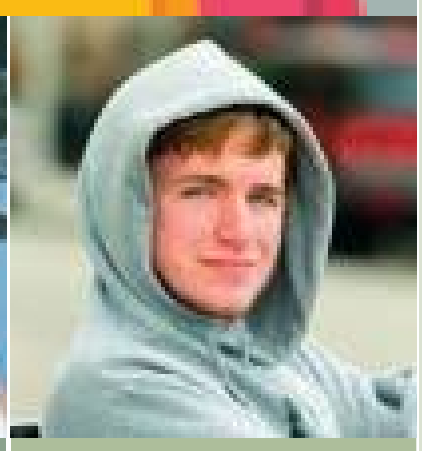
EXTRA ACTIVITIES

- Photocopiable resource 36 *A shopping crossword* (10 min.) pp. 208, 251
- Photocopiable resource 37 Test yourselves (10 min.) pp. 208, 252
- Extra digital activities: Vocabulary Checkpoint
- Students make a shopping list in English. Then they write down the names of the different types of shops they would need to visit.

3 **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? Mia
2 Who uses the Internet to look for clothes? Beth
3 Who avoids shopping for clothes? Sam
4 Who is willing to pay more for the right kind of clothes? Ryan

4 SPEAKING **Which person is most like you? Why? Tell your partner.**



	RYAN	SAM
	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 celebrities.	My mum buys all my 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.
	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 fits 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!

Go to **WORD STORE 7** page 15

WORD STORE 7A Shops and services

5 3.18 **Complete WORD STORE 7A with the words in red in the survey. Then listen, check and repeat.**

6 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

8 3.19 **Complete WORD STORE 7B with the underlined words in the survey. Then listen, check and repeat.**

9 SPEAKING **Answer the questions. Then compare your answers with a partner.**

Can you name …
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 about you?

WORD STORE 7C Collocations

10 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?

WORKBOOK
pp. 88–89, including *Show What You've Learnt*

NEXT CLASS
- Ask students to do *Show What You Know* in the WB, p. 90.
- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 7.1, Vocabulary.

7.2 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 and one 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 31

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 Simple

Active

People **don't pay** farmers enough.

Passive

Farmers [1] aren't paid enough.

Past Simple

Active

In 1997, somebody **formed** one international Fairtrade organisation.

Passive

In 1997, one international Fairtrade organisation [2] was formed .

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] have been improved by Fairtrade.

5 Choose the correct form of the verb, active or passive.

Chocolate & Fairtrade

Last year, more than one billion kilos of chocolate [1]*ate / were eaten* around the world. Chocolate [2]*makes / is made* from the cacao plant. However, many cacao farmers [3]*don't earn / aren't earned* enough money and [4]*can't afford / can't be afforded* food, medicine or clean water. In Africa, a typical cacao grower [5]*pays / is paid* less than a dollar a day. Now Fairtrade is helping farmers to get fair prices. Farming organisations [6]*have set up / have been set up* in African countries and the extra money [7]*invests / 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 was built (build) more than fifty years ago.
2 My name isn't pronounced (not pronounce) the same in English.
3 My shoes were made (make) in Italy.
4 This school was opened (open) in the 1990s.
5 I 've never been stopped (never/stop) by the police.
6 Fairtrade products are not sold (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

Exercise 2

Fairtrade is good for farmers because they are paid fairly for their crops.

They have also been given the Fairtrade premium, which they can use for their businesses, their communities or the environment.

Exercise 7

1 Was your house built more than fifty years ago?
2 Is your name pronounced the same in English?
3 Were your shoes made in Italy?
4 Was this school opened in the 1990s?
5 Have you ever been stopped by the police?
6 Are Fairtrade products sold in your country?

REFERENCES

Culture notes **p. 175**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 38 *Passive shopping* (10 min.) pp. 208, 253
- Photocopiable resource 39 Test yourselves (10 min.) pp. 208, 254
- Extra digital activities: Grammar Checkpoint
- Students write questions using passives about the two texts, e.g. *How much are farmers paid in Africa?* They exchange and answer the questions.

WORKBOOK

p. 90, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 7.2, Grammar.

90

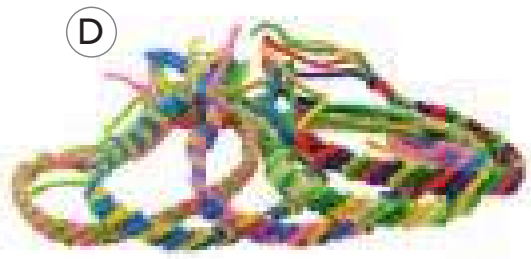
7.3 LISTENING

Matching

I can identify key details in a simple radio interview.

C

time in a recording studio


D

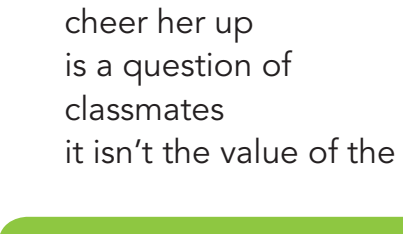
a friendship bracelet

A

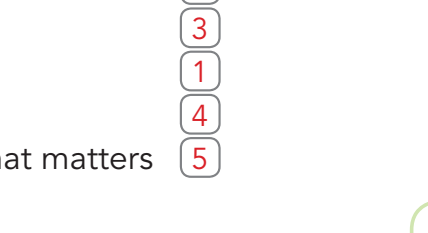
perfume

B

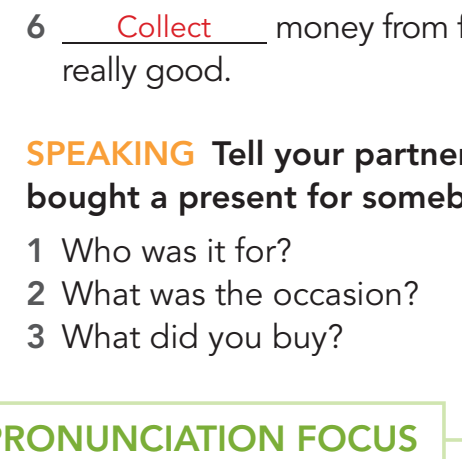
a tablet


E

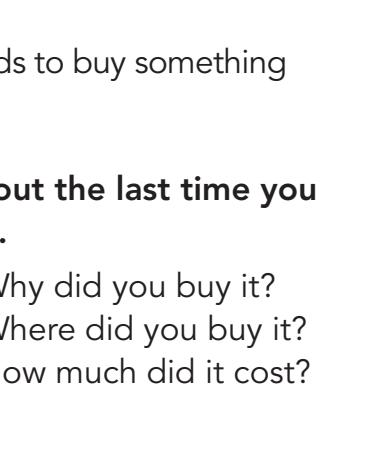
a purse


F

face cream


G

a bunch of flowers


H

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 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: A
2 Alexander's girlfriend: D , E
3 Charlotte's classmate: C

3 **Read statements 1–5 in Exercise 4. Match the underlined words and phrases with the words and phrases below.**

can buy 2
cheer her up 3
is a question of 1
classmates 4
it isn't the value of the present that matters 5

EXAM FOCUS Matching

4 3.21 **Listen to the radio interview again. Write A (Amy), I (Isabelle) or Ch (Charlotte).**

Who …

1 doesn't think the ability to choose good presents is a matter of personality? A
2 thinks that both men and women are capable of buying good presents? A
3 thinks her mother is upset about being forty, so she wants to make her feel happier? I
4 wants to buy a nice expensive gift for one of her school friends? Ch
5 concludes that a successful present doesn't have to cost a lot of money? A

5 **Complete the advice with the verbs in the box. Which piece of advice is NOT given in the interview?** Advice 5 is not given in the interview.

Be Collect Do Don't spend Keep Spend

1 Do some research.
2 Spend time thinking about the person.
3 Be careful when buying women's toiletries.
4 Don't spend lots of money. It isn't necessary.
5 Keep the receipt so you can take the present back.
6 Collect money 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?
3 What did you buy?
4 Why did you buy it?
5 Where did you buy it?
6 How much did it cost?

PRONUNCIATION FOCUS

7 3.22 **Listen to the words and identify the silent letter in each case.**

1 receipt psychology
2 write wrong
3 debt doubt
4 island aisle
5 know knife
6 listen castle

8 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.**

REFERENCES

Audioscript **p. 189**

EXTRA ACTIVITIES

Students make three lists with the words from the PRONUNCIATION FOCUS and underline the stress in the 2- and 3-syllable words. They listen to the words again and check. Then they practise saying the words: 1 *syllable: write, wrong, debt, doubt, aisle, know, knife*; 2 syllables: *receipt, island, listen, castle*; 3 syllables: *psychology*.

WORKBOOK

p. 91

NEXT CLASS

Ask students to think about how often they shop online and what they usually buy online to prepare to discuss ex. 1 on p. 92.

7.4 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] 341,000 people and [2] 45,000 robots.
- Every employee at Amazon has to spend [3] 2 days a year dealing with **customers'** complaints (including Jeff Bezos, the Company Director).
- At Amazon [4] 600 items are **shipped** every second.
- One new book is added to Amazon's site every [5] 5 minutes.
- Amazon delivery drones fly at up to [6] 100 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
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 shipped from eBay was a broken laser pointer.
2 800 million items are available on eBay at any one time.
3 Most eBay customers do their shopping at weekends, especially Sunday afternoons.
4 On Christmas day, there's always a rise of 300 percent in sales of perfume as people sell their unwanted Christmas presents.
5 There are more orders on eBay from British customers than any other nationality.
6 The big advantage of online stores like eBay and Amazon is that you never have to queue at the checkout desk .

REFERENCES

Culture notes **p. 175**
Audioscript **pp. 189–190**

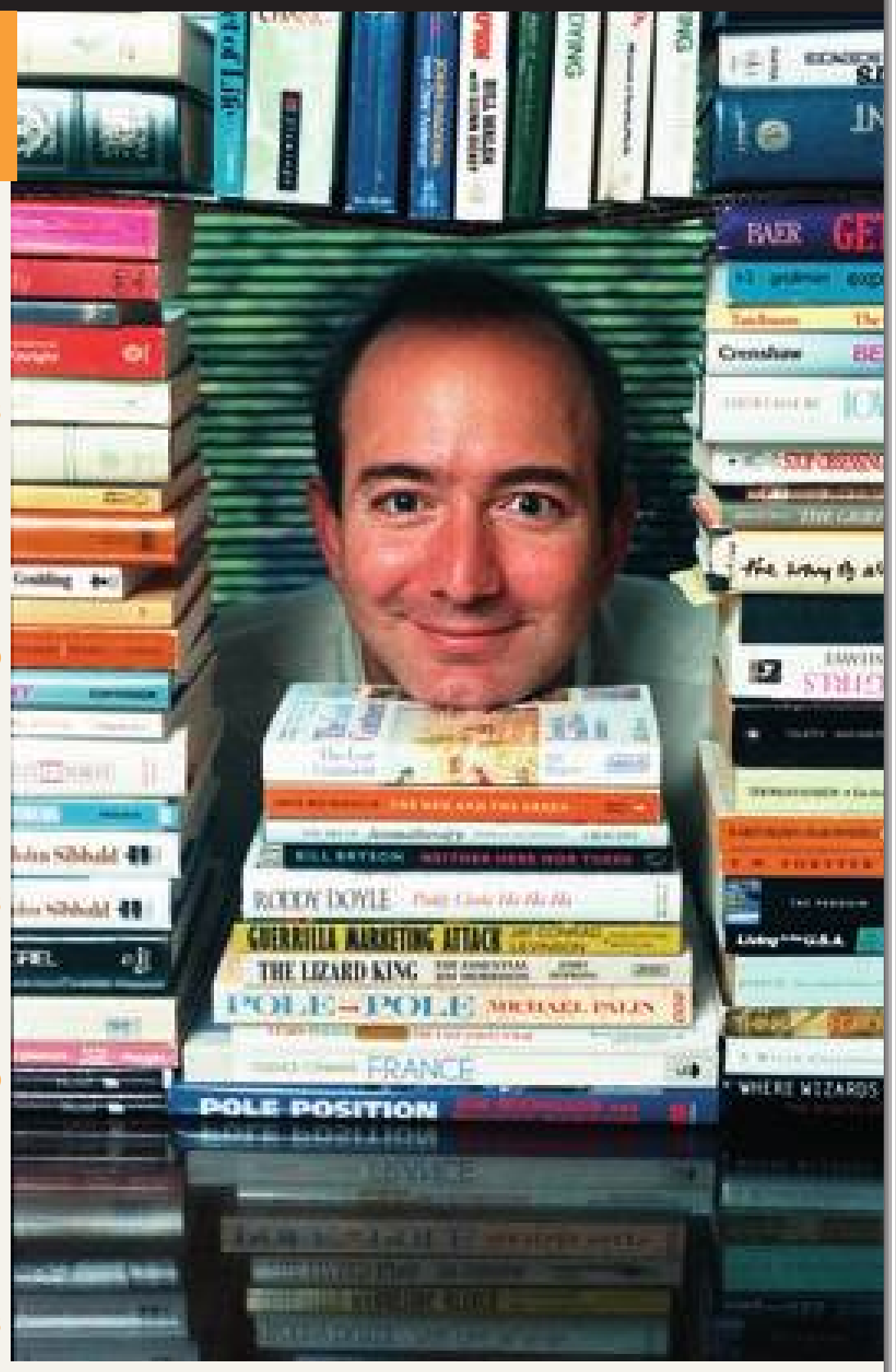
EXTRA ACTIVITIES

- Discuss the information in the text with the class. Ask students: *Do you like shopping online? What makes you shop online instead of at local shops? Do you know other people who own successful online shops?*
- In pairs or groups, students use the information in the text and their own ideas to discuss what it takes to make an online shop successful and why Amazon is a successful business.

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] biological 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 [2] technology

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] company 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 forty-five 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] helicopter 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 are still a passion for him. Amazon is working on drones that can deliver orders in thirty minutes.

He's passionate about exploring [5] space

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] future 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 I was/I am a(n) …
2 I will possibly be a(n) …
3 I will never be a(n) …

WORKBOOK
pp. 92–93

NEXT CLASS
Ask students to do *Show What You Know* in the WB, p. 94.

7.5 GRAMMAR

Quantifiers

I can use a wide range of quantifiers with countable and uncountable nouns.

1 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?

2 **Read the text. What happens when you buy a pair of TOMS shoes?** A child in need gets a new pair of 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 shoes 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 32

Quantifiers

You can use different expressions to talk about quantity:

- With [1] countable nouns you use:
  very few/a few/too many/How many?
- With [2] uncountable nouns you use:
  very little/a little/too much/How much?
- With both [3] countable and [4] uncountable 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 [2] *much* / *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 [6] *many* / *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 *are* (be) lots of shoe shops near here.
2 A lot of people *do* (do) their shopping online.
3 There *is* (be) a lot of pollution in our city.
4 A lot of fast food *is* (be) bad for you.
5 Lots of department stores *are* (be) closed on Sundays.
6 A lot of people in my country *know* (know) about TOMS.

7 **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	BUT	a little = some
few = not many		a few = some

8 **Make the sentences negative using *not much* or *not many*. Which sentences are true for you?**

1 I eat a lot of bread. → *I don't eat much bread.*
2 I send a lot of texts. → I don't send many texts .
3 I drink a lot of water. → I don't drink much water .
4 I do a lot of homework. → I don't do much homework .
5 I talk to a lot of people. → I don't talk to many 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 33 About clothes

33 **Watch the Focus Vlog. For the worksheet, go to page 129.**

Grammar page 151

Exercise 3
Countable: pairs, shoes, sandals, children
Uncountable: advertising, imagination, work

Exercise 7
2 Few people do their shopping online.
3 There is little pollution in our city.
4 Little fast food is bad for you.
5 Few department stores are closed on Sundays.
6 Few people in my country know about TOMS.

Exercise 9
How much …
water do you drink?
homework do you do?
television do you watch?
time do you spend online?
exercise do you do?
money do you spend?
music do you listen to?
sleep do you get?
How many …
texts do you send?
people do you talk to?

REFERENCES

Culture notes **p. 175**
Videoscript **p. 197**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Extra digital activities: Grammar Checkpoint
- Do ex. 9 as a class survey. Students choose a question each, ask their classmates and write the results, e.g. *Ten people send a lot of texts. David doesn't send many texts.*

WORKBOOK

p. 94, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 7.5, Grammar.

7.6 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 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?** They only buy some pancakes.

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.

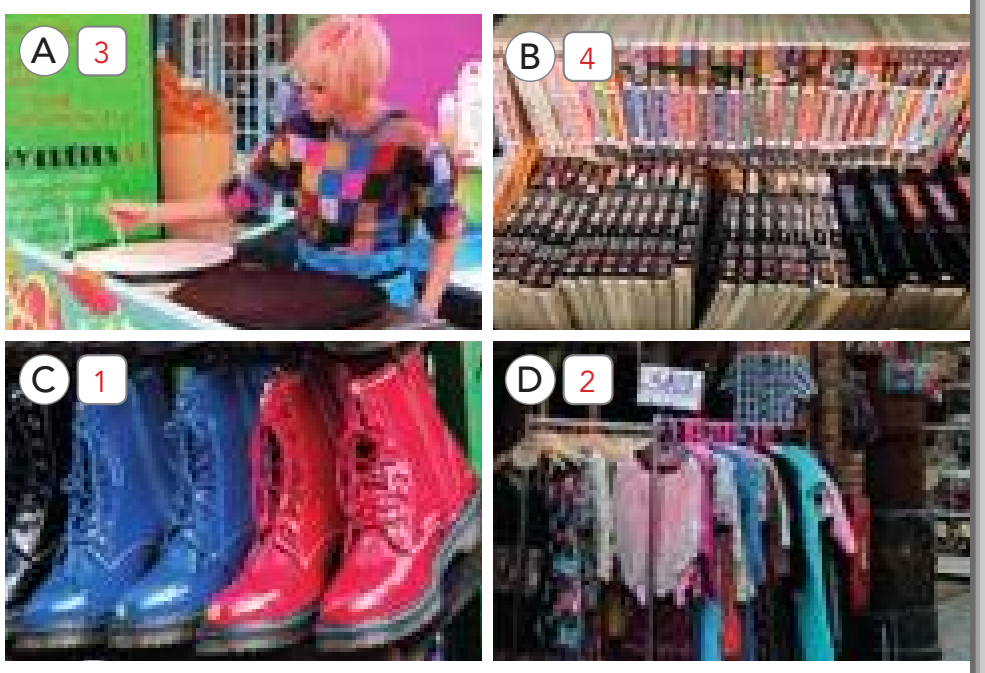
LANGUAGE FOCUS

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	*something*	*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	*everything*	*everywhere*	**All** people/things/ places: *Is everything ready?*

- You use a singular verb: *Everybody has a pair of Dr Martens!*
- You can give extra information with …
  a *to* + infinitive: *I need something to wear.*
  b an adjective: *We have something similar.*
  c a relative clause: *It's somebody who 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 ~~in a place~~ somewhere in this shop.
2 There is ~~not one item of clothes~~ nothing in this shop that fits me!
3 ~~All the things~~ Everything I wanted to buy cost a fortune.
4 ~~Not one~~ None of the shop assistants offered to help.
5 My girlfriend says she hasn't got ~~one single thing~~ anything to wear.
6 ~~Not one of the people~~ Nobody knew who I was.
7 ~~Not one place~~ Nowhere 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 *nothing* to do in my town. It's so boring!
2 I didn't go anywhere last night. I stayed in.
3 I'd like something to eat. I'm really hungry!
4 I can't find my sunglasses. I've looked everywhere .
5 I bought my mum something expensive for her last birthday.
6 None of my old jeans fit me any more.
7 I don't think anybody in the class enjoys doing the shopping.
8 I love vintage shops, but there are none in my city.

Exercise 5

1 There isn't anything to see here.
2 There was nobody to talk to.
3 I met somebody who knows you.
4 Is there anywhere quiet where we can talk?
5 I wanted some flip-flops but there were none in stock.
6 Everyone knows what you're thinking.
7 Let's go somewhere hot for our next holiday.
8 None of his friends likes window shopping.

Use of English page 152

REFERENCES

Culture notes **p. 175**
Audioscript **p. 190**

EXTRA ACTIVITIES

In pairs, students write two affirmative sentences, two negative ones and two questions using the indefinite pronouns in ex. 3. They exchange them with a partner and write a negative sentence for each affirmative one, an affirmative sentence for each negative one and an affirmative or negative answer for each question, e.g. *I know someone who can ride a motorcycle. – I don't know anyone who can ride a motorcycle.*

WORKBOOK

p. 95

NEXT CLASS

- Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 7.6, Use of English.

7.7 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, 3, 5, 8

2 Do you think this is a formal written complaint? Why?/ Why not? The letter is not formal and detailed enough.

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

EXTRA ACTIVITIES

- Photocopiable resource 40 A formal written complaint (15 min.) pp. 208, 255
- Students read email 2 again and circle all the conjunctions used. Then they make a list of any time expressions. Finally, they underline any useful phrases. Point out that they can use this to help them write their own email.

WORKBOOK

pp. 96–97, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

Ask students to make short notes about shopping to be able to discuss the questions in ex. 1 on p. 98.

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	→	they [1] *did not* work
I got some headphones	→	I [2] bought some headphones
I sent them back	→	I [3] returned them to you
You swapped them	→	You [4] exchanged them
I got another pair	→	I [5] received another pair
I'm so angry	→	I [6] am very disappointed
I want all my money back	→	I [7] would be grateful if you could send me a full 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 …

97

7.8 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. 3 5 7
b The colour and style are perfect. 1
c The item is not quite right for you. 6
d The item is out of stock. 2
e You don't want the shop assistant to bother you. 4

3 3.28 **Look at the pictures and listen to two dialogues. Which dialogue are words a–h linked to?**

a complain 2
b dress 2
c receipt 1 2
d present 1
e ripped 2
f size 12 1
g top 1
h zip 2

4 **Summarise what happens in each dialogue using the words in Exercise 3.**

5 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 [1] *help* you?
Would you like to try it on?
The [2] changing rooms are over there.
[3] How would you like to pay?
Make sure you keep your receipt.

Customer
Excuse me, I'm [4] looking for a top.
I'm a [5] size 10.
Do you have this in a size 12, please?
I'll take it.
Cash, please./By credit card.
If it doesn't [6] fit, can we get a refund?

Making complaints

Shop assistant
What's wrong with it?
Do you have your [7] receipt?
We can exchange it for a new one.

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] refund please.

6 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 34 35 Shopping

34 35 **Watch the video and practise. Then role-play your dialogue.**

REFERENCES

Audioscript **p. 190**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

Dictate the phrases from the SPEAKING FOCUS box, but with the words in the wrong order, e.g. *help/can/you/I* (Can I help you?), *like/you/would/to/how/pay* (How would you like to pay?). Students write down the words and then order them to make sentences.

WORKBOOK

p. 98

NEXT CLASS

Ask students to study the Word list on p. 99.

7.1 Vocabulary 4.49

baker's /'beɪkəz/
bank /bæŋk/
be worth it /ˌbi 'wɜːθ ɪt/
brand (n, adj) /brænd/
butcher's /'bʊtʃəz/
cashmere /'kæʃmɪə/
charity shop /'tʃærəti ʃɒp/
chemist's /'kemɪsts/
clothes shop /'kləʊðz ʃɒp/
computer shop /kəm'pjuːtə ˌʃɒp/
contact lens solution /ˌkɒntækt lenz sə'luːʃən/
cotton /'kɒtn/
denim /'denɪm/
department store /dɪ'pɑːtmənt ˌstɔː/
designer clothes /dɪˌzaɪnə 'kləʊðz/
DIY store /ˌdiː aɪ 'waɪ stɔː/
do the shopping /ˌduː ðə 'ʃɒpɪŋ/
estate agent's /ɪ'steɪt ˌeɪdʒənts/
fit /fɪt/
florist's /'flɒrɪsts/
get a refund /ˌget ə 'riːfʌnd/
go shopping /ˌgəʊ 'ʃɒpɪŋ/
go window shopping /ˌgəʊ ˌwɪndəʊ 'ʃɒpɪŋ/
greengrocer's /'griːŋgrəʊsəz/
hairdresser's /'heəˌdresəz/
have a sale /ˌhæv ə 'seɪl/
health centre /'helθ ˌsentə/
high street store /ˌhaɪ ˌstriːt 'stɔː/
jeweller's /'dʒuːələz/
keep the receipt /ˌkiːp ðə rɪ'siːt/
last for ages /ˌlɑːst fər 'eɪdʒɪz/
leather (n, adj) /'leðə/
look fashionable /ˌlʊk 'fæʃənəbəl/
look good /ˌlʊk 'gʊd/
look gorgeous /ˌlʊk 'gɔːdʒəs/
look original /ˌlʊk ə'rɪdʒɪnəl/
look scruffy /ˌlʊk 'skrʌfi/
look smart /ˌlʊk 'smɑːt/
newsagent's /'njuːzˌeɪdʒənts/
on (special) offer /ɒn (ˌspeʃəl) 'ɒfə/
optician's /ɒp'tɪʃənz/
pet shop /'pet ʃɒp/
pick up a bargain /ˌpɪk ʌp ə 'bɑːgən/
post office /'pəʊst ˌɒfəs/
printer ink /'prɪntər ɪŋk/
quality /'kwɒləti/
shoe shop /'ʃuː ʃɒp/
shoelaces /'ʃuːleɪsɪz/
shop online /ˌʃɒp ɒn'laɪn/
silk /sɪlk/
sports shop /'spɔːts ʃɒp/
stationer's /'steɪʃənəz/
store /stɔː/
suit /suːt/
supermarket /'suːpəˌmɑːkət/
toy shop /'tɔɪ ʃɒp/
vintage shop /'vɪntɪdʒ ʃɒp/
wool /wʊl/

7.2 Grammar 4.50

approximately /ə'prɒksɪmətli/
consumer /kən'suːmə/
crops /krɒps/
drinking water /'drɪŋkɪŋ ˌwɔːtə/
make a living /ˌmeɪk ə 'lɪvɪŋ/
plant /plɑːnt/
protect the environment /prəˌtekt ði ɪn'vaɪrənmənt/
set up /set 'ʌp/

7.3 Listening 4.51

aisle /aɪl/
be a matter of sth/a question of sth /ˌbi ə 'mætər əv/ə 'kwestʃən əv 'sʌmθɪŋ/
be capable of doing sth /ˌbi ˌkeɪpəbəl əv ˌduːɪŋ 'sʌmθɪŋ/
be in debt /bi ɪn 'det/
cheer up /ˌtʃɪər 'ʌp/
debt /det/
debtor /'detə/
earn /ɜːn/
earner /'ɜːnə/
earnings /'ɜːnɪŋz/
face cream /'feɪs kriːm/
friendship bracelet /'frendʃɪp ˌbreɪslət/
invest in /ɪn'vest ɪn/
investment /ɪn'vestmənt/
investor /ɪn'vestə/
make sb feel happier /ˌmeɪk ˌsʌmbɒdi fiːl 'hæpiə/
pay /peɪ/
payer /'peɪə/
payment /'peɪmənt/
perfume /'pɜːfjuːm/
produce /prə'djuːs/
producer /prə'djuːsə/
product /'prɒdʌkt/
purse /pɜːs/
recording studio /rɪ'kɔːdɪŋ ˌstjuːdiəʊ/
sale /seɪl/
sell /sel/
seller /'selə/
toiletries /'tɔɪlətriz/
trade (n, v) /treɪd/
trader /'treɪdə/
value /'væljuː/

7.4 Reading 4.52

account /ə'kaʊnt/
available /ə'veɪləbəl/
billionaire /ˌbɪljə'neə/
bookstore /'bʊkstɔː/
checkout desk /'tʃek-aʊt ˌdesk/
complaint /kəm'pleɪnt/
customer /'kʌstəmə/
delivery /dɪ'lɪvəri/
employee /ɪm'plɔɪ-iː/
entrepreneur /ˌɒntrəprə'nɜː/
household name /ˌhaʊshəʊld 'neɪm/
immigrant /'ɪmɪgrənt/
increase /'ɪnkriːs/
order /'ɔːdə/
passenger /'pæsɪndʒə/
passion /'pæʃən/
queue /kjuː/
request /rɪ'kwest/
rise /raɪz/
ship /ʃɪp/
stepfather /'stepˌfɑːðə/
unicyclist /'juːniˌsaɪklɪst/
wait in line /ˌweɪt ɪn 'laɪn/

7.5 Grammar 4.53

advertising /'ædvətaɪzɪŋ/
ballet flats /'bæleɪ flæts/
boots /buːts/
broken /'brəʊkən/
disease /dɪ'ziːz/
flip-flops /'flɪp flɒps/
high heels /ˌhaɪ 'hiːlz/
imagination /ɪˌmædʒɪ'neɪʃən/
knee-high /ˌniː 'haɪ/
sandals /'sændəlz/
slippers /'slɪpəz/
soil /sɔɪl/
trainers /'treɪnəz/

7.6 Use of English 4.54

be kidding /bi 'kɪdɪŋ/
cost a fortune /ˌkɒst ə 'fɔːtʃən/
street market /striːt 'mɑːkət/

7.7 Writing 4.55

apologise /ə'pɒlədʒaɪz/
complain /kəm'pleɪn/
damaged /'dæmɪdʒd/
exchange sth for sth /ɪks'tʃeɪndʒ ˌsʌmθɪŋ fə ˌsʌmθɪŋ/
headphones /'hedfəʊnz/
postage /'pəʊstɪdʒ/
receive /rɪ'siːv/
return /rɪ'tɜːn/
sell-by date /'sel baɪ deɪt/
service /'sɜːvəs/
some parts are missing /səm ˌpɑːts ə 'mɪsɪŋ/
subscription /səb'skrɪpʃən/
swap /swɒp/
wedding /'wedɪŋ/
zip /zɪp/

7.8 Speaking 4.56

bother /'bɒðə/
cash /kæʃ/
changing room /'tʃeɪndʒɪŋ ruːm/
faulty /'fɔːlti/
out of stock /ˌaʊt əv 'stɒk/
reduced /rɪ'djuːst/
ripped /rɪpt/
sell out /ˌsel 'aʊt/
size /saɪz/
try on /ˌtraɪ 'ɒn/

WORD LIST ACTIVITIES

• Play *Snowman* with the new words. On the board, write a dash for each letter of a word to guess. Draw a part of the snowman for each wrong guess (e.g. the body, its eyes). The team who guesses the word before the snowman is complete wins a point. If a team makes a wrong guess and you draw the last part of a snowman, it loses a point.

• Divide students into teams. Call out a word for the first team. They have to say the topic it belongs to and explain the meaning.

99

FOCUS REVIEW 7

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 earnings for a new computer. **EARN**
2 A modern water park was built last year, which was the best investment in our city. **INVEST**
3 I don't use any cash. All my payments are made by credit card. **PAY**
4 What company is the largest producer of personal computers in the world? **PRODUCE**
5 This shop has had a sale for two weeks. **SELL**
6 The factory tried to keep some employees 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 are the factory workers paid ?
2 Farmers have never grown rice in this field.
Rice has never been grown in this field.
3 They have sold over 1,000 bikes so far this year.
Over 1,000 bikes have been sold so far this year.
4 They keep their investments secret.
Their investments are kept secret.
5 He painted more than 100 pictures in this studio.
More than 100 pictures were painted in this studio.
6 When did they open their first shop?
When was their first shop opened ?

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 wait.
A a lot of B lots C a little D lot
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.
A too many B lot of C too much 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 often goes window shopping.
A very little B too many C very few D any

USE OF ENGLISH

5 Choose the correct 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
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

Exercise 1

1 employee
– somebody who works for other people and is employed by them
other words
– people who are usually employers

2 customer
– a person who buys goods and services
other words
– business people who offer goods and services to customers

3 scruffy
– an adjective used to describe someone's appearance
other words
– natural materials (fabrics) clothes are made from

4 denim
– a natural material used to make jeans
other words
– adjectives used to describe someone's clothes (outfit)

5 stationer's
– a shop where you can buy paper and office products
other words
– shops where you can buy food

EXTRA ACTIVITIES

- Photocopiable resources 48–49 Multiple-choice cloze (15 min.) pp. 210–211, 266–267
- Photocopiable resources 52–53 Multiple choice (15 min.) pp. 211, 270–271
- Use of English 4, WORD STORE booklet, p. 14
- Photocopiable resource 41 *Shopping for clothes* (speaking; 10 min.) pp. 209, 256–257
- Extra digital activities: Reading and Use of English

NEXT CLASS

- Ask students to do Self-check 7.10, WB pp. 100–101, as homework.
- Ask students to prepare for Unit Test 7: Assessment Package, Unit 7.

100

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 (c)
2 a book (a)
3 a pair of jeans (d)
4 an MP3 player (b)

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.

PROJECT

- How to teach with projects p. T19
- Work in pairs. Think about a successful company (other than Amazon) and do some research online into it. Then create a digital presentation or poster explaining its success and how it was achieved and present it to your class.

101

8

Well-being

A good laugh and a long sleep are the two best cures for anything.

Irish proverb

BBC

KEEPING FIT

36 **Watch the BBC video.**
For the worksheet, go to page 130.

UNIT 8 VIDEOS

BBC Keeping fit 36

GRAMMAR ANIMATION
Lesson 8.2 37 Lesson 8.5 39

FOCUS VLOG About achievements
Lesson 8.2 38

ROLE-PLAY
Lesson 8.8 40 41

8.1 VOCABULARY

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 eyebrows nose throat shoulder
3 hip tongue back foot tongue back hip foot
4 chest lips eyelashes knee eyelashes lips chest knee
5 tooth finger neck leg tooth neck finger 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 B
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 E
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 A
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 D
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 C
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.

REFERENCES

Videoscript **pp. 197–198**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Photocopiable resource 42 *Medical diploma* (15 min.) pp. 209, 258–259
- Photocopiable resource 43 Test yourselves (10 min.) pp. 209, 260
- Extra digital activities: Vocabulary Checkpoint
- Ask students to think about an app that would help them keep fit and healthy that they do not use yet or one that should be created. Students discuss their ideas in pairs.

VIDEO 36

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.**

Go to **WORD STORE 8** page 17

WORD STORE 8A Symptoms

6 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 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 lose — c
2 Children don't know how to make — a
3 It's important to keep — f
4 People usually come out in — d
5 If you are allergic — b
6 Most people don't know how to check — e

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. working out
2 I've decided to <u>start</u> jogging. take up
3 I don't think I've ever <u>fainted</u>. passed out
4 Fortunately, nobody in my family <u>has</u> asthma. suffers from
5 It always takes me a while to <u>recover from</u> a cold. get over
6 I don't really like meat so I'm going to <u>stop eating it</u>. cut it out
7 Exams always <u>make me feel nervous</u>. stress me out

12 SPEAKING **Read the sentences in Exercise 11 to each other. Are they true for you or your partner?**

WORKBOOK
pp. 102–103, including *Show What You've Learnt*

NEXT CLASS
- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 8.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 104.

8.2 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?
He had a heart attack during a football match.

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?

Exercise 2

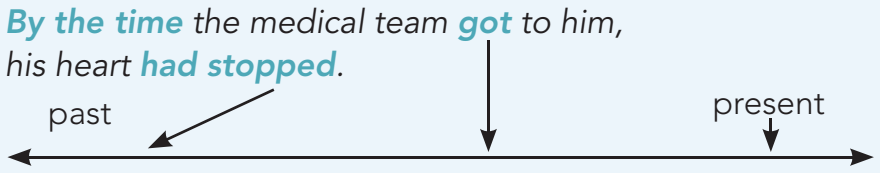
1 had + past participle
2 to make it clear that one past action happened before another past action
3 He **had fallen** like a tree, he **hadn't put out** his arms, he**'d dropped** to the ground.

GRAMMAR FOCUS 37

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.



Note: *By the time* + Past Simple, Past Perfect.

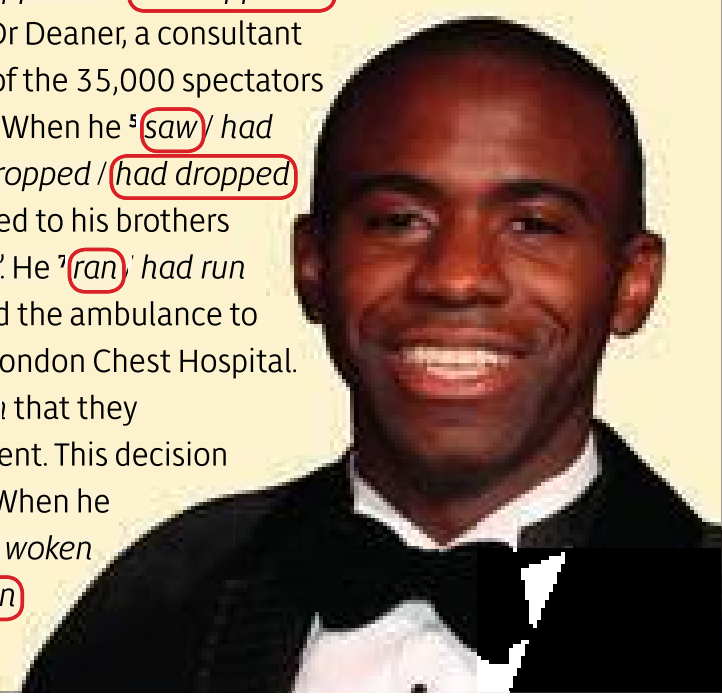
Past Perfect: *had* + Past Participle

+	*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?
Dr Deaner and the specialist equipment at the London Chest Hospital saved Fabrice Muamba's life.

Part 2

The Bolton physiotherapist [1] *was* / *had been* the first to notice that Muamba [2] *fell down* / *had fallen down*. He screamed, 'Get on the pitch, get on the pitch!' It [3] *was* / *had been* obvious that something serious [4] *happened* / *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 [6] *dropped* / *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, my mum had made 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, I 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 38 About achievements

38 **Watch the Focus Vlog. For the worksheet, go to page 131.**

Grammar page 153

REFERENCES

Culture notes **p. 175**
Videoscript **p. 198**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 44 *If I remember correctly …* (15 min.) pp. 209, 261
- Extra digital activities: Grammar Checkpoint

WORKBOOK

p. 104, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 8.2, Grammar.

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 3.32 **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 3.33 **Listen to the complete podcast. For questions 1–6, choose the correct answer, A, B or C.**

1 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 3.33 **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] 93 kilometres of pathways to walk on, [2] 9,000 benches to sit on, [3] 26 playing fields, [4] 21 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 3.34 **Listen and repeat the diphthongs.**

Diphthong	Example	Diphthong	Example
1 /eə/	air	5 /əʊ/	low
2 /eɪ/	skate	6 /ɪə/	hear
3 /ʊə/	sure	7 /aɪ/	climb
4 /ɔɪ/	noise	8 /aʊ/	out

8 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 skate sure

WORD STORE 8D Places to do sport

9 3.36 **Complete WORD STORE 8D with the nouns in the box. Then listen, check and repeat.**

Exercise 5

1 They come to walk, run, cycle, work out, train, climb, skate and play football.
2 You can go to a zoo, a theatre, a reservoir, places where you can eat.
3 They just have a few hours in Central Park, and they wanted to see as much of the park as possible.
4 Because he isn't very fit.
5 Because you have to use the bicycle paths on which some cyclist ride very fast through the park.

REFERENCES

Culture notes **p. 175**
Audioscript **pp. 190–191**

EXTRA ACTIVITIES

Students make a list with two words with each of the eight diphthongs in ex. 7. They exchange lists and match the words with the diphthongs.

WORKBOOK

p. 105

NEXT CLASS

Ask students to make short notes about the causes of air pollution, the health problems it causes and ways to reduce it. They can use the notes to discuss the questions in ex. 2 on p. 106.

105

8.4 READING

Open-ended questions

I can identify specific information in a short article.

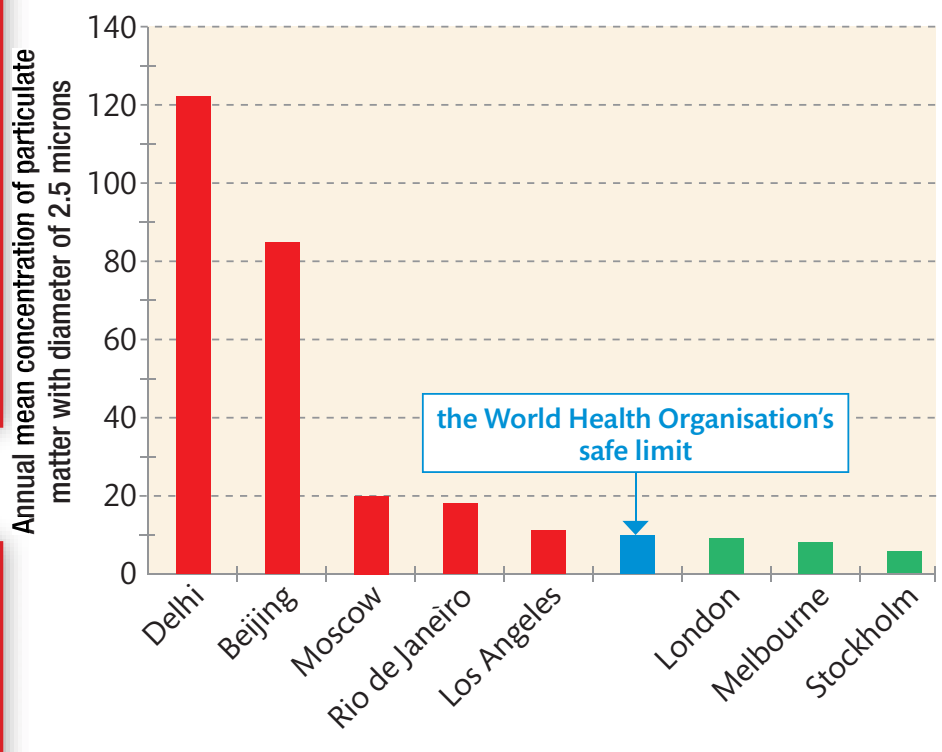
Exercise 3

1 The causes of air pollution – exhaust fumes, factory smoke, dust storms
2 The health problems caused by air pollution – asthma, chest pain, difficulty breathing
3 Ways of reducing air pollution – Smog Free Towers

Exercise 4

1 Children and the elderly.
2 People wear face masks and children play sports indoors.
3 It is designed to take in smog and release clean air, it runs on renewable power, smog particles are collected and stored inside the tower, it then blows out cleaner air.
4 Jewellery.
5 When Roosegaarde visited Beijing in 2013, one day he looked out of his hotel window and couldn't see anything.
6 The 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 air purifiers all over China.

1 Look at the graph about air pollution and label the photos: *Los Angeles*, *Stockholm* and *Beijing*.



1 Beijing

2 Los Angeles

3 Stockholm

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: three million a year
2 Symptoms of health problems caused by air pollution: chest pain and difficulty breathing
3 Name of the Smog Free Tower's inventor: Daan Roosegaarde
4 The Smog Free Tower's height: seven metres
5 Type of energy used by the tower: renewable power
6 Number of towers to be placed in China: 800

6 3.38 Complete the collocations with the words in blue in the text. Then listen, check and repeat.

1 **air** pollution
2 **air** purifier
3 **dust** storms
4 **exhaust** fumes
5 **environmental** protection
6 **face** masks
7 **factory** smoke
8 **smog** particles
9 **vacuum** cleaner

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? Exhaust fumes, factory smoke, dust storms
3 What do people wear to protect themselves from air pollution? Face masks
4 What does the Smog Free Tower look like? A giant air purifier
5 The designer says it is the biggest 'what' in the world? Smog vacuum cleaner
6 What does the tower collect and store? Smog particles
7 Which Chinese ministry wants to put towers in other cities? The Ministry of Environmental Protection

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 …

EXTRA ACTIVITIES

In pairs, students write three more questions about the text. They exchange questions with another pair and answer them.

WORKBOOK

pp. 106–107

NEXT CLASS

- Ask students to do *Show What You Know* in the WB, p. 108.
- Ask students to find some news stories in English and bring them to the next class.

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 3.39 **Complete WORD STORE 8E with the correct noun, verb or adjective in the text. Mark the stress. Then listen, check and repeat.**

107

VIDEO 39

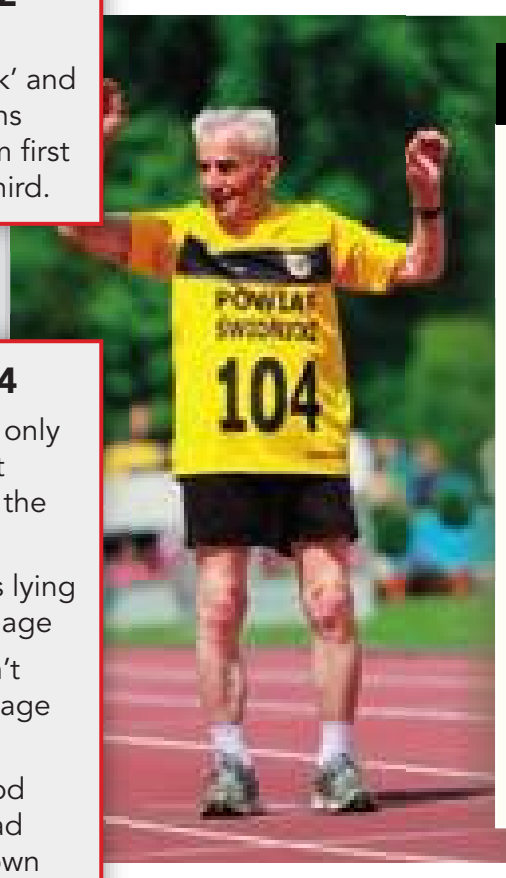
GRAMMAR

8.5 Reported Speech

I can make tense changes in reported speech.

1 Read the text and answer the questions.

1 What record has he broken?
The oldest person in Europe to run a 100-metre race.
2 What is his secret for a healthy life?
Do everything you want to do, cycle or walk 10 km every day.



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.'

3 Read the GRAMMAR FOCUS. Complete the examples using the correct verb form.

Exercise 2
The tense 'moves back' and the pronouns change from first person to third.

Exercise 4
2 he wasn't only the oldest athlete in the world
3 Singh was lying about his age
4 he couldn't prove his age
5 they understood that he had never known his real age
6 he thought the people who had accused him of lying were jealous
7 his secret was cow's milk
The officials didn't believe him because he didn't have a birth certificate and couldn't prove his age.

GRAMMAR FOCUS 39

Reported Speech

In Reported Speech verb forms and pronouns change depending on the context.

Direct Speech		Reported Speech
Present Simple *'I **work**,' she said.*	→	**Past Simple** *She said she **worked**.*
Present Continuous *'He**'s working**,' we said.*	→	**Past Continuous** *We said he* [1] was working .
Present Perfect *'We**'ve worked**,' he said.*	→	**Past Perfect** *He said they* [2] had worked .
Past Simple *'She **worked**,' they said.*	→	**Past Perfect** *They said she* [3] had worked .

Exercise 6
2 You look tired.
3 I haven't slept very well.
4 I watched a really scary film.
5 That is why I didn't do my homework.
6 You've used that excuse before.

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.

4 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 [1] *he was 119 years old*. He said that [2] E , but he was also the oldest man in the world. The officials told reporters that [3] D . They said that Singh had never had a birth certificate so [4] B . They said that they liked him, and [5] F . Singh said that [6] G of his health and his running ability. He told reporters that [7] C , herbal chutney and fruit.

5 Choose the correct verb.

1 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 I *said* / *told* I had watched a really scary film.
5 I *said* / *told* him that was why I hadn't done my homework.
6 He *said* / *told* I'd used that excuse before!

6 Rewrite the sentences in Exercise 5 in Direct Speech.

1 You aren't concentrating.

7 SPEAKING Follow the instructions to complete the task.

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

REFERENCES

Culture notes **p. 175**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 45 Test yourselves (10 min.) pp. 210, 262
- Extra digital activities: Grammar Checkpoint
- Ask students to look for examples of direct and reported speech in the news stories that they have brought.
- Dictate some sentences to the class. Students write them down and then rewrite in Reported Speech, e.g. *Someone stole my car yesterday.*

WORKBOOK

p. 108, including *Show What You've Learnt*

NEXT CLASS

Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 8.5, Grammar.

108

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 3.40 **Listen and check your ideas in Exercise 1. Does the conversation end positively?** Yes

3 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 I often stayed with my grandparents when I was a child – they *looked after me* (after/looked/me).
2 I've missed several weeks of my favourite TV series – I need to catch up on it (it/up/on/catch).
3 I don't like doing after-school activities – I never sign up for them (for/up/sign/them).
4 I guessed all the answers in my last exam – I don't know how I got through it (it/got/through).
5 I don't like arguing with my friends – I prefer to talk it over (talk/over/it).
6 My parents always encourage me – they never put me down (me/down/put).

Exercise 1
Jenny is stressed by her new school. Her Mum offers advice.

6 USE OF ENGLISH **Choose one word, A, B or C to complete both questions.**

1 How well do you deal ___ difficult problems?
Are you good at coping ___ extreme pain?
(A) with B in C out
2 How long does it take you to get ___ a cold?
Do you always go ___ your homework before you hand it in?
A into (B) over C through
3 How do you get ___ with your neighbours?
If you have a problem, who can you rely ___ ?
A off B away (C) on
4 Do you give ___ easily 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

Exercise 4
1 fall behind = type 1
2 put sb down = type 2
3 fit in = type 1
4 figure sth out = type 2
5 talk sth over = type 2
6 get through sth = type 3
7 catch up on sth = type 3
8 get on with sth = type 3

REFERENCES
Audioscript **p. 191**

EXTRA ACTIVITIES
Students write three questions using the phrasal verbs in ex. 3. In pairs, they answer their partner's questions.

WORKBOOK
p. 109

NEXT CLASS
Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 8.6, Use of English.

8.7

WRITING

A reader's comment – linkers

I can write a simple online posting giving opinions.

Newsfocus.com: Daily Discussion

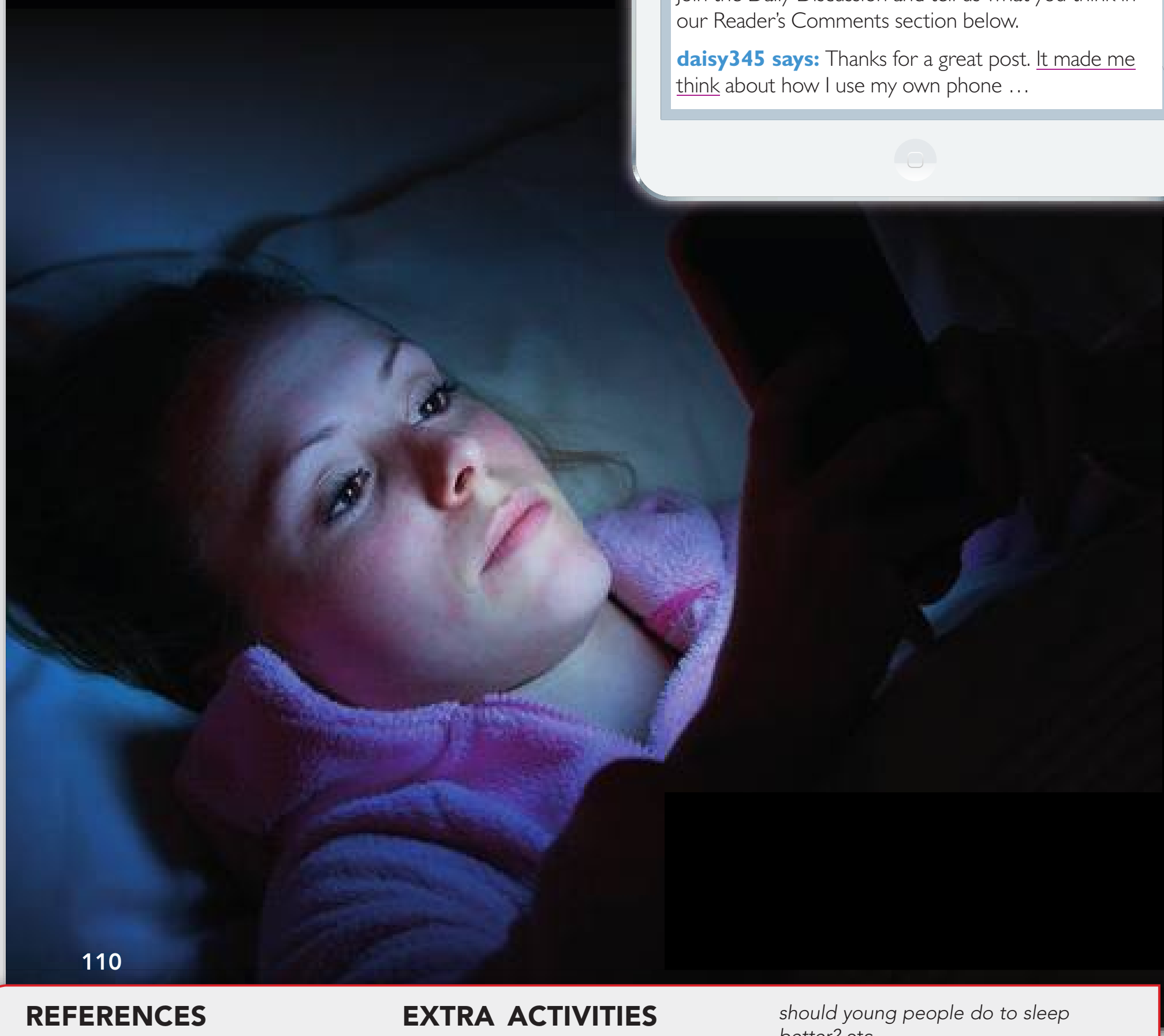
Is social media making you lose sleep?

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. It made me think about how I use my own phone …



REFERENCES

Culture notes **p. 175**

EXTRA ACTIVITIES

- Photocopiable resource 44 A reader's comment (15 min.) pp. 210, 263
- Ask some comprehension questions about the article, e.g. *How many hours of sleep should a person your age get each night? What happens when people do not sleep enough? What should young people do to sleep better?* etc.

WORKBOOK

pp. 110–111, including *Show What You've Learnt* and *Show That You've Checked*

1 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 …/*[1] *Personally, I don't think/* [2] I believe …
- **add further points:** *In fact, …/I also agree that …/ I also think that …/*[3] What is more …
- **give an opposite opinion:** *On the other hand, I strongly disagree …/*[4] However, …
- **conclude:** *Therefore …/So …/That's why …/* [5] For this reason …

3 **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. [1]P*ersonally*, I believe that 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. [2]What is more , I never feel alone. [3]However , sometimes I can't concentrate on my homework. If I get a message, I can't wait – I have to answer it immediately. [4]For this reason , 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. [5]So, I end up feeling really tired and bad-tempered. On the one hand I know I should ignore my phone at night, but [6]on the other hand , I don't want my friends to think I'm ignoring them!

4 **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?
Social media is a good thing and has lots of benefits.
Checking your phone at night is not good for you.
2 Which opinion do they disagree about?
It's impossible to ignore your phone.
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***
  [1] made me think
- ***make* + object + adjective/noun**
  [2] make them tired

6 **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. (me)
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.

111

8.8 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	2	chest	2
a cough	1	dizzy	3	foot	2
ill	3	indigestion	1	left leg	2
neck	2	a runny nose	1	shoulder	2
sick	3	a sore throat	1	a temperature	1
thumb	2	very well	3		

1 I've got …
2 I've got a pain in my …/My … hurts.
3 I feel …

2 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 [2]*sicknesses* / *symptoms*?
Andrew: Yes, sometimes my stomach [3]*hurts* / *is dizzy*.
Doctor: And how are you feeling now? Have you got a headache? Do you [4]*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 [6]*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.

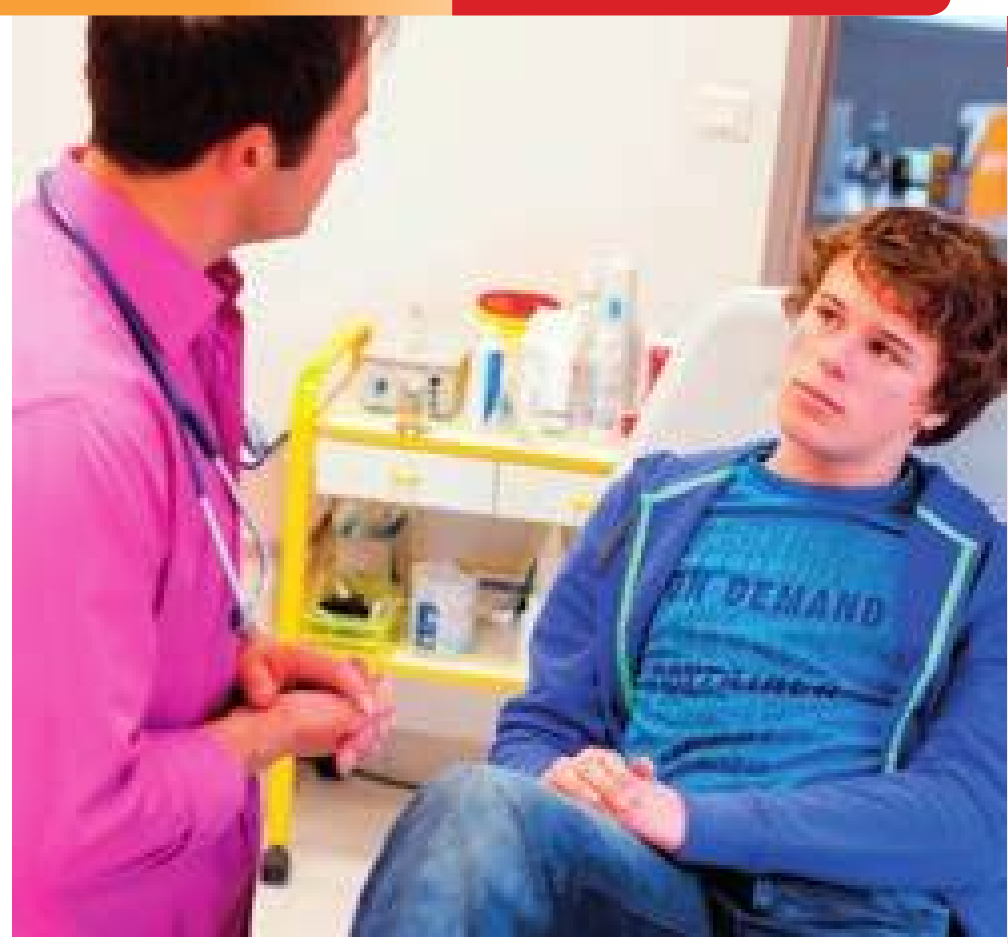
3 3.42 Read and listen to Part 2 of the dialogue and answer the questions.

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.

Exercise 3
1 Andrew thinks it's his heart.
2 Indigestion
3 Eat more slowly, drink more water, take one tablet after each meal, make another appointment

VIDEO 40 41



4 Complete the SPEAKING FOCUS with verbs in Part 2 of the dialogue.

SPEAKING FOCUS

Diagnosis
When did the pain start?
I'm going to examine you/[1]*take your temperature*.
I'm going to [2] do a blood test …
Breathe in and out.
[3] Open 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 …

Treatment
You should eat more slowly/go on a diet.
You need to drink more water.
I'm going to [4] give you a prescription.
I'm going to [5] make an appointment for you (e.g. to see the specialist).
[6] Take 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.

ROLE-PLAY 40 41 A doctor's appointment

40 41 **Watch the video and practise. Then role-play your dialogue.**

REFERENCES

Audioscript **pp. 191–192**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Discuss the silent letters in and pronunciation of some words with the class before starting the lesson and remind students throughout the lesson as necessary: *thum(b), temp(e)rature, (w)rist, ne(c)k, si(c)k; stomachache, headache* – 'ch' = 'k', *cough* – 'gh' = 'f'.
- Students read the dialogue in ex. 2 again and role-play it.

WORKBOOK

p. 112

NEXT CLASS

Ask students to study the Word list on p. 113.

8.1 Vocabulary 4.57

barcode /ˈbɑː ˌkəʊd/
be allergic to /ˌbi əˈlɜːdʒɪk tə/
be asthmatic /ˌbi æsˈmætɪk/
check your pulse/heart rate /ˌtʃek jɔː ˈpʌls/ˈhɑːt reɪt/
come out in a rash/in spots /ˌkʌm ˌaʊt ɪn ə ˈræʃ/ ɪn ˈspɒts/
cough /kɒf/
cut sth out /ˌkʌt ˌsʌmθɪŋ ˈaʊt/
feel dizzy /ˌfiːl ˈdɪzi/
feel ill /ˌfiːl ˈɪl/
feel sick /ˌfiːl ˈsɪk/
headache /ˈhedeɪk/
healthy choices/decisions /ˌhelθi ˈtʃɔɪsɪz/dɪˈsɪʒənz/
hurt /hɜːt/
keep fit /ˌkiːp ˈfɪt/
keep track of /ˌkiːp ˈtræk əv/
lose appetite /ˌluːz ˈæpətaɪt/
lose weight /ˌluːz ˈweɪt/
make choices /ˌmeɪk ˈtʃɔɪsɪz/
my back/head/thumb hurts /maɪ ˌbæk/ ˌhed/ˌθʌm ˈhɜːts/
pain in the chest/leg/shoulder /ˌpeɪn ɪn ðə ˈtʃest/ˈleg/ˈʃəʊldə/
pass out, faint /ˌpɑːs ˈaʊt, feɪnt/
recover from / get over an illness /rɪˈkʌvə frəm / ˌget ˌəʊvər ən ˈɪlnəs/
reduce anxiety/stress /rɪˌdjuːs æŋˈzaɪəti/ˈstres/
runny nose /ˌrʌni ˈnəʊz/
sore throat /ˌsɔː ˈθrəʊt/
stomachache /ˈstʌmək-eɪk/
stress out /ˌstres ˈaʊt/
suffer from /ˈsʌfə ˌfrəm/
take sth up /ˌteɪk ˌsʌmθɪŋ ˈʌp/
temperature /ˈtemprətʃə/
work out /ˌwɜːk ˈaʊt/

8.2 Grammar 4.58

ambulance /ˈæmbjələns/
capital city /ˌkæpətl ˈsɪti/
cardiologist /ˌkɑːdiˈɒlədʒɪst/
drop /drɒp/
equipment /ɪˈkwɪpmənt/
fiancé /fiˈɒnseɪ/
frozen /ˈfrəʊzən/
heart attack /ˈhɑːt əˌtæk/
physiotherapist /ˌfɪziəʊˈθerəpɪst/
pitch /pɪtʃ/
put out your arms /ˌpʊt ˌaʊt jɔːr ˈɑːmz/
spectator /spekˈteɪtə/

8.3 Listening 4.59

arch /ɑːtʃ/
badminton court /ˈbædmɪntən kɔːt/
basketball court /ˈbɑːskɪtbɔːl kɔːt/
bench /bentʃ/
boxing ring /ˈbɒksɪŋ rɪŋ/
bridge /brɪdʒ/
climbing /ˈklaɪmɪŋ/
cycling /ˈsaɪklɪŋ/
football pitch /ˈfʊtbɔːl pɪtʃ/
fountain /ˈfaʊntɪn/
handball court /ˈhændbɔːl kɔːt/
hockey pitch /ˈhɒki pɪtʃ/
horse riding /ˈhɔːs ˌraɪdɪŋ/
ice rink /ˈaɪs ˌrɪŋk/
marathon /ˈmærəθən/
motor racing track /ˈməʊtə ˈreɪsɪŋ træk/
pathway /ˈpɑːθweɪ/
playground /ˈpleɪgraʊnd/
rugby pitch /ˈrʌgbi pɪtʃ/
running track /ˈrʌnɪŋ træk/
sailing /ˈseɪlɪŋ/
skateboard /ˈskeɪtbɔːd/
skating rink /ˈskeɪtɪŋ ˌrɪŋk/
species /ˈspiːʃiːz/
swimming pool /ˈswɪmɪŋ puːl/
tennis court /ˈtenɪs kɔːt/
volleyball court /ˈvɒlibɔːl kɔːt/

8.4 Reading 4.60

(air) pollution /ˈeə pəˌluːʃən/
air purifier /ˈeə ˌpjʊərəfaɪə/
at risk /ət rɪsk/
blanket /ˈblæŋkɪt/
blow out /ˌbləʊ ˈaʊt/
citizen /ˈsɪtɪzən/
construct /kənˈstrʌkt/
construction /kənˈstrʌkʃən/
constructive /kənˈstrʌktɪv/
create /kriˈeɪt/
creation /kriˈeɪʃən/
cufflinks /ˈkʌf lɪŋks/
dust storm /ˈdʌst ˌstɔːm/
environmental protection /ɪnˌvaɪrənˌmentl prəˈtekʃən/
exhaust fumes /ɪgˈzɔːst fjuːmz/
face mask /ˈfeɪs mɑːsk/
factory smoke /ˈfæktəri sməʊk/
fight /faɪt/
government /ˈgʌvənmənt/
pollute /pəˈluːt/
pure /pjʊə/
purification /ˌpjʊərɪfəˈkeɪʃən/
purify /ˈpjʊərɪfaɪ/
smog particle /smɒg pɑːtɪkəl/
support (n, v) /səˈpɔːt/
supportive /səˈpɔːtɪv/
tower /ˈtaʊə/
vacuum cleaner /ˈvækjuəm ˌkliːnə/

8.5 Grammar 4.61

birth certificate /ˈbɜːθ səˌtɪfɪkət/
break a record /ˌbreɪk ə ˈrekɔːd/
chutney /ˈtʃʌtni/
herbal /ˈhɜːbəl/
old age /ˌəʊld ˈeɪdʒ/

8.6 Use of English 4.62

catch up on /ˌkætʃ ˈʌp ɒn/
cope with /ˈkəʊp wɪð/
fall behind /ˌfɔːl bɪˈhaɪnd/
figure out /ˌfɪgər ˈaʊt/
fit in /ˌfɪt ˈɪn/
get on with /ˌget ˈɒn wɪð/
get through /ˌget ˈθruː/
go over /ˌgəʊ ˈəʊvə/
join in /ˌdʒɔɪn ˈɪn/
put sb down /ˌpʊt ˌsʌmbɒdi ˈdaʊn/
sign up /ˌsaɪn ˈʌp/
talk sth over /ˌtɔːk ˌsʌmθɪŋ ˈəʊvə/

8.7 Writing 4.63

addictive /əˈdɪktɪv/
bad-tempered /ˌbæd ˈtempəd/
do harm /ˌduː ˈhɑːm/
importance /ɪmˈpɔːtəns/
pressure /ˈpreʃə/
stay in touch /ˌsteɪ ɪn ˈtʌtʃ/
switch off /ˌswɪtʃ ˈɒf/
therefore /ˈðeəfɔː/
urgent /ˈɜːdʒənt/
what is more /ˌwɒt ɪs ˈmɔː/

8.8 Speaking 4.64

blood test /ˈblʌd ˌtest/
breathe in /ˌbriːð ˈɪn/
breathe out /ˌbriːð ˈaʊt/
examine /ɪgˈzæmɪn/
flu /fluː/
go on a diet /ˌgəʊ ɒn ə ˈdaɪət/
indigestion /ˌɪndɪˈdʒestʃən/
lie down /ˌlaɪ ˈdaʊn/
make an appointment /ˌmeɪk ən əˈpɔɪntmənt/
meal /miːl/
prescription /prɪˈskrɪpʃən/
press /pres/
tablet /ˈtæblət/
take sb's temperature /ˌteɪk ˌsʌmbɒdiz ˈtemprətʃə/
virus /ˈvaɪərəs/

WORD LIST ACTIVITIES

- Divide students into teams. Call out a word for the first team. They have to explain the meaning.
- Students work in pairs. They take turns to say a word in English for their partner to explain the meaning.

113

FOCUS REVIEW 8

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 ___pollution___ . **POLLUTE**
2 Centuries ago people could drink ___pure___ water from streams and rivers. **PURIFY**
3 There are a lot of ___complaints___ about too much noise in the city centre. **COMPLAIN**
4 My doctor has got a lot of patients because she is really ___supportive___ . **SUPPORT**
5 Chris has to make an important ___choice___ about which team he wants to play for. **CHOOSE**

3 Complete the second sentence so that it has a similar meaning to the first. Use the correct forms of past tenses.

1 I had a fast heart rate for three days, so I went to see my doctor.
Before I ___went___ to see my doctor,
I ___had had___ a fast heart rate for three days.
2 The doctor advised Helen to lose weight, so she started to work out in the gym.
Helen ___started___ to work out in the gym after the doctor ___had advised___ her to lose weight.
3 The teacher figured the problem out and then everybody arrived.
By the time everybody ___arrived___ , the teacher ___had figured___ the problem out.
4 Josh ate a piece of nut cake and came out in spots.
After Josh ___had eaten___ a piece of nut cake, he ___came out___ in spots.
5 Gustave Eiffel created hundreds of metal constructions all around the world. He died in 1923.
Before Gustave Eiffel ___died___ in 1923, he ___had created___ 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 ___she felt ill___ .
2 'Every visit to the dentist makes me feel stressed', said Ann. Ann said that ___every visit to the dentist made her feel stressed___ .
3 'Steve joined in the race', said Jo.
Jo told me that ___Steve had joined in the race___ .
4 'People in the capital city are wearing face masks today', said the minister.
The minister said that ___people in the capital city were wearing face masks___ that day.
5 'I didn't go out last night', she said.
She said ___she hadn't gone out the previous night___ .

USE OF ENGLISH

5 Choose 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
6 X: Carl can't play basketball since the injury.
Y: I've heard he's going to ___ swimming. It's safe for him.
A take up
B pass out
C turn up

6 Choose the answer, A, B or C that is closest in meaning to the underlined words.

1 I don't have much time to hang out with my friends.
A spend time B do sports
C discover new places
2 Daria's been in our group for two weeks and she's fitted in already.
A she's made new friends B she's been accepted
C she's become the group leader
3 The government figured out 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

REFERENCES

Audioscript **p. 192**

EXTRA ACTIVITIES

- Photocopiable resources 52–53 Multiple choice (15 min.) pp. 211, 270–271
- Photocopiable resources 54–55 Sentence transformation (15 min.) pp. 211, 272–273
- Word Practice 4, WORD STORE booklet, p. 16
- Photocopiable resource 47 *A teen health and fitness app* (speaking; 17 min.) pp. 210, 264–265
- Extra digital activities: Listening and Use of English

LISTENING

7 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 d
2 Do you use b
3 What qualities do you need a
4 What would you do c

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.

A

B

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 3
- explain what article you are referring to 1
- encourage other readers to join in the discussion 4
- present the article writer's views 2

12 Do the writing task in Exercise 11.

NEXT CLASS

- Ask students to do Self-check 8.10, WB pp. 114–115, as homework.
- Ask students to prepare for Unit Test 8: Assessment Package, Unit 8.
- Ask students to prepare for Review Test 4: Assessment Package, Unit 8.
- Ask students to prepare for End-of-year Test: Assessment Package, End-of-year Test.

PROJECT

- How to teach with projects p. T19
- Work in groups. Do some research to find out about another project that helps protect the natural environment. Create a presentation about it and present it to your class.

115

BBC Student Accommodation

BEFORE YOU WATCH

1 In pairs, match the collocation parts. Use your dictionary if necessary.

1 wave	e	a	rent
2 miss out	d	b	in a project
3 be involved	b	c	in a nursing home
4 live	c	d	on the fun of student life
5 pay	a	e	somebody goodbye
6 develop	f	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 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.

5 18 30 80 160 30,000

1 Most of the residents are over 80 .
2 The accommodation is free for Jurrien and 5 other students.
3 Jurrien must spend 30 hours each month with the elderly residents.
4 Jurrien can save 30,000 euros while he's studying.
5 One of the students lived in a student house when he was 18 .
6 Jurrien likes having 160 grandparents waving him goodbye when he goes to college every day.

6 1 Complete the sentences. Watch the video and check your answers.

1 Jurrien is involved in a project to connect young and older people and help the elderly with feelings of loneliness and isolation.
2 He wanted to have the experience of connecting with elderly people.
3 'What I've learnt here is to respect the older residents, the older people in our society.'
4 Both generations have a lot to learn from each other.
5 The friendships that develop are important for both young and old.

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 …

Exercise 4
The unusual thing about Humanitas is that it has students living there alongside elderly people. They're part of a project to connect young and elderly people and help the elderly with feelings of loneliness and isolation.

REFERENCES
Videoscript **p. 193**

116

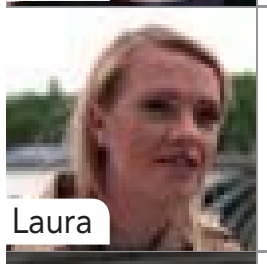
Focus Vlog About happiness

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 3 **Watch the interviews where people talk about what makes them happy. Complete the table.**

	What makes him/her happy?	Why?
Jake	cycling and racing	He can get into the countryside and fresh air, especially on a sunny day.
 Laura	shopping, money, sometimes work	It's well-earned money and she can spend it on whatever she wants.
Lola	seeing other people happy	Life without friends would be boring and sad.

3 3 **Complete the quotes. Then watch again and check your answers.**

Jake: 'You can get [1] out into the countryside and [2] fresh air.'

Laura: 'Money makes me happy because I've [3] earned it, it's well-earned and then I get to spend it on [4] whatever I want to spend it on.'

Lola: 'Life without friends is just [5] boring 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 time.

REFERENCES

Videoscript **p. 193**

117

BBC 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

Imagine in five minutes' time, everyone on the [1] entire planet was going to jump at [2] exactly the same time. From London to Sydney, Delhi to New York, 6.9 [3] billion people leap in the air. Could they make the earth [4] move ?

4 6 **Watch the first part of the video (up to 0:53) and check your answers. What do you think is the answer to the question in Exercise 3?**

5 6 **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.**

It's a music festival – Reading Festival. Greg chose it because there are a lot of people there.

6 6 **Watch the rest of the video (01:30 – 03:13). Put the events in chronological order.**

a Greg tests Paul Denton's machine. 2
b Greg arrives at Reading Festival. 1
c Everybody jumps. 5
d So the urban legend is completely untrue. 8
e The jump measures 0.6 on the Richter Scale. 6
f You can see the jump on Paul's machine. 3
g Greg tells the crowd about his experiment. 4
h But you need 8 on the Richter scale to move the planet. 7

AFTER YOU WATCH

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? ☐

REFERENCES
Videoscript **pp. 193–194**

118

Focus Vlog About technology

When was the last time you had a problem with technology?

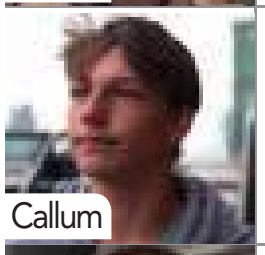
1 SPEAKING **Ask and answer the questions.**

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 8 **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		✓	

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. T
2 Callum had problems listening to music on his phone. F
3 Jake's speakers were making a strange sound. T
4 Laura needed to get Wi-Fi to book a flight. F
5 Callum was trying to contact his friends while he was at school. F
6 Jake was chilling out at home when the speakers started popping. T

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?*

REFERENCES
Videoscript **p. 194**

119

BBC 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 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?

3 11 **Watch the video with sound and check your ideas in Exercise 2.**

1 They stop at this place because they are tired, haven't heard the enemy for a while and the Queen needs to rest.
2 She talks to one of the musketeers by the river. She cooks some fish.
3 They think it's disgusting, but they're too polite to say so.
4 They first hear, and then also see the enemy approaching.

4 11 **Complete the dialogues. Then watch the video again and check your answers.**

1 M: There's been no sign of them for an hour now. We're safe for a while.
M: The Queen needs to [1] rest .
2 Q: Can I help?
M: Rest while you can, Your Majesty.
Q: No, I'd like to be [2] useful . Really.
M: In that case, can you gut a fish?
3 M: Delicious, Your Majesty.
Q: It's the first time I've ever cooked.
M: That's hard to [3] believe .
Q: Would you like [4] another ?
M: Thank you but I'm full.
4 M: I'm tired of [5] running away. Perhaps we should be the ones doing the chasing.
5 M: The Queen's [6] safety is paramount. We can't risk it by making a stand.

5 Complete a summary of the scene using words from Exercise 4 in the correct form.

Queen Anne's [1] safety is at risk. The Musketeers must take her back to the royal palace in Paris. In this scene, they stop so that the Queen can [2] rest . The Queen wants to be [3] useful and so she cooks fish for the Musketeers. However, the food is disgusting and the men politely refuse to eat [4] another portion after they tasted it. Suddenly Athos hears horses in the distance and they prepare to leave. Athos and Porthos have a disagreement – Porthos doesn't want to [5] run away but Athos [6] believes that the Queen's life is more important than fighting.

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?

REFERENCES
Videoscript **p. 194**

120

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 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 14 **Watch again and answer questions 1–3.**

1 Who enjoyed a massive party with different kinds of people? Ella
2 Who loved the general atmosphere in the theatre? Chelsea
3 Who thought the costumes and songs in the show were good? Oliver

4 SPEAKING **Have you done anything interesting in your city recently? What did you do and what did you like about it?**

FOCUS ON LIFE SKILLS

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'.

Exercise 2

Oliver: saw *The Lion King* musical; liked the costumes, songs were well-performed, likes going to the theatre in general, so it was fun.

Ella: went to the carnival; liked all cultures of different walks of life and the massive party.

Chelsea: saw a musical; liked seeing the cast acting and singing and the good atmosphere.

REFERENCES
Videoscript **p. 194**

121

VIDEO 15

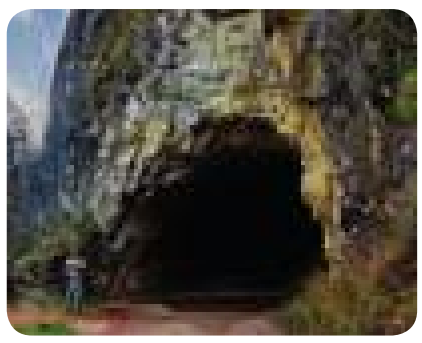
BBC Cave houses

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 volcanic rock



2 cave

3 hot air balloon

4 conical rock formations

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

3 15 **Watch the video and check whether you can hear any of the adjectives in Exercise 2.**

incredible, amazing, magical, prehistoric, unique

4 15 **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. F
2 The rock formations are called fairy chimneys. T
3 Humans started living here hundreds of years ago. F
4 Rafik owns a local restaurant. T
5 His grandparents live in a cave. F

5 15 **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 …

Exercise 4

1 People visit the landscape in the morning.
3 Humans started living there thousands of years ago.
5 His parents have taken over the cave.

Exercise 5

1 Because Aisha doesn't want to live in a cave.
2 Yes, he does, he misses it a lot. He grew up there.

REFERENCES

Videoscript **pp. 194–195**

122

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 flat, terraced house
Location in London, opposite a park
Inside bedroom, bathroom, kitchen, floors/storeys
Outside drive, garden

2 17 **Watch the interviews where people talk about the places they live. Complete the sentences with the names of the speakers.**

Oliver

Esme

Amber

Millie

1 Amber lives in a house which is opposite a park.
2 Millie lives in a small house in London.
3 Oliver shares his house with other university students.
4 Amber has chickens in the garden.
5 Esme lives in a four-bedroom flat.
6 Millie has a house full of colours.

3 17 **Watch the video again. How long have they lived there?**

Oliver over a year
Esme for fifteen years
Amber since she was eight
Millie since last September

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

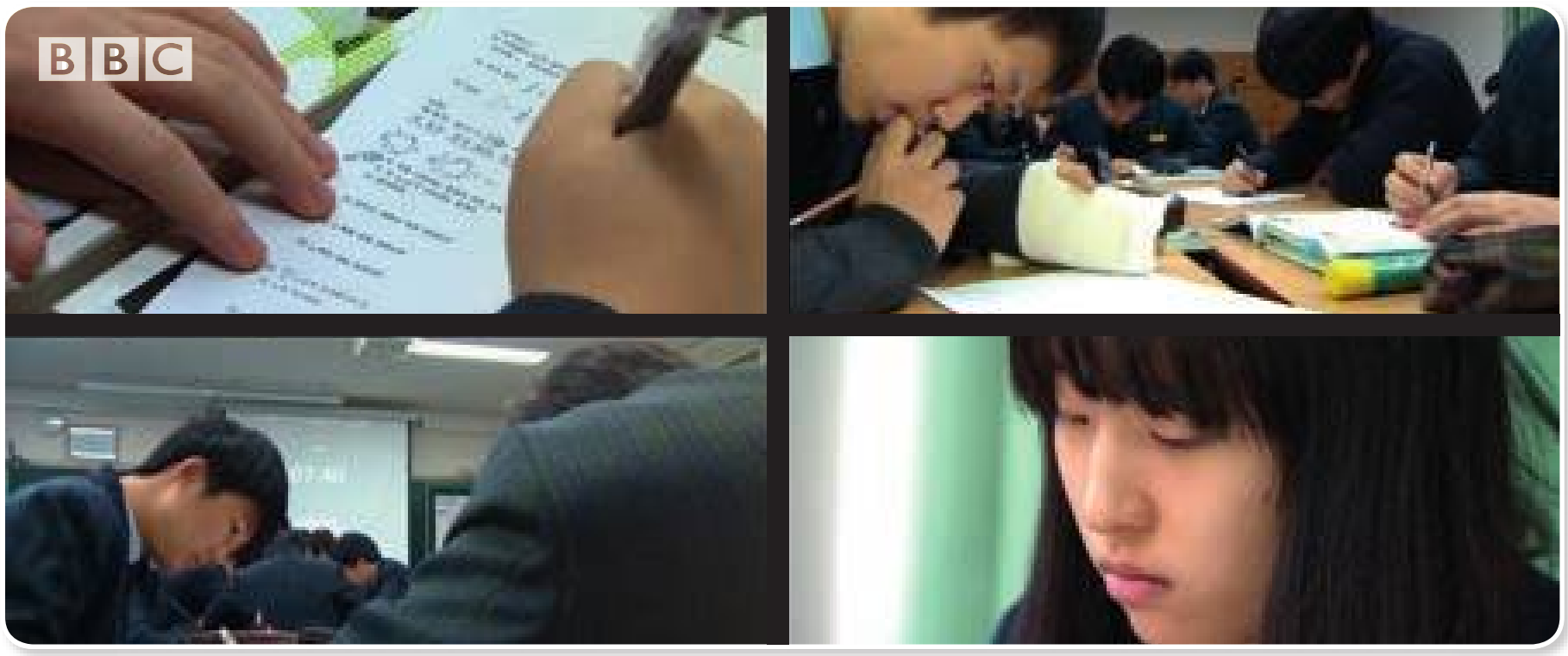
6 **In pairs, decide on the top three things to consider when looking for a house. Present your opinion to the class.**

In my opinion the most important thing to consider while looking for a house or flat is the neighbourhood it's in because ...

REFERENCES
Videoscript **p. 195**

123

BBC 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 ☐
- scores ☐
- creativity ☐
- long hours of study ☐
- pressure ☐
- hard work ☐
- extra lessons ☐
- 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 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?
She gets tired but she can forget her hardship when she sees her good results.
2 How many hours does she study every day?
She studies thirteen hours a day.
3 What time does she have dinner, go to bed and get up in the morning?
She has dinner after 11 p.m., goes to bed at 2 a.m. and gets up at 6:30.
4 What does her mother think about Hye-Min's daily routine?
She doesn't feel comfortable about it, but she thinks Hye-Min has no choice.

4 SPEAKING Discuss the advantages and disadvantages of the South Korean education system. Think about:

- the standard of education
- young people's health

5 20 Watch the second part of the video (01:38 – 03:11). Does anybody mention the ideas you discussed in Exercise 4?

The result of these long days of study are students who are fantastic at tests. Investment in education has transformed South Korea from one of the poorest economies to one of the fastest growing economies in the world. Pressure on young people is huge and the suicide rate is the highest in developed countries.

6 Match 1–8 with a–h to make collocations.

1 education	c	a	her dreams
2 extra	e	b	investment
3 achieve	a	c	system
4 huge	b	d	a high price
5 suicide	g	e	lessons
6 test	f	f	scores
7 under	h	g	rate
8 pay	d	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 extra lessons .
2 This huge investment has transformed Korea.
3 It's the only thing she can do to achieve her dreams .
4 The suicide rate is the highest in developed countries.
5 Test scores may be important in the age of industrialisation but not any more.
6 But people have been under a lot of stress and young people have paid a high price .
7 The South Korean education system is one of the best in the world.

8 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 ...

Exercise 8
1 presenter
2 presenter
3 Hye Min's mother
4 presenter
5 Professor Lee
6 presenter
7 presenter

REFERENCES
Videoscript **p. 195**

124

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.**

Who says the perfect student …
1 enjoys reading? Millie , Oliver
2 is a sociable person? Millie
3 makes lots of effort to learn? Callum
4 has the right balance between work and play? Lewis
5 is a happy person? Millie
6 likes spending time in a library? Oliver

Who thinks the perfect place to study is …
1 a library? Lewis
2 a place with food and drink? Oliver , Millie
3 somewhere you can also relax? Lewis
4 somewhere you feel comfortable? Callum

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 …

5 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.

REFERENCES
Videoscript **pp. 195–196**

BBC 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 B disappointing N excellent P fascinating P good P iconic P intense B lovely P nervous N nice P terrified N scared N

WHILE YOU WATCH

3 25 Watch the video. Which words from Exercise 2 can you hear? Which words does Dallas use most? intense (x2), nice (x2), scared (x2), nervous, terrified, iconic, lovely, good

4 SPEAKING Discuss the questions.

1 What is Dallas's job for the day?
(For the day) He's a window cleaner on the Burj Khalifa.
2 How does Dallas feel before he starts working and after he has finished? He feels really nervous, absolutely terrified, but impressed and happy afterwards.

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 ___cancelled___ and we could all just go home and somehow the windows would just clean themselves.
2 I'm absolutely ___terrified___ right now. I've never been so scared in my life.
3 I haven't ___looked___ down yet. Now I've ___looked___ down.
4 It's hard to believe how ___high___ these windows are.
5 If Dallas dropped something it could do a lot of ___damage___ .

6 25 Complete the email to Dallas. If necessary, watch the video again and check your answers.

Hi Dallas,
Welcome to Dubai. Please come to the Burj Khalifa – we're proud of it because it's the [1] ___tallest___ building in the world. When you get here, take the lift to Floor [2] ___160___ . Ask for the [3] ___window___ -cleaning team. We need to prepare you for your day's work. When you begin your window-cleaning, try not to [4] ___look___ down – you will be more than [5] ___600___ metres above the ground – that's higher than the world's [6] ___previous___ tallest building.
Don't worry about the [7] ___wind___ . The Burj Khalifa has an aerodynamic design and it is not a problem. Don't [8] ___drop___ anything – you could do a lot of damage. There are [9] ___24,000___ windows to clean. It takes three [10] ___months___ to clean them all. Then we start cleaning them again!
See you soon,
The Burj Khalifa window-cleaning 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.

REFERENCES
Videoscript **p. 196**

126

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?

2 27 **Watch the interviews where people talk about the jobs they'd like to have. Match the statements with the speakers: Oliver, Ethan, Esme or Freya.**

Who would like to …
1 help others? Oliver
2 do something creative? Freya
3 be wealthy? Ethan
4 become a composer? Esme
5 work abroad? Ethan , Freya
6 work in Oxford? Oliver
7 stay in London? Esme

3 27 **Are sentences 1–5 true (T) or false (F)? Discuss with a partner. Then watch again and check.**

1 Oliver is a teacher. F
2 Ethan wants to have access to the latest technology. T
3 Freya wants to be her own boss. T
4 Oliver thinks Oxford is too big. F
5 Ethan wants to work in Austria. F

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 _____)

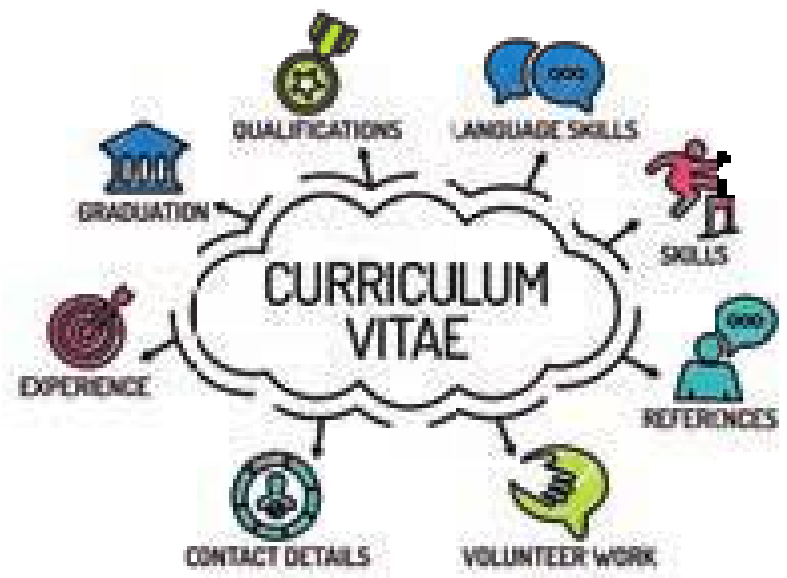
I think that achieving concrete results is important when you work, because that shows that you make progress.

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



REFERENCES
Videoscript **p. 196**

BBC 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

1 £19.99

2 £21

3 £7.99

4 £15.99

5 62p

6 75p

3 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?**
It's weird that things are so cheap.

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] thirty-two jumbo jets inside.
Shopping at the Mall of America is a [2] leisure activity!
It opened in [3] 1992 and since then more than half a [4] billion people have visited. It's [5] located in Bloomington, Minnesota.
There are 520 [6] stores and 40 million [7] visitors every year.
That's more than Graceland, the Grand Canyon and Disneyland combined.
There's no [8] tax on apparel (clothes)!
It's a great place to shop!

5 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.
Cheap labour.
Buying things we don't need, don't value, don't care about.

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.

Exercise 5

1 **W1** bought a bikini, jeans, denim shorts, shoes, sunglasses. She bought them because they were really cheap.
W2 bought four tops. She bought them because she liked them all and couldn't decide which ones to buy.
The presenter bought a £3 handbag. Brilliant but doesn't care if it falls apart.

2 Because they're cheap, because they (women) liked them.

3 Fast fashion is a contemporary term used by fashion retailers meaning that designs move quickly from catwalk to current fashion trends. You can buy fashionable clothes in chain stores at affordable prices soon after designer and expensive versions are released.

REFERENCES
Videoscript **p. 197**

128

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 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 33 **Watch the interviews again and answer the questions.**

1 How much do Ethan and Freya usually spend on a pair of jeans? £15-20
2 What does Rachel consider when buying a pair of jeans? The quality of jeans.
3 How much does Oliver usually spend on a pair of jeans? £40
4 Why is Oliver ready to spend that much on a pair of jeans? They will last a long time.

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?

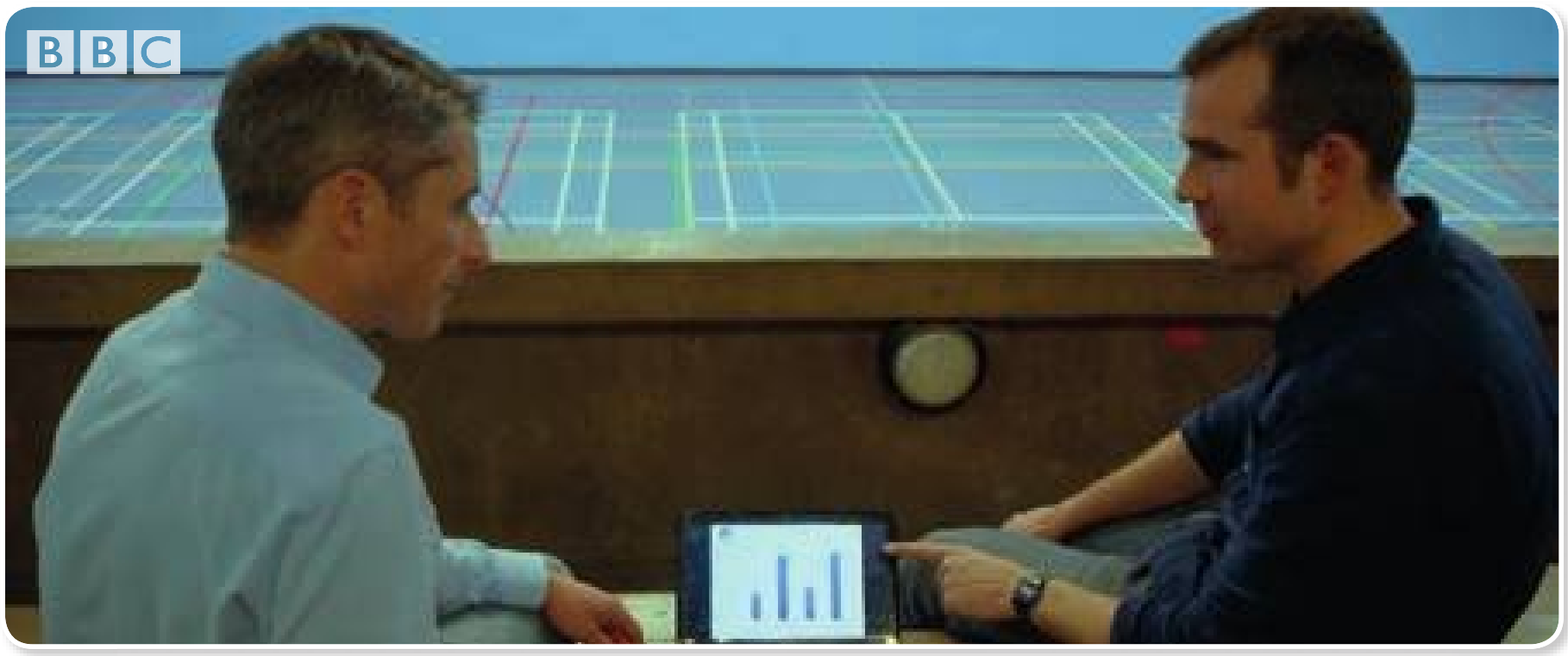
Ask the questions to other students, collect the answers and prepare an infographic with the results. Then present your findings using graphs and charts in a survey infographic. You can draw the infographics or use an online tool to create them.

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.

REFERENCES
Videoscript **p. 197**

129

BBC Keeping 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

1 dusting
2 mowing the lawn
3 washing a car
4 cleaning windows
5 vacuuming
6 mopping
7 gardening
8 ironing

WHILE YOU WATCH

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 150 minutes of 'moderate intensity physical exercise' per week.

4 36 **Watch the next part of the video (00:32 – 01:50). Complete the sentences.**

1 Eight volunteers are going to do some household jobs indoors and outdoors.
2 Activity monitors will measure the energy they use.
3 Dr Andy Blannin is an exercise scientist .
4 He will give each activity a MET (Metabolic Equivalent of Task) score .
5 A score of more than three shows that the activity is good enough to call it exercise.

5 36 SPEAKING **Tick the activities which are 'exercise' in your opinion. Then watch the next part of the video (01:50 – 03:07) and check your answers.**

ironing	☐	washing the car	✓
dusting	☐	washing the window	✓
mopping	✓	mowing the lawn	✓
planting flowers	✓	vacuuming	✓

6 36 **Match 1–5 with a–e to make collocations. Which activity do you think uses the most/the least energy? Watch the last part of the video (03:07 – 03:34) and check.**

1 Walking	d	a	trolley
2 Going	e	b	up a shopping basket
3 Picking	b	c	shopping bags
4 Using a	a	d	briskly
5 Carrying	c	e	cycling

AFTER YOU WATCH

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 every day to keep fit.

REFERENCES
Videoscript **pp. 197–198**

130

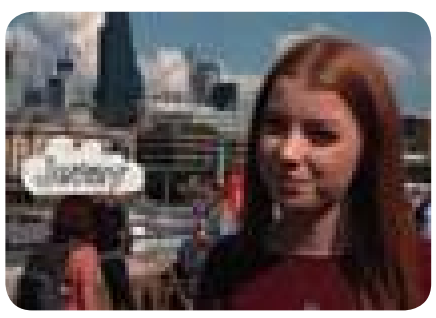
Focus Vlog About achievements

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 ___Anna___ had realised how important education is.
2 ___Tristan___ had understood the importance of family and friends.
3 ___Jeffrey___ had learnt how to be independent.
4 ___Jenny___ had acquired the skills for cooperating with others.
5 ___Tristan___ had experienced the joy of learning languages.

What had they achieved by their eighteenth birthday?

1 ___Jenny___ had learnt to play a musical instrument.
2 ___Jeffrey___ had run several marathons.
3 ___Anna___ had started to study a foreign language.
4 ___Tristan___ had had a platinum CD.
5 ___Tristan___ and ___Anna___ 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.

REFERENCES

Videoscript **p. 198**

131

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	speak English?
Does		he/she/it	
***Wh-* questions**			
What languages	do	I/you/we/they	speak?
	does	he/she/it	
Subject questions			
Who		speaks	English?

Present Continuous

***Yes/No* questions**			
Am		I	working now?
Are		you/we/they	
Is		he/she/it	
***Wh-* questions**			
What	am	I	doing?
	is	he/she/it	
	are	you/we/they	
Subject questions			
Who		is working	now?

Present Perfect

***Yes/No* questions**			
Have		I/you/we/they	swum in a river?
Has		he/she/it	
***Wh-* questions**			
What	have	I/you/we/they	done?
	has	he/she/it	
Subject questions			
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?*

1 Choose the correct option.

1 Who *sits* / *does sit* next to you in class?
2 Where *does your best friend live* / *lives your best friend*?
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 a charity.
What do your grandparents give money to?
2 Tina has tried Japanese food.
Who has tried Japanese food?
3 I'm dreaming about my winter holiday in Austria.
What are you dreaming about?
4 My best friend lives in Frankfurt.
Where does your best friend live?
5 Jo has visited Poland, Russia and Slovakia.
What countries has Jo visited?
6 Jim is watching a comedy at the moment.
Who is watching a comedy at the moment?

3 Ask questions for the following answers.

1 No, I haven't. I've never met an important person.
Have you ever met an important person ?
2 No, she hasn't. She has never worked in an office.
Has she ever worked in an office ?
3 My Dad usually cooks dinner in our family.
Who usually cooks dinner in your family ?
4 Yes, I am. I am studying at the moment.
Are you studying (at the moment) ?
5 I love reading books in my free time.
What do you like/love doing in your 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 __do__ you like, Sebastian? I like hip-hop.
2 Who __are__ your parents talking to in the kitchen?
3 __Have__ you seen my laptop? I can't find it anywhere.
4 Why __is__ Asia always so serious? She never looks happy.
5 What __has__ Martin eaten this afternoon?
6 __Is__ Jane looking for her glasses? They're over here.
7 Who ___ wants to help me bake dad's birthday cake?
8 __Do__ you like apples? These ones are really juicy.

132

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 getting up (get up) early.
2 Karen spends a lot of time chatting (chat) online.
3 I refuse to wear (wear) this skirt – it is too short!
4 I always agree to help (help) my brother at home.
5 They hope to meet (meet) Sting after the concert.
6 I can't stand shopping (shop). It's so boring!
7 Peter wants to be (be) like Steve Jobs.
8 Sue has decided to lend (lend) me her new dress.
9 Does Angela enjoy working (work) as a volunteer?
10 Ben prefers swimming (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.

3 Complete the sentences using the prompts in brackets. Add any necessary words. Do not change the order of the words given.

1 I can't stand spending (stand/spend) the holidays at home. I'd like to go somewhere exotic!
2 Why does Peter pretend to worry about (pretend/worry) Sarah? He clearly doesn't like her.
3 It's a good idea to avoid depending on (avoid/depend) people that you don't know very well.
4 I finally managed to focus on (manage/focus) my homework.
5 We hope to see (hope/see) you both at the party.
6 Roger doesn't mind talking about/to (not/mind/talk) his ex-girlfriend. They're still very good friends.
7 I miss spending time with (miss/spend/time) my best friend from primary school.
8 Edgar hates listening to (hate/listen) heavy metal music. He prefers hip-hop.

4 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 I don't want to wear the same clothes every day. **REFUSE**
I refuse to wear the same clothes every day.
2 It's not a problem for me to get up early in the morning. **MIND**
I don't mind getting up early in the morning.
3 He didn't want to see me, so he stayed at home. **AVOID**
He stayed at home to avoid seeing me.
4 It's my choice to study Art at university next year. **CHOSEN**
I have chosen to study Art at university next year.
5 Karen doesn't want to go to the theatre, she wants to go to the cinema. **PREFERS**
Karen doesn't want to go to the theatre, she prefers going to the cinema.
6 It is really fun for me to play football with my team. **ENJOY**
I really enjoy playing football with my team.

5 Complete the text with the correct form of the verbs in the box.

change do go join play practise spend tell win

Last month I decided [1] to change my lifestyle. Why? Well, I don't mind [2] telling you that I was a bit worried about my size and my weight. I spent too much time [3] playing computer games and I refused [4] to do any kind of exercise as well.
Firstly, I considered [5] going to the gym. But this is expensive and I can't afford [6] to spend much money. Plus, it's a little boring and unsociable, I think. So, I chose [7] to join a badminton club, instead. I wasn't very good at first, but I managed [8] to win my first game yesterday so I'm really happy. Of course, I need [9] to practise more, but I'm really passionate about my new hobby.

133

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.*

1 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 day.
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 Complete the sentences with *so*, *such*, or *such a(n)*.

1 You really shouldn't spend ___so___ much time playing games.
2 My sister is ___such a___ friendly and caring person!
3 My neighbours are ___such___ outgoing people and love having garden parties.
4 You've got ___so___ many clothes that you must have something I can borrow.
5 It was ___such an___ amazing idea to have a family picnic in the park.
6 I won't ask Ann because she gave me ___such___ irresponsible advice last time.

3 Join the two sentences to make one. Use *so*, *such* and *that*.

1 My brother is a cheerful person. He says hello to everybody. ___My brother is such a cheerful person that he says hello to everybody.___
2 It was a wonderful holiday. We want to go back next year. ___It was such a wonderful holiday that we want to go back next year.___
3 My father was inexperienced at cooking. He burned our breakfast. ___My father was so inexperienced at cooking that he burned our breakfast.___
4 It was a comfortable armchair. I fell asleep. ___It was such a comfortable armchair that I fell asleep.___
5 The shirt was inexpensive. I bought one for you too. ___The shirt was so inexpensive that I bought one for you too.___
6 The weather was bad. We decided to stay at home. ___The weather was so bad that we decided to stay at home.___

4 UNIT REVIEW Choose the correct answer, A, B or C to complete the text.

My favourite cousin is the son of my dad's brother. His name is Jack and he's the same age as me. We don't have any brothers or sisters but we spend [1]___ time together that we are like brothers. We have [2]___ fun together 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 [3]___ 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

134

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	watching TV.	I/He/She/It	wasn't (was not)	watching TV.
You/We/They	were		You/We/They	weren't (were not)	

Yes/No questions			Short answers
Was	I/he/she/it	watching TV?	Yes, I/he/she/it was. No, I/he/she/it wasn't.
Were	you/we/they		Yes, you/we/they were. No, you/we/they weren't.

Wh- questions				Subject questions		
What	was	I/he/she/it	watching?	Who	was	watching TV?
	were	you/we/they				

1 Choose the correct option.

1 I *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.?

2 Write questions for the following answers.

1 Sally was doing her homework when the phone rang.
(What) What was Sally doing when the phone rang ?
2 Clare was wearing a fantastic dress at the party.
(What) What was Clare wearing at the party ?
3 We played tennis from five to eight.
(How long) How long did you/we play tennis ?
4 At 7:30 yesterday morning, Sophie was driving to the airport.
(Where) Where was Sophie driving at 7.30 yesterday morning ?
5 They were having dinner at seven.
(When) When were they having dinner ?
6 We saw Mark at the café.
(Who) Who did we/you see at the café ?
7 Alice was crying during the film because it was a drama.
(Why) Why was Alice crying during the film ?
8 Chris bought a sandwich for lunch.
(What) What did Chris buy for lunch ?

3 Complete the sentences with the correct form of the verbs in brackets. Use the Past Simple or the Past Continuous.

1 Mum was working (work) on her laptop while dad was listening (listen) to music on his new MP3 player.
2 Margaret was talking (talk) on her smartphone when she started (start) crying.
3 Adam wasn't watching (not/watch) the film so I changed (change) TV channels.
4 Tony didn't take (not/take) any photos with his phone at the party because he was sending (send) text messages to Jessica all the time.
5 I dropped (drop) my memory stick when I was running (run) for the tram.
6 Alan and I were playing (play) on the games console when my dad came (come) home.

4 Write sentences from the prompts.

1 I / run / in the park / when / Joanna / telephone / me.
I was running in the park when Joanna telephoned me.
2 while / Gareth / update / social media profile / his wife / do / yoga. While Gareth was updating his social media profile, his wife was doing yoga.
3 what / you / eat / when / I / get / back home?
What were you eating when I got back home?
4 you / sleep / when / the teacher / explain / the task to us?
Were you sleeping when the teacher explained the task to us?
5 Jo / use / computer / when / it / crash.
Jo was using the computer when it crashed.
6 I / cook / dinner / then / visit / favourite website.
I cooked dinner, then visited my favourite website.
7 while / Jane / study / Dan / play / video games.
While Jane was studying, Dan was playing video games.
8 Jim / get up / and then / get ready / for school.
Jim got up and then got ready for school.

135

2.5 *used to*

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, not *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/She/ It/We/ They	used to	swim.	I/You/ He/She/ It/ We/ They	didn't (did not) use to	swim.

Yes/No questions				Short answers
Did	I/you/ he/she/ it/we/ they	use to	swim?	Yes, I/you/he/she/it/we/they did. No, I/you/he/she/it/we/they didn't.

Wh- questions					Subject questions		
Where	did	I/you/ he/ she/ it/we/ they	use to	swim?	Who	used to	swim?

1 Complete the sentences with *used to* and the verbs in brackets.

1 Kim used to be (be) much more confident about herself.
2 Did our neighbours use to live (our neighbours/live) abroad before they moved here?
3 My boyfriend's friends didn't use to like (not like) me.
4 Who used to cook (cook) you dinner when you were ten years old?
5 Did you use to have (you/have) a mobile phone when you were very little?

2 Write sentences from the prompts. Use *used to* where possible. If not, use the Past Simple.

1 I / go to the cinema / with my grandparents / every week
I used to go to the cinema with my grandparents every week.
2 we / not have / mobile phones or computers
We didn't use to have mobile phones or computers.
3 my family / move / to San Francisco
My family moved to San Francisco.
4 I / get / a digital watch / for my seventh birthday
I got a digital watch for my seventh birthday.
5 he / eat / sweets / every day
He used to eat sweets every day.

3 Complete the sentences with *used to* or *didn't use to* and the verbs in brackets.

1 Ten years ago I used to love (love) cycling in the park. Now I don't even have a bike.
2 I didn't use to use (use) my old phone much, but then I got a smartphone and I use it all the time now.
3 My grandfather used to be (be) an astronomer, but now he's stopped working.
4 We used to take (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 didn't use to listen (listen) to music very often.
6 Did Antek really use to have (have) the same password for everything? How silly!

4 Complete the dialogue between Ben and his dad with *used to* or *didn't use to* and the verbs in the box.

do find go meet use write

B: Dad, where did you [1] use to find information before somebody invented the Internet?
D: Good question. I [2] used to go 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] used to write everything with a pen.
D: In school, yes. But at home I [4] didn't use to use a pen or a pencil very much. In fact, I [5] used to do everything on a typewriter. You know, it has a keyboard like a desktop computer but you put paper in the top of it.
B: Yes, dad. I know what a typewriter is. And where did you [6] use to meet your friends before they invented coffee shops?
D: Very funny. Haven't you got any homework to do?

5 Write positive sentences (✓), negative sentences (✗) and a question (?) from the prompts. Use the correct forms of *used to*.

When I was a child …
1 mobile phones / be really big. (✓)
mobile phones used to be really big.
2 people / use phones as alarm clocks. (✗)
people didn't use to use phones as alarm clocks.
3 children / play on the streets. (✓)
children used to play on the streets.
4 people / need passwords (?)
did people use to need passwords?
5 Richard / like me, but now we're very good friends. (✗)
Richard didn't use to like me, but now we're very good friends.
6 people / drive electric cars (✗)
people didn't use to drive electric cars.
7 you / live in a big house (?)
did you use to live in a big house?
8 teenagers / spend much time online (?)
did teenagers use to spend much time online?

136

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 same time she analysed the data. **WHILE**
While the chemist was analysing the data, she developed a theory.
2 We finished the biology class and then immediately went home. **SOON**
We went home as soon as we finished the biology class.
3 I collected the evidence and then started writing this report. **AFTER**
I started writing this report after I collected the evidence.
4 I became an optician last year, in December. **UNTIL**
I didn't become an optician until December last year.
5 When David was doing the experiment, he discovered something interesting. **DURING**
David discovered something interesting during the experiment.
6 He washed his hands and then he prepared lunch. **BEFORE**
Before he prepared lunch , he washed his hands.
7 Everyone was in the classroom when I arrived. **BY**
By the time I arrived everyone was in the classroom.
8 Lisa began to panic when she saw the Maths test. **AS**
As soon as Lisa saw the Maths test, she began to panic.

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 invention
B inventor
C invented

2 A while
B by
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

137

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	young**er** nice**r** hot**ter**	the young**est** the nice**st** the hot**test**
one- and two-syllable ending in -y	pretty dry	pretti**er** dri**er**	the pretti**est** the dri**est**
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 *as*, *more* or *than*.

1 E-books are often a bit cheaper __than__ paper books.
2 Watching documentaries is __more__ engaging than watching sitcoms.
3 The soundtrack to this movie is just as moving __as__ the script.
4 This romantic comedy is much funnier __than__ I expected.
5 Reality TV shows aren't as imaginative today __as__ they used to be.
6 The plots of thrillers are usually far __more__ complex than the plots in horrors.
7 A wide-screen TV is better __than__ one with a small screen.
8 Classical music isn't __as__ popular as hip hop with teenagers.
9 Do you think poems are __more__ difficult to write than stories?
10 This film is worse __than__ the first one in the series.

3 Complete the second sentence so that it has the same meaning as the first.

1 *The Hunger Games* series was more popular than *the Maze Runner* films.
The Maze Runner films weren't __as popular__ as *The Hunger Games* series.
2 In my opinion, no actor is funnier than Will Ferrell.
In my opinion, Will Ferrell is __the funniest__ actor of all.
3 Reading an e-book isn't as enjoyable as reading a paper book.
Reading a paper book is __more enjoyable than__ reading an e-book.
4 Gaming computers used to be more expensive.
Gaming computers aren't as __expensive as__ they used to be.
5 She doesn't think any writer is as good as J.K. Rowling.
She thinks J.K. Rowling is __the best__ writer in the world.
6 Ariana Grande isn't as old as Katy Perry.
Katy Perry is __older than__ Ariana Grande.

4 Complete the text with the adjectives in brackets in the comparative or superlative form.

The first *Maze Runner* film, based on a series of books by James Dashner, came out in 2014. It wasn't [1] __as popular__ (popular) as other teen series like *The Hunger Games*, but the producers decided to make more. There have been three films up to now, and for me [2] __the most interesting__ (interesting) of them is the second one, *The Scorch Trials*. The plot is [3] __crazier__ (crazy) than I expected. There are so many different things happening that I sometimes thought it was a bit [4] __more complicated__ (complicated) than it needed to be. But the action scenes and the sets are so amazing that in the end I decided I enjoyed watching this movie. The last film, *The Death Cure*, is definitely [5] __the longest__ (long) of the three, probably because it included so many details from the book. Still, there are good things in all three films, so give them a try!

138

3.5 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 Oscar
Has Leonardo DiCaprio won an Oscar yet ?
(✓) Yes, he has already won an Oscar .
2 Katy Perry / write / her autobiography
Has Katy Perry written her autobiography yet ?
(✗) No, she hasn't written her autobiography yet .
3 Madonna / play concerts / in Poland
Has Madonna played (any) concerts in Poland yet ?
(✓) Yes, she has already played concerts in Poland .
4 E-books / replace / paper books
Have e-books replaced paper books yet ?
(✗) No, they haven't replaced paper books yet .
5 Harry / buy / his concert ticket
Has Harry bought his concert ticket yet ?
(✓) Yes, Harry has already bought his concert ticket .
6 the play / start Has the play started yet ?
(✗) No, the play hasn't started yet .
7 Rihanna / release / a new album
Has Rihanna released a new album yet ?
(✓) Yes, she has already released a new album .
8 the shops / open Have the shops opened yet ?
(✗) No, the shops haven't opened yet .

2 Complete the sentences with the words in brackets in the correct tense.

1 **A:** Have you ever been (you/ever/be) to the opera?
B: Yes. I went (go) to the opera last month. I saw (see) *Madame Butterfly* by Puccini.
2 Camilla Läckberg has written (write) a lot of crime stories. She wrote (write) *The Witch* in 2017.
3 Look, Pierre has just uploaded (just/upload) some videos.
4 My favourite singer released (release) his new single last week, but I haven't heard it yet (not hear it/yet).
5 Emily has already bought (already/buy) a birthday present for her mum.

3 Choose the correct option.

AN OPERA TO REMEMBER
I [1]*just 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 [7](*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. ((yet) / just)
2 James has just 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 already finished it. ((already) / yet)
4 Oliver hasn't been in a film yet, but he acted in a TV show last year. (already / (yet))
5 I've already been to Hollywood, but I've never been to Miami. ((already) / yet)
6 Hannah is tired because she has just got home from the theatre and the play was over four hours long. ((just) / already)

139

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 too dishonest to trust with the money for our concert tickets.
2 Do you think Adam is imaginative enough to write a fantasy novel?
3 Sarah isn't outgoing enough to take part in a live TV show.
4 It's much too chilly to go painting outside, so we'll stay in the art studio today.
5 John thinks it's too embarrassing to walk through the streets in his Batman costume.
6 Do you think the company is generous enough to buy us new cameras?
7 Tom's grades aren't good enough to get into a better school.
8 I didn't enjoy that thriller – the plot was too complex for me.

2 Complete the dialogues with *too* or *enough* and the word(s) in brackets.

1 **A:** Are you going to watch the new *Star Wars* film at the cinema?
  B: The tickets are too expensive , so I'll wait for the DVD. (expensive)
2 **A:** Why was the exhibition cancelled?
  B: In the end, there weren't enough paintings . (paintings)
3 **A:** Do you still want to learn how to play the guitar?
  B: No. I think there are enough guitar players , 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 too addictive and a waste of time. (addictive)
5 **A:** This thriller isn't very good, is it?
  B: Yes, it isn't gripping enough to continue watching. (gripping)
6 **A:** I don't know what's happening in this period drama.
  B: Yeah, the plot is much too complex to understand. (complex)

3 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 enough
  B aren't enough
  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 I love **books with creative plots set in famous periods in the past**.
  A fantasy novels
  (B) historical fiction books
  C biographies

140

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	=	... months
2 since Saturday	=	... days
3 ... (o'clock)	=	for 45 minutes
4 since breakfast	=	... hours
5 since 19...	=	for 27 years
6 since ...	=	for five weeks
7 since I started school	=	for ... years

2 Write questions with *How long ...?* Then write two answers to each question with *since* and *for*.

1 you / live in your house or flat?
How long have you lived in your house or flat ?
Since …
For … years.

2 you / know your best friend?
How long have you known your best friend ?
Since …
For … years.

3 you / be at this school?
How long have you been at this school ?
Since …
For … years.

4 you / have a mobile phone?
How long have you had a mobile phone ?
Since …
For … years.

3 Complete the sentences with the Present Perfect form of the verbs in brackets. Then choose *for* or *since*.

1 We have lived (live) in this house *for* / (*since*) 2005.
2 I haven't seen (not/see) Rob *for* / (*since*) my birthday six weeks ago.
3 Birgit has worked (work) in Paris (*for*) / *since* ages.
4 We haven't visited (not/visit) grandma *for* / (*since*) last winter.
5 It looks like you haven't cleaned (not/clean) this kitchen (*for*) / *since* several weeks.
6 My family has stayed (stay) in this holiday villa in Spain every year *for* / (*since*) I was born.
7 John and Magda haven't spoken (not/speak) to each other (*for*) / *since* five days.
8 Karen hasn't been (not/be) near the sea (*for*) / *since* a long time.

4 Correct the mistakes.

1 How long ~~has~~ have Marta and Ania owned this cottage?
2 I have lived in the suburbs ~~since~~ for three weeks.
3 I love the countryside. How long ~~you have~~ have you been here?
4 Charlie, have you ~~did~~ done the ironing?
5 Bob, look! Monica has ~~came~~ come round to visit us.
6 I haven't spent Christmas with my family ~~for~~ since 2015.
7 I have known her ~~from~~ for ten years.
8 Sarah hasn't got any money left because she has ~~buy~~ bought 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 have lived in Ankara for two years.
2 I last saw Mark in February. **SINCE**
I have not seen Mark since February.
3 Annette bought the cooker last week. **HAD**
Annette has had the cooker since last week.
4 Dad stopped making furniture about five years ago. **NOT**
Dad has not made furniture since about 2015.
5 I met my neighbour a long time ago. **KNOWN**
I have known my neighbour for ages.

6 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] moved near the sea. In fact, we've lived here [2] for one month. Of course, I was sad to leave my friends back in Manchester, but I've [3] invited them to stay with me next summer and I've [4] promised to write to them often. I've been at my new school [5] since last Monday and I have already [6] made some new friends. They're really nice and have [7] shown me the best places to see. I'm sure they've [8] planned something interesting for this weekend too. I think I'm going to really enjoy living here.

141

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.*

Affirmative			**Negative**		
I	**am ('m)**	**going to** sleep.	I	**am not ('m not)**	**going to** study.
You/We/They	**are ('re)**		You/We/They	**are not (aren't)**	
He/She/It	**is ('s)**		He/She/It	**is not (isn't)**	
***Yes/No* questions**			**Short answers**		
Am	I	**going to** study?	Yes, I **am**. No, I **am not ('m not)**.		
Are	you/we/they		Yes, you/we/they **are**. No you/we/they **are not (aren't)**.		
Is	he/she/it		Yes, he/she/it **is**. No, he/she/it **is not (isn't)**.		
***Wh-* questions**					
When	**am**	I	**going to** study?		
	are	you/we/they			
	is	he/she/it			
Subject questions					
Who	**is**	**going to** study?			

Affirmative			**Negative**		
I/You/He/She/It/We/They	**will**	drop biology.	I/You/He/She/It/We/They	**will not (won't)**	drop biology.
***Yes/No* questions**			**Short answers**		
Will	I/you/he/she/it/we/they	drop biology?	Yes, I/you/he/she/it/we/they **will**. No, I/you/he/she/it/we/they **will not (won't)**.		
***Wh-* questions**					
What	**will**	I/you/he/she/it/we/they	drop?		
Subject questions					
Who	**will**	drop biology?			

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 is seeing (see) the dentist at four o'clock this afternoon.
2 It's my birthday next month but I 'm not going to have (not have) a party.
3 Brrr, it's cold in here. I think I 'll turn (turn) the heating on.
4 What are you going to do/are you doing (you / do) later? Do you want to go for a coffee?
5 My cousin is getting married (get married) in May.
6 Sorry, I can't talk now. I 'll call (call) you back later.
7 These bags are so heavy, I 'll carry (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 [1] are having (have) a school disco in the main hall. I [2] am going to wear (wear) my favourite shirt with my new jeans and brown shoes.
I [3] am working (work) in the afternoon in my mum's shop, but after that I [4] am going to return (return) home to have a shower and get dressed. I'm quite excited. But who do I invite? I know! I [5] I'll ask (ask) Sarah in my Maths class. She's really nice.

142

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 father / the / my / cleans / rather / house / quickly
My father cleans the house rather quickly.
2 you've / beautifully / your / decorated / room
You've decorated your room beautifully.
3 pancakes / makes / pretty / good / Janice
Janice makes pretty good pancakes.
4 your / mine / bigger / is / slightly / wardrobe / than
Your wardrobe is slightly bigger than mine.
5 the / carefully / door / close / extremely / front
Close the front door extremely carefully.
6 loudly / Laura / the / housework / does / really
Laura does the housework really loudly.

3 Make adverbs from the adjectives in the box. Then complete the sentences with the correct adverbs.

careful easy fast good lucky slow

1 You can ___easily___ have a party in this cosy cottage.
2 How ___well___ do you play the piano, Bjorn?
3 Please do the washing-up ___carefully___ . I don't want you to break my expensive plates.
4 Never drive ___fast___ in a small village – even when you are in a hurry.
5 I love walking ___slowly___ through the city centre when I have lots of time.
6 I missed the bus, but ___luckily___ there was another one in twenty minutes.

4 UNIT REVIEW Choose the correct answer, A, B or C, to complete the text.

Moving from the city centre and living in the countryside was very strange for me at the beginning. To start with, it is [1]___ quiet compared to living in the city as there is almost no traffic on the roads. We live in a small village and there aren't too many terraced or semi-detached houses. There are beautiful, [2]___ designed stone cottages – most of them with only one or two floors. We live in a bungalow which is [3]___ spacious. My room, however, is small – but it is very cosy. It's not very entertaining here – there aren't many shops or cafés but there are some amazing [4]___ monuments nearby. I especially like the ruins of the old castle. We walk there sometimes at the weekends and it's such a fascinating place with lots of gripping stories about it from the past. There are [5]___ views there too, and this Sunday my family and I [6]___ a picnic there. I don't miss life in the city at all!

1	A a bit	B extremely	C the most
2	A tradition	B traditional	C traditionally
3	A pretty	B a little	C slightly
4	A history	B historic	C historical
5	A lush	B scorching	C breathtaking
6	A will have	B are having	C am going to have

143

5.2 First Conditional

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** (condition),	***will/won't* + infinitive** (result)
***If** he **works** hard,*	*he **will pass his** exams.*
***If** George **is** late again,*	*the teacher **will send** him to the head teacher.*

***will/won't* + infinitve** (result)	***if* + Present Simple** (condition)
*He **will pass** his exams*	***if** he **works** hard.*
*The teacher **will send** George to the head teacher*	***if** he **is** late again.*

1 Choose the correct option.

1 If Joe *passes* / *will pass* all his exams, his parents *buy* / *will buy* him a car.
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.

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 _____
10 If I have more free time, I _____

3 Put the words in the correct order to make beginnings of sentences. Then match the beginnings (1–5) with the endings (a–e).

1 Andy / carry / will / bag / if / it's / your — d
Andy will carry your bag if it's
2 If / show / watch / you / carefully, / I'll — a
If you watch carefully, I'll show
3 I / you / don't / won't / understand / you / if — b
I won't understand you if you don't
4 If / we'll / now, / don't / we / be / leave — e
If we don't leave now, we'll be
5 I / you / help / if / don't / you / won't — c
I won't help you if you don't

a you what to do.
b speak more slowly.
c help me.
d too heavy.
e late for the exam.

4 Write sentences from the prompts. Use the First Conditional.

1 You / not / make friends / if / not speak / new people
You won't make friends if you don't speak to new people.
2 If / Adam / study / London / improve / English
If Adam studies in London, he will improve his English.
3 If / I / not / fall asleep / I / finish / my homework
If I don't fall asleep, I'll finish my homework.
4 We / take / Sociology / next year / if / on the timetable
We will take Sociology next year if it is on the timetable.
5 Mum / not happy / if / not pass / my exams
Mum won't be happy if I don't pass my exams.

5 Complete the First Conditional sentences with the correct form of the verbs in brackets.

1 If you don't go (not go) abroad, you won't learn (not learn) a foreign language.
2 If you don't take (not take) it easy, you 'll get (get) sick.
3 Sue won't waste (waste) her time if she goes (go) travelling.
4 Will you phone (you/phone) me if you have (have) time?
5 If it costs (cost) too much, I 'll buy (buy) a smaller one.
6 If he goes (go) backpacking, he will spend (spend) less.
7 She 'll do (do) voluntary work if she goes (go) to Africa.
8 You 'll miss (miss) the train if you get up (get up) late.

144

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 followed by a personal pronoun or noun.
*We have a timetable **(which/that) we** can change.*

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.
There is a nice café where we can go .
2 I know a boy. He speaks perfect Chinese.
I know a boy who/that speaks perfect Chinese .
3 McDonald's is a restaurant. It sells hamburgers and chips.
McDonald's is a restaurant which/that sells hamburgers and chips .
4 I'm sure you'll find a job. You're going to love it.
I'm sure you'll find a job (which/that) you're going to love .
5 My son knows lots of websites. You can play online games there. My son knows a lot of websites where you can play online games .
6 Tina is a great sportswoman. She never gives up.
Tina is a great sportswoman who/that never gives up .
7 *Titanic* is a film. I've seen it about ten times.
Titanic is a film (which/that) I've seen about ten times .
8 This is the man. I saw him in front of the jeweller's.
This is the man (who/that) I saw 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 which doesn't have a university.
2 Do you know the boy who is dancing with Molly?
3 Sam used to live in a country where the schools are free.
4 This is the teacher who teaches my sister.
5 Bath is a small town which has many historic sites.
6 What is the school subject you like best? Correct
7 I go to a school where uniforms are compulsory.
8 Is this the girl who lives in the house opposite yours?
9 France is the country Susan loves the most. Correct

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 where Mr Smith is? I can't find him anywhere.
2 PE is the subject - Adrian loves the most.
3 She's the professor of Maths - Anna admires a lot.
4 Does Jon know which room we need to go to next?
5 I can't show you who Brian is because I've never seen him.
6 That's the school which got the best exam results.

5 Correct the mistakes.

1 Ms Armstrong is the teacher ~~which~~ who/that teaches French.
2 Do you know the boys ~~which~~ who/that are waiting in the hall?
3 This is the lab where we do science experiments.
4 The playground ~~where~~ that/which is behind the school is the biggest one.
5 That's the girl who/that isn't keeping up with her studies.
6 I know a shop where you can get cheap books.
7 Amanda is a girl ~~which~~ who/that never makes mistakes.
8 It's the elementary school ~~where~~ which my sister goes to.

6 Rewrite the sentences without using *who*, *which*, *that*.

1 The book is very interesting. I bought it yesterday.
The book I bought yesterday is very interesting.
2 The school is very well organised. We visited it last week.
The school we visited last week is very well organized.
3 The library didn't have the book. I wanted the book.
The library didn't have the book I wanted.
4 You've spoken to the man just now. Is the man a friend of yours?
Is the man you've spoken to a friend of yours?
5 The exam was difficult. We did it yesterday.
The exam we did yesterday was difficult.
6 You borrowed a book from me. Can I have the book?
Can I have the book you borrowed from me?

145

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 clause		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.

2 Complete the text with the correct form of the verbs in brackets. Use the First Conditional.

As soon as I [1] finish (finish) school today, I [2] will go (go) home and have something to eat. If my mother [3] is (be) still at work, I [4] will eat (eat) a cheese and onion sandwich. Before I [5] watch (watch) my favourite TV series, I [6] will do (do) my Physics homework.

3 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 learned

5 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
C Making fun

8 You should _____ these old notebooks. You don't need them.
A get rid of
B break up
C struggle with

146

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),	***would / wouldn't* + infinitive** (result).
If Sue **knew** Italian,	she**'d apply** for this job.

***would / wouldn't* + infinitive** (result)	***if* + Past Simple** (condition).
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, c
2 Would your uncle know what to do e
3 They'd get access to your computer a
4 Of course I would take a car to work d
5 If we didn't have to look for a summer job, b

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 [1]*are / (were) / be* me? I'm a shop assistant, but if I [2]*hadn't / wouldn't have / (didn't have)* a job, I [3]*like / 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?

3 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 would apply for a job in a clothes shop.
2 *brother, did, would, I, when, a, have, had*
I would never be lonely if I had a brother or sister.
3 *afford, afforded, will, could, house, a, can, big*
If we could afford a big house , we'd have lots of parties.
4 *time, didn't, she, have, hadn't, any, wouldn't*
If Sue worked long hours, she wouldn't have time to go out with friends.

4 Complete the sentences with the correct form of the verbs in brackets. Use the Second Conditional.

1 If everybody went (go) to university, nobody would want (want) to do hard physical work.
2 Buses wouldn't be (not be) so crowded if more people worked (work) from home.
3 If people didn't apply (not apply) for low-paid jobs, salaries would go (go) up.
4 Family relationships would improve (improve) if parents spent (spend) more time with their children.
5 You would be (be) happier if you had (have) an interesting and well-paid job.
6 You would get (get) the sack if you went (go) to work late every day.
7 If he didn't have (not have) a full-time job, he would spend (spend) more time on his hobbies.
8 If I worked (work) overtime, I would earn (earn) more money.

5 Rewrite the sentences using the Second Conditional.

1 I don't earn money because I am unemployed.
If I weren't/wasn't unemployed, I would earn money.
2 Sue doesn't have a boss because she's self-employed.
Sue would have a boss if she weren't/wasn't self-employed.
3 Ian sleeps during the day because he works night shifts.
Ian wouldn't sleep during the day if he didn't work night shifts.
4 We have to work outdoors because we're builders.
We wouldn't have to work outdoors if we weren't builders.
5 Jim isn't happy because he is badly paid.
Jim would be happy if he weren't/wasn't badly paid.
6 Abigail has eight weeks of holiday because she is a teacher.
If Abigail weren't/wasn't a teacher, she wouldn't have eight weeks of holiday.
7 Max comes up with good ideas because he's creative.
If Max weren't/wasn't creative, he wouldn't come up with good ideas.
8 I won't apply for the job because I don't have enough experience.
If I had enough experience, I would apply for the job.

147

6.5 Modal verbs for obligation and permission

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

1 Choose the correct answer, a, b or c.

1 You ___ be physically fit to be a fire-fighter.
a can (b) have to c need
2 A doctor ___ often work long hours and night shifts.
(a) must b can 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
5 A journalist ___ write things which are not true.
a needn't b doesn't have to (c) mustn't
6 Office workers usually ___ take many breaks during the day.
(a) can't 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 c mustn't
8 Airline pilots ___ have excellent eyesight.
(a) must b need c can

2 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 card will be enough.

3 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 have to wear a uniform at work.
2 It's not necessary for you to work long hours. **NEED**
You don't need to work long hours.
3 It's forbidden to bring dogs into the laboratory. **MUST**
You must not bring dogs into the laboratory.
4 It isn't necessary for Mike to bring his laptop today. **HAVE**
Mike does not have to bring his laptop today.
5 It's not OK for you to be smoking cigarettes in the office. **CAN'T**
You can't smoke cigarettes in the office.

4 Rewrite the parts of sentences in italics with *mustn't* or *don't have to*.

1 You *are not obliged* to work on Sundays.
You don't have to work on Sundays.
2 *It's forbidden to* smoke in here.
You mustn't smoke in here.
3 You*'re not allowed to* wait here.
You mustn't wait here.
4 *It's unnecessary for you* to wait here.
You don't have to wait here.
5 *It's forbidden to* walk on the lawn.
You mustn't walk on the lawn.
6 *It isn't necessary* for them to work on Sunday.
They don't have to work on Sunday.

148

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 ___moving___ that I almost cried.
2 I had trouble finding the keys for the office, so I was ___relieved___ when I finally found them in my car.
3 Working for a foreign company is sometimes ___confusing___ because they do things differently.
4 The job of a ski instructor is quite ___demanding___ – it's not all fun in the snow!
5 Margot felt ___encouraged___ after she read her boss's positive report on her work.
6 Teachers have a really hard but ___rewarding___ 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.

149

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
Music can be downloaded from the iTunes store.
2 organically / plants / farm / on / are / our / grown
Plants are grown organically on our farm.
3 uniforms / are / by / England / all schoolchildren / worn / in ?
Are uniforms worn by all schoolchildren in England?
4 have / since 1988 / been / these shoes / produced
These shoes have been produced since 1988.
5 son / month / is / given / presents / their / every
Their son is given presents every month.

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.

1 We must protect the environment.
The environment must be protected .
2 Department stores sell many different things.
Many different things are sold in department stores.
3 These days, you can do all your shopping online.
These days, all your shopping can be done online .
4 You mustn't eat food in the clothes shop.
Food mustn't be eaten in the clothes shop.
5 Martin didn't set up the company.
The company wasn't set up by Martin.
6 Does your aunt own that shop?
Is that shop owned by your aunt?
7 We can't refund your money.
Your money can't be refunded .
8 They don't make these shoes in England.
These shoes aren't made in England.

4 Complete the text with the correct form (active or passive) of the verbs in brackets.

Post offices [1]have been used (use) to deliver letters and packages for over 300 years. In fact, the term 'post office' [2] existed (exist) even in the 1650s in the UK. Early mail [3] was delivered (deliver) on horses, and 'post houses' [4] were built (build) every few miles between major cities. Here, postmen could feed their horses and rest for a while. These post houses, or 'post stations' in the US, [5] disappeared (disappear) when trains and trucks [6] became (become) a more popular way of transporting mail.
Today, post offices are very different. Of course, they still [7] send (send) our mail. But other services like banking [8] are offered (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 been stolen from the shopping centre car park.
2 Was that email ~~send~~ sent this morning?
3 Is it true that Aston Martin cars are made by hand?
4 We have repaired your computer and it can ~~collect~~ be collected this afternoon.
5 The new greengrocer's on the corner is run by my mum.
6 Some great clothes can ~~find~~ be found at vintage shops.
7 The book I ordered online ~~wasn't~~ hasn't been delivered yet.
8 ~~Did you give~~ Were you given a refund by the shop manager?

150

7.5 Quantifiers

To talk or ask about quantities, we use the following quantifiers:

Countable nouns	Uncountable nouns
How many? ***How many*** *friends have you got?*	**How much?** ***How much*** *money have you got?*
(very) few *I've got* ***(very) few*** *friends.*	**(very) little** *I've got* ***(very) little*** *money.*
a few *I've got* ***a few*** *friends.*	**a little** *I've got* ***a little*** *money.*
some *I've got* ***some*** *friends.* *I've got* ***some*** *money.*	
many *Have you got* ***many*** *friends?* *I haven't got* ***many*** *friends.*	**much** *Have you got* ***much*** *money?* *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 *I've got* ***too many*** *friends.*	**too much** *I've got* ***too much*** *money.*
any *Have you got* ***any*** *friends?* *Have you got* ***any*** *money?*	
any *I haven't got* ***any*** *friends.* *I haven't got* ***any*** *money.*	

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] lot of presents! [2] How many do you think you've got?

Sam: Maybe ten or twelve. And my parents gave me [3] some money. Have you had [4] any birthday cake? It's really delicious. Here, try some.

Pia: Oh, thanks, I'll have just a [5] little , please. I've already eaten quite a lot. Have you got [6] any orange juice?

Sam: Yes, I bought 20 litres. I think we have [7] too much .

2 Complete the sentences with *few*, *little*, *a few* or *a little*.

1 'Have you read any books by Stevenson?' 'Yes, I've read a few.'
2 He's got very few friends.
3 There were very few people at the party.
4 The teacher gave us a little extra time for the exercise, so I could complete it.
5 The teacher gave us little time for the exercise. I couldn't complete it.
6 He had a little soup for supper.
7 He always has very little sugar in his coffee.
8 Buy a few bananas when you go to the supermarket, please.

3 Complete the sentences with *a*, *an*, *some*, *any*, *how much* or *how many*.

1 'Have you got any orange juice?' 'There's some in the fridge.'
2 'Did you buy any milk?' 'No, I forgot. But there is a carton left in the fridge.'
3 Would you like an apple? There are some in the fruit bowl.
4 'Would you like some water?' 'Yes, please. I'll have a glass.'
5 'How much cola do we need?' 'I don't know. There'll be twenty people at the party.' 'Will a can each be enough?'
6 Would you like some chocolate? There's a bar on the table. Have some!
7 How many pieces of cake have you eaten? Didn't you say you were on a diet?
8 I'd like an egg and some toast for breakfast, but there aren't any eggs.
9 'How much cola do you want?' 'I don't want any.'
10 'How many bottles of water do we need for the picnic?'…'Just one. Our friends are bringing some too.'

4 Choose 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.
A much B some (C) any
6 Julie, _____ online shopping sites do you use?
A any (B) how many C how much

151

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* / *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 anybody that is a billionaire?
2 It's sunny today, but I think I saw somebody wearing wellington boots.
3 I'm not saying I like everything in the jeweller's, but there are a lot of nice things.
4 Honestly, there was nothing in the clothes shop that suited me.
5 Oh, no! I've lost my ballet flats. They could be anywhere .
6 I know they make green Dr Martens so they have to sell them somewhere .

3 Complete the text with appropriate indefinite pronouns.

It's a fact that [1] everybody/everyone 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] something to do with my hairstyle – who knows? Last week, for example, I tried to buy a new pair of glasses. I looked [3] everywhere for a pair that suited me and went to every optician I could find. And, surprise surprise, I didn't buy [4] anything . Is there [5] nowhere/anywhere in this whole town that sells the things I want to make me look good? Maybe there is [6] nobody/no one 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

6 Professional footballers **earn too much**, in my opinion.
A pay too much
(B) are paid too much
C paid too much

152

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.*

Affirmative			**Negative**		
I/You/He/She/It/We/They	had	watched TV.	I/You/He/She/It/We/They	hadn't (had not)	watched TV.

***Yes/No* questions**			**Short answers**
Had	I/you/he/she/it/we/they	watched TV?	Yes, I/you/he/she/it/we/they had. No, I/you/he/she/it/we/they hadn't.

***Wh-* questions**				**Subject questions**		
What	had	I/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 ___felt___ (feel) nervous because she ___hadn't been___ (not be) in hospital before.
2 Sue ___had waited___ (wait) nearly an hour before the doctor ___saw___ (see) her.
3 I ___had forgotten___ (forget) to take my medicine so I ___began___ (begin) to feel dizzy.
4 By the time Mandy ___fell___ (fall) asleep she ___had finished___ (finish) reading her book on acupuncture.
5 Tony ___came out___ (come out) in a rash, probably because he ___had eaten___ (eat) nuts.
6 Before I ___bought___ (buy) a new pair of glasses I ___had had___ (had) my eyes tested at the optician's.
7 He ___saw___ (see) the dentist because he ___had broken___ (break) a tooth playing football.
8 By the time the ambulance ___arrived___ (arrive), Jane ___had begun___ (begin) to feel much better.

2 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.
I _____ because _____ .
5 Michael couldn't concentrate on the lecture. He began to feel ill.
Because Michael _____ .
6 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.

Exercise 3

1 had found a cure for it before; I wasn't worried about the mystery illness
2 was found, the patient had been released from hospital
3 had saved the woman's life; the ambulance arrived
4 couldn't pay for my medicine; I had left my wallet at home
5 had begun to feel ill, he couldn't concentrate on the lecture
6 I had answered all of my text messages, my thumb hurt

153

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.' → *She **told me/said (that)** the match was great.*
'I felt dizzy.' → *He told me (that) he **had felt** dizzy.*

Tenses change in Reported Speech:

Direct Speech	→	Reported Speech
Present Simple Sam: 'I work.' 'Sue doesn't work.'	→	**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.'	→	**Past Perfect** Sam said (that) he had worked. Sam said (that) Sue hadn't worked.
Past Simple Sam: 'I worked.' 'Sue didn't work.'	→	**Past Perfect** Sam said (that) he had worked. Sam said (that) Sue hadn't worked.
can Sam: 'I can work.' 'Sue can't work.'	→	***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't [c]
2 Tracy told me she didn't [a]
3 Daisy said she had [d]
4 Liam told me he [b]

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 I was allergic to cats .
2 'I came out in spots after using that cream,' said Daisy.
Daisy told us she had come out in spots after using that cream .
3 'I can't work out how to open the bottle of medicine,' said John.
John said he could not work out how to open the bottle of medicine .
4 'You've lost a lot of weight,' Dr Lund said to Magda.
Dr Lund told Magda she had lost a lot of weight .
5 'I practise meditation to reduce stress,' Morris told me.
Morris told me he practised meditation to reduce stress .
6 'I don't work out enough,' Tracy said to me.
Tracy told me she didn't work out enough .
7 'I'm not taking up tennis,' Richard said.
Richard said he was not taking up tennis .
8 'I've got a runny nose,' said Phil.
Phil told us he had got a runny nose .

3 Rewrite the sentences in Direct Speech.

1 Arthur said that the ice rink had been destroyed in the storm.
Arthur said: 'The ice rink has been destroyed in the storm.'
2 Joe told me he kept fit by jogging every day.
Joe said: 'I keep fit by jogging every day.'
3 Harriet said she didn't feel dizzy.
Harriet said: 'I don't feel dizzy.'.'
4 Judson told me that he was getting over the flu.
Judson said: 'I 'm getting over the flu.'
5 Maria told me she couldn't make difficult decisions.
Maria said: 'I can't make difficult decisions.'
6 Alan said he had lost his appetite.
Alan said: 'I have lost my appetite.'

4 Choose the correct option.

1 I *said* / *told* you that I was allergic to mushrooms.
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~~ told me that he had passed out at the concert the day before, but he was feeling better now.
2 Ewa told us she didn't keep track of her diet, so she didn't know how much weight she'd lost.
3 Hugh said he ~~has~~ had broken his hand on the volleyball court last week.
4 Rachel said she had been sick this morning, so decided to stay at home.
5 Jack said he ~~works~~ was working all day today so he couldn't join us for lunch.
6 I asked Olga about her favourite sport and she told me she did yoga every day.

154

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.*

1 Match the sentence halves.

1 You should cut (b)
2 It's mean to put (d)
3 My grandfather suffers (a)
4 It isn't easy to cope (e)
5 I really need to catch (c)

a from a sore back.
b sugar out of your diet.
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~~ fit in.
2 David ~~has taken on~~ has taken up running and he's so fit now!
3 It's important for team members to ~~get on each other~~ get on with each other if they are to perform well.
4 If you think there's a problem, remember that you can ~~talk over it~~ talk it over with me.
5 If you want to ~~join our rugby match in~~ join in our rugby match, just ask.
6 I nearly ~~passed it out~~ passed out when I saw all the blood.

3 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 ___sign up___ at the sports club if you want to be on the handball team.
2 Michael Jordan said you should never ___give up___ your dreams if you want to be successful.
3 I can't ___figure out___ how this app works and I need your help, I'm afraid.
4 I've ___gone over___ these instructions five times and I still don't understand them.
5 Claire ___fell behind___ with her schoolwork because she was busy with the volleyball team.
6 Sophie ___joined in___ the football match and scored two goals. She's great!

4 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 team.
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

155

PREPOSITIONS

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

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.*

PHRASAL VERBS

Use a dictionary to translate the phrasal verbs into your language.

believe in (1.4) – _____ : *Do you believe in ghosts?*
belong to (2.4) – _____ : *Antarctica doesn't belong to any nation.*
break up (5.1) – _____ : *We break up in December for our winter holiday.*
breathe in (8.8) – _____ : *The doctor made me breathe in while he listened to my chest.*
breathe out (8.8) – _____ : *Jim breathed out deeply.*
care for (6.2) – _____ : *Angie stopped working to care for her mother.*
catch up on (8.6) – _____ : *You need some time to catch up on your work.*
cheer up (7.3) – _____ : *He bought her some flowers to cheer her up.*
chill out (5.5) – _____ : *We spent most of the holiday chilling out on the beach.*
come back (2.7) – _____ : *When is your sister coming back from Europe?*
come on (5.8) – _____ : *Oh, come on, don't lie to me!*
come out (3.4) – _____ : *When a new superhero movie comes out, it dominates the box office for weeks.*
come out in a rash (8.1) – _____ : *If I eat eggs, I come out in a rash.*
come round (4.3) – _____ : *Paul is coming round to my house for tea.*
come up with (6.1) – _____ : *They still haven't come up with a name for the baby.*
cut out (8.1) – _____ : *Make healthy food choices and cut out things that are bad for you.*
deal with 1. (1.4) – _____ : *They had to deal with big changes in technology.* 2. (7.4) – _____: *Who's dealing with the new account?*
depend on (1.4) – _____ : *The length of time spent exercising depends on the sport you are training for.*
fall behind (8.6) – _____ : *After her time in hospital, Jenny's parents are afraid she has fallen behind educationally.*
figure out (8.6) – _____ : *Detectives are still trying to figure out what happened.*
find out (3.4) – _____ : *We never found out her name.*
fit in (8.6) – _____ : *I never really fitted in at school.*
get away (4.3) – _____ : *The two men got away in a red car.*
get into (5.1) – _____ : *You'll have to work harder if you want to get into college.*
get on (with) 1. (5.1) – _____ : *She doesn't get on with her mother at all.* 2. (8.6) – _____ : *Stop talking and get on with your work.*
get up (1.4) – _____ : *Even when they go out until late, they still get up for work.*
give out (2.5) – _____ : *Give out the leaflets as they're leaving the club.*
get over (8.1) – _____ : *It's taken me ages to get over the flu.*
get through (8.6) – _____ : *Don't worry – I'll get through this.*
give up (5.6) – _____ : *Vlad has given up trying to teach me Russian.*
go out (1.4) – _____ : *Are you going out tonight?*
go over (8.6) – _____ : *I just want to go over some lessons from last week.*
grow up (1.4) – _____ : *I grew up in Glasgow and went to school there.*
hand in (5.1) – _____ : *Some students didn't hand in 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?*
invest in (7.2) – _____ : *I think it's time to invest in a new pair of jeans.*
join in (8.6) – _____ : *Everyone joined in the conversation.*
keep out (5.5) – _____ : *My coat is really warm and it keeps the rain out.*
let in (4.3) – _____ : *Don't let them in.*
look after (1.1) – _____ : *We look after Rodney's kids after school.*
look for (6.6) – _____ : *He's looked for the file but hasn't found it.*
look forward to (doing sth) (1.1) – _____ : *I'm really looking forward to going to Japan.*
look up (2.5) – _____ : *If you don't know the word, look it up in the dictionary.*
move up (5.1) – _____ : *The kids learn fast, and can't wait to move up to the junior team.*
pass out (8.1) – _____ : *Get an app that tells you to drink water before you pass out.*
put down (8.6) – _____ : *Stop putting yourself down!*
put on (2.8) – _____ : *Let's put some music on.*
put up with (6.1) – _____ : *I don't know how you put up with all this noise.*
put sb/sth off (7.4) – _____ : *The accident put him off helicopters.*
rely on (6.4) – _____ : *If you have a problem, who can you rely on?*
relate to (3.4) – _____ : *They have human experiences that we can relate to.*
return to (2.4) – _____ : *Does Kate plan to return to work after the baby is born?*
sell out (7.8) – _____ : *The tickets are all sold out.*
set off (5.1) – _____ : *I set off for school very early because my lessons start at 7 a.m.*
set up (7.2) – _____ : *In 1976 he set up his own import-export business.*
show around (4.3) – _____ : *Kim will show you around the museum.*
sign up (8.6) – _____ : *Have you tried signing up for some after school activities?*
suffer from (8.1) _____ : *More and more people suffer from asthma.*
stand up (2.6) – _____ : *All the pupils stood up when the head teacher came in.*
stand up for (3.4) – _____ : *Why didn't you stand up for me?*
stay in (4.3) – _____ : *Let's stay in and watch TV.*
stay up (4.6) – _____ : *We stayed up to watch the late-night movie.*
stress out (8.1) – _____ : *Are those exams stressing you out?*
switch off (8.7) – _____ : *Don't forget to switch off the TV when you go to bed.*
take off (5.1) – _____ : *If you don't want to go, I can take your name off the list.*
take on 1. (3.4) – _____ : *A-list actors are keen to take on superhero roles.* 2. (6.1) – _____ : *The team has taken on a new coach.*
take up (8.1) – _____ : *If you prefer to do your exercise outdoors, take up cycling.*
talk over (8.6) – _____ : *Okay, but it's good to talk things over.*
try on (7.8) – _____ : *Would you like to try this top on?*
turn down (2.5) – _____ : *Can you turn your radio down? I'm trying to work.*
turn up (6.1) – _____ : *She always turns up late when we meet.*
wake up (2.2) – _____ : *I woke up at 5 a.m. this morning.*
work on (1.2) – _____ : *Dad's working on the car.*
work out (8.1) – _____ : *Sue works out in the gym twice a week.*

Answer key
Unit 5, page 60, Exercise 2: 1 Finland, 2 Japan, 3 Brazil

PRONOUNS & NUMERALS

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.	It's **mine**.
Have **you** got a cat?	I like **you**.	It's **your** bike.	It's **yours**.
He works at home.	Can you help **him**?	It's **his** book.	It's **his**.
She's been to Prague.	Listen to **her**.	It's **her** room.	It'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**.	It's **our** tablet.	It's **ours**.
You can't sit here.	Can I talk to **you**?	It's **your** car.	It's **yours**.
Are **they** working?	Do you know **them**?	It's **their** money.	It's **theirs**.

DEMONSTRATIVE PRONOUNS, INTERROGATIVE PRONOUNS, RELATIVE PRONOUNS

Demonstrative		Interrogative	Relative
Singular	Plural		
this that	these those	What? Who? Whose? Which? Where? When? Why? How? (How often? How long? How far? How much? How many?)	who which that whose when where

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

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

IRREGULAR VERBS

Infinitive	Past Simple	Past Participle
be [biː]	**was/were** [wɒz/wɜː]	**been** [biːn]
become [bɪ'kʌm]	**became** [bɪ'keɪm]	**become** [bɪ'kʌm]
begin [bɪ'gɪn]	**began** [bɪ'gæn]	**begun** [bɪ'gʌn]
blow [bləʊ]	**blew** [bluː]	**blown** [bləʊn]
break [breɪk]	**broke** [brəʊk]	**broken** ['brəʊkən]
bring [brɪŋ]	**brought** [brɔːt]	**brought** [brɔːt]
build [bɪld]	**built** [bɪlt]	**built** [bɪlt]
burn [bɜːn]	**burned** [bɜːnd]/ **burnt** [bɜːnt]	**burned** [bɜːnd]/ **burnt** [bɜːnt]
buy [baɪ]	**bought** [bɔːt]	**bought** [bɔːt]
catch [kætʃ]	**caught** [kɔːt]	**caught** [kɔːt]
choose [tʃuːz]	**chose** [tʃəʊz]	**chosen** ['tʃəʊzn]
come [kʌm]	**came** [keɪm]	**come** [kʌm]
cost [kɒst]	**cost** [kɒst]	**cost** [kɒst]
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 [drɔː]	**drew** [druː]	**drawn** [drɔːn]
dream [driːm]	**dreamed** [driːmd]/ **dreamt** [dremt]	**dreamed** [driːmd]/ **dreamt** [dremt]
drink [drɪnk]	**drank** [dræŋk]	**drunk** [drʌnk]
drive [draɪv]	**drove** [drəʊv]	**driven** ['drɪvn]
eat [iːt]	**ate** [et]	**eaten** ['iːtn]
fall [fɔːl]	**fell** [fel]	**fallen** ['fɔːln]
feed [fiːd]	**fed** [fed]	**fed** [fed]
feel [fiːl]	**felt** [felt]	**felt** [felt]
fight [faɪt]	**fought** [fɔːt]	**fought** [fɔːt]
find [faɪnd]	**found** [faʊnd]	**found** [faʊnd]
fly [flaɪ]	**flew** [fluː]	**flown** [fləʊn]
forget [fə'get]	**forgot** [fə'gɒt]	**forgotten** [fə'gɒtn]
forgive [fə'gɪv]	**forgave** [fə'geɪv]	**forgiven** [fə'gɪvn]
freeze [friːz]	**froze** ['frəʊz]	**frozen** ['frəʊzən]
get [get]	**got** [gɒt]	**got** [gɒt]
give [gɪv]	**gave** [geɪv]	**given** ['gɪvn]
go [gəʊ]	**went** [went]	**gone** [gɒn]
grow [grəʊ]	**grew** [gruː]	**grown** [grəʊn]
have [hæv]	**had** [hæd]	**had** [hæd]
hear [hɪə]	**heard** [hɜːd]	**heard** [hɜːd]
hide [haɪd]	**hid** [hɪd]	**hidden** ['hɪdn]
hit [hɪt]	**hit** [hɪt]	**hit** [hɪt]
hold [həʊld]	**held** [held]	**held** [held]
hurt [hɜːt]	**hurt** [hɜːt]	**hurt** [hɜːt]
keep [kiːp]	**kept** [kept]	**kept** [kept]
know [nəʊ]	**knew** [njuː]	**known** [nəʊn]
lead [liːd]	**led** [led]	**led** [led]
learn [lɜːn]	**learned** [lɜːnd]/ **learnt** [lɜːnt]	**learned** [lɜːnd]/ **learnt** [lɜːnt]
leave [liːv]	**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 [luːz]	**lost** [lɒst]	**lost** [lɒst]
make [meɪk]	**made** [meɪd]	**made** [meɪd]
mean [miːn]	**meant** [ment]	**meant** [ment]
meet [miːt]	**met** [met]	**met** [met]
pay [peɪ]	**paid** [peɪd]	**paid** [peɪd]
put [pʊt]	**put** [pʊt]	**put** [pʊt]
read [riːd]	**read** [red]	**read** [red]
ride [raɪd]	**rode** [rəʊd]	**ridden** ['rɪdn]
ring [rɪŋ]	**rang** [ræŋ]	**rung** [rʌŋ]
rise [raɪz]	**rose** [rəʊz]	**risen** ['rɪz ən]
run [rʌn]	**ran** [ræn]	**run** [rʌn]
say [seɪ]	**said** [sed]	**said** [sed]
see [siː]	**saw** [sɔː]	**seen** [siːn]
sell [sel]	**sold** [səʊld]	**sold** [səʊld]
send [send]	**sent** [sent]	**sent** [sent]
set [set]	**set** [set]	**set** [set]
shine [ʃaɪn]	**shone** [ʃɒn]	**shone** [ʃɒn]
shoot [ʃuːt]	**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]/ **smelt** [smelt]	**smelled** [smeld]/ **smelt** [smelt]
speak [spiːk]	**spoke** [spəʊk]	**spoken** ['spəʊkən]
spend [spend]	**spent** [spent]	**spent** [spent]
spill [spɪl]	**spilled** [spɪld]/ **spilt** [spɪlt]	**spilled** [spɪld]/ **spilt** [spɪlt]
stand [stæŋd]	**stood** [stʊd]	**stood** [stʊd]
steal [stiːl]	**stole** [stəʊl]	**stolen** ['stəʊlən]
swim [swɪm]	**swam** [swæm]	**swum** [swʌm]
take [teɪk]	**took** [tʊk]	**taken** ['teɪkən]
teach [tiːtʃ]	**taught** [tɔːt]	**taught** [tɔːt]
tear [teə]	**tore** [tɔː]	**torn** [tɔːn]
tell [tel]	**told** [təʊld]	**told** [təʊld]
think [θɪnk]	**thought** [θɔːt]	**thought** [θɔːt]
throw [θrəʊ]	**threw** [θruː]	**thrown** [θrəʊn]
understand [ˌʌndə'stænd]	**understood** [ˌʌndə'stʊd]	**understood** [ˌʌndə'stʊd]
wake [weɪk]	**woke** [wəʊk]	**woken** ['wəʊkən]
wear [weə]	**wore** [wɔː]	**worn** [wɔːn]
win [wɪn]	**won** [wʌn]	**won** [wʌn]
write [raɪt]	**wrote** [rəʊt]	**written** ['rɪtn]

Workbook answer key

1.1 Vocabulary

Exercise 1
1 unsociable
2 boring
3 relaxed
4 serious
5 funny

Exercise 2
1a sensible
1b silly
2a cheerful
2b miserable
3a outgoing
3b shy
4a hard-working
4b lazy
5a generous
5b mean

Exercise 3
1 hard-working
2 caring
3 selfish
4 mean
5 generous
6 miserable

Exercise 4
a insensitive
b dishonest
c impolite
d irresponsible
e unadventurous
f unwise
g independent
1 responsible
2a honest
2b wise
3a impolite
3b independent
4 insensitive

Exercise 5
1 Zoe's last hairdresser was cheerful.
2 I had two dishonest friends.
3 Jamie's new friend is extremely loud.

REMEMBER BETTER
Students' own answers

Exercise 6
1 What flavour ice cream do you like?
2 Do Gareth and Liu like dogs?
3 What does your sister look like?
4 What is Tracy like?
5 What does your English teacher look like?

Exercise 7
1 C
2 A
3 B
4 C
5 B

Exercise 8
1 selfish
2 shy
3 independent
4 wise
5 unadventurous

1.2 Grammar

Exercise 1
1b 's / is coming
2a 've / have never tried
2b don't / do not like
3a isn't / is not
3b 's / is running
4a has already had
4b 's / is walking
5a 's/is reading
5b buys

Exercise 2
1 Has
2 is
3 Do
4 is
5 does
6 do

Exercise 3
1b What has Emma eaten?
2a 's / is living in London?
2b Where are Lawrence and Lucy living?
3a Who reads biography books?
3b What does Ray read?
4a Who has chosen chips (for lunch)?
4b What has Charles chosen (for lunch)?
5a Who's / is helping Harry?
5b Who's / is Helen helping?
6a Who feels fantastic?
6b How does Freddie feel?

Exercise 4
1 Who is watching The Da Vinci Code?
2 Who does Sandra follow on Twitter?
3 What has Oscar bought?
4 Which / What cities have you visited?
5 What is your brother's favourite sport?

Exercise 5
1 What is he writing (now)?
2 Why is he writing it?
3 Do you like writing?
4 Have you (ever) written a story (for the competition)?
5 What are you doing/baking?
6 Why is it/the cake brown?
7 Have you (ever) baked a cake before?
8 Do you want (my/any) help?

Exercise 6
1 What are the girls cooking?
2 What has Dean brought?
3 Who has forgotten to close the door?
4 What is Nicola doing?
5 What does Craig want?
6 Who is listening to the band?

1.3 Listening Language Practice

Exercise 1
1 fantastic
2 caring
3 voluntary
4 passionate
5 responsible
6 confident

Exercise 2
1a fantastic
1b fantasy
2a care
2b caring
3a volunteer
3b voluntary
4a passion
4b passionate
5a responsibility
5b responsible
6a confident
6b confidence

Exercise 3
1 inspiring
2 admirable

Exercise 4
1 soup kitchen
2 old people's home
3 hospital
4 prison
5 nursery
6 farm
7 developing country

Exercise 5
1 adaptable
2 imaginative
3 communicative
4 protective
5 inspiring

1.4 Reading

Exercise 1
3

Exercise 2
1 D
2 B
3 F
4 A
5 C

Exercise 3
1 part II
2 part I
3 part III
4 part II
5 part IV
6 part III

Exercise 4
1 knowledge
2 discuss
3 sight
4 hearing
5 decision

Exercise 5
1 chooses
2 sight
3 knows
4 discussion
5 decide

REMEMBER BETTER
Exercise A
1 politeness
2 sensitivity
3 honesty
4 laziness

Exercise B
1 Politeness
2 sensitive
3 honesty
4 laziness

Exercise 6
1 in
2 on
3 about
4 with
5 on
6 with
7 to
8 about
9 about

1.5 Grammar

Exercise 1
1 A
2 B
3 C
4 B
5 B
6 C

Exercise 2
1 paying
2 sunbathing
3 to go
4 to fly
5 to be
6 to take

Exercise 3
1a shopping
1b to shop
2a swimming
2b to swim
2c to swim
3a to buy
3b buying
4a meeting
4b to meet

Exercise 4
1 shopping
2 cooking
3 to find
4 to visit
5 eating
6 to write

Exercise 5
1 Why does he refuse to use
2 misses meeting her friend
3 spends a lot of time talking
4 avoid talking about politics
5 Do you mind opening
6 cannot/can't stand cleaning windows

1.6 Use of English

Exercise 1
1 so
2 such
3 so
4 such
5 so
6 such

Exercise 2
1 such a
2 such
3 so
4 so
5 such
6 such an
7 such
8 so

Exercise 3
1 C
2 B
3 B
4 B
5 A
6 C

Exercise 4
1 -
2 a
3 many
4 so
5 an

Exercise 5
1 work is so boring
2 they are such an insensitive
3 results were so negative that
4 is normally so generous
5 is such a dishonest person
6 were so cheap

1.7 Writing

Exercise 1
1 friendly
2 contractions
3 OK
4 good
5 Cheers

Exercise 2
1 I'm writing to tell you a bit more about myself.
2 I must be going now.
3 Looking forward to hearing from you.
4 CU next month.
5 How are you and your family doing?
6 It was good to hear from you.
7 Say hello to your family.

Exercise 3
a It was good to hear from you. (6)
b How are you and your family doing? (5)
c I'm writing to tell you a bit more about myself. (1)
d I must be going now. (2)
e Say hello to your family. (7)
f Looking forward to hearing from you. (3)
g CU next month. (4)

Exercise 4
1 about
2 about
3 in
4 on
5 about
6 with

Exercise 5
1 at
2 about
3 with
4 about
5 of
6 at
7 with
8 on
9 in

Exercise 6
1 Bye 4 now.
2 I'm writing to tell you about the plans for Saturday.
3 How are you doing?
4 Hi Steven,
5 Looking forward to hearing from you soon.

Exercise 7
Example 4
A 6
B 3
C 2
D 1
E 5

Exercise 8
A How
B Do
C What
D Do
E Have

Exercise 9
1 to tell
2 doing
3 doing
4 waking
5 going
6 to watch
7 to take

1.8 Speaking

Exercise 1
Students' own answers.

Exercise 2
1 Me neither
2 Is she
3 Really? … Wow, that's interesting
4 Really? I love it.
5 That's cool.
6 Don't You? Oh, I do.
7 Right ...

Exercise 3
A 1 Hasn't she?
B 1 Wow, that's interesting.
2 Can't you?
C 1 Really? I love it.
2 Do you? Right …
D 1 Me too.
2 Are they?

1.9 Exam Speaking

Tasks 1–4
Students' own answers

1.10 Self-check

Vocabulary and Grammar

Exercise 1
1 mean
2 unpopular
3 silly
4 lazy
5 dishonest

Exercise 2
1 deal
2 selfish
3 active
4 independent
5 communicative

Exercise 3
1 nurseries
2 libraries
3 kitchen
4 countries
5 home

Exercise 4
1 C
2 C
3 A
4 B
5 B

Exercise 5
1 to learn
2 playing
3 to carry
4 studying
5 walking/to walk

Exercise 6
1 C
2 B
3 B
4 C
5 A

Use of English

Exercise 7
1 C
2 C
3 B
4 A
5 A

Exercise 8
1 B
2 A
3 A
4 C
5 A

Exercise 9
1 A
2 A
3 C
4 B
5 C

Exercise 10
1 stand
2 with
3 such
4 to
5 in

2.1 Vocabulary

Exercise 1
1 follow
2 goes
3 visited
4 update
5 download

Exercise 2
1 laptops
2 username
3 password
4 laser printer
5 web browser
6 keyboard
7 search engine
8 broadband
9 text messages

REMEMBER BETTER

Exercise A
1 turn down
2 turn off
3 log off / out

Exercise B
1 turn down
2 log on
3 Turn off

Exercise 3
1 astronomer
2 physicist
3 computer scientist
4 chemist
5 mathematician

Exercise 4
1 do
2 collecting
3 discovered
4 invented
5 take
6 develop
7 taking
8 do
9 observing

Exercise 5
1 B
2 C
3 A
4 B
5 C
6 C
7 B
8 A
9 A
10 B

2.2 Grammar

Exercise 1
1b bought
2a were
2b didn't have
3a Was Carly
3b Did she give
4a Did you download
4b Were they

Exercise 2
1 was watching
2 wasn't / was not working
3 was making
4 were doing
5 was standing

Exercise 3
1 Was Archimedes having
2 was studying
3 Was Isaac Newton sitting
4 wasn't / was not living

Exercise 4
1b was having
1b called
2a Was Lola standing
2b started
3a crashed
3b were waiting
4a weren't skiing
4b came

Exercise 5
1 saw
2 was fishing
3 found
4 didn't / did not know
5 looked
6 happened
7 was filming
8 arrived
9 told

Exercise 6
1 was getting – got
2 visited – was visiting
3 was landing – landed
4 was starting – started
5 was breaking – broke
6 Was – Were/computers – computer

2.3 Listening Language Practice

Exercise 1
Speaker A is a child psychologist
Speaker B is a marine biologist

Exercise 2
1 analysing
2 explore
3 collect
4 protect
5 doing

Exercise 3
1 people
2 chemistry
3 solutions
4 science
5 biology

Exercise 4
1 countries
2 evidence
3 business
4 research
5 signatures
6 wildlife

Exercise 5
1 a marine biologist
2 a psychologist
3 conservation
4 an archaeologist
5 geology

Exercise 6
1 collect
2 publish
3 protect
4 spends

2.4 Reading

Exercise 1
1 How to create a secure and easy-to-remember password

Exercise 2
1 D
2 G
3 E
4 H
5 A
6 C

Exercise 3
1 C
2 C
3 A
4 D
5 B
6 C

Exercise 4
1 basic
2 different
3 remember
4 impossible
5 simple

REMEMBER BETTER
Students' own answers

Exercise 5
1 layer
2 canteen
3 reach
4 run
5 remains
6 airstrip

Exercise 6
1 below
2 falling
3 boiling
4 degrees
5 rising
6 freezing

2.5 Grammar

Exercise 1
1 not a routine
2 every Friday night
3 always / Saturday afternoons
4 not a routine

Exercise 2
1 didn't use to do
2 used to pay
3 used to use
4 didn't / did not use to argue

Exercise 3
1 Mobile phones used to cost a lot of money.
2 Most normal people didn't / did not use to own a mobile phone.
3 People used to make fewer phone calls.
4 Did mobile phones use to be bigger?
5 Mobile phones didn't / did not use to have touch screens. 6 Did mobile phones use to send text messages?

Exercise 4
1b ✓
2a ✓
2b ✓
3a ✓
3b ✗
4a ✓
4b ✗
5a ✓
5b ✗

Exercise 5
1 Did you use to use
2 didn't / did not use to have
3 did you use to check
4 used to send
5 used to write
6 used to dial

2.6 Use of English

Exercise 1
1 while
2 when
3 As soon as
4 during
5 until

Exercise 2
1 as soon as you get
2 when she was driving
3 began to feel cold during
4 while the program was
5 his notes after he did
6 read my book until

Exercise 3
1 A
2 B
3 B
4 A
5 C
6 A

Exercise 4
1 during
2 until/till
3 before
4 soon
5 by

Exercise 5
1 while (he was) driving
2 didn't fall asleep during
3 After I spoke to Mandy
4 went to sleep by midnight
5 while (I / she was) travelling

2.7 Writing

Exercise 1
Students should tick 3, 4, 5, 6

Exercise 2
1 d
2 e
3 a
4 g
5 c
6 h

Exercise 3
1 It was four years ago when
2 What a surprise!
3 It was a few years later when
4 I'll never forget

Exercise 4
a Unfortunately
b I must admit
c Actually
d Then
e Suddenly
f anyway

Exercise 5
a All of a sudden.
b What was going on?
c I have to say I was scared.
d I was in trouble.
e Luckily, she helped me.
f She was incredibly kind.
g I'll never forget the day I travelled with the pilot.

Exercise 6
1 were travelling
2 began
3 started
4 didn't have
5 was thinking
6 saw
7 got
8 made
9 invited
10 explained

Exercise 7
1 used to walk
2 used to see
3 used to laugh
4 used to tell
5 used to have
6 didn't use to care
7 didn't use to take

Exercise 8
a when
b was
c started
d must
e was going
f was
g wanted
h gave
i forget

Exercise 9
Tip 3 – past continuous: he was sitting, I was taking, I was walking, he was talking
Tip 4 – adjectives: miserable, cheerful; adverbs: quietly, carefully, actually, unfortunately; phrase: What was going on?
Tip 5 – when, while, during, later, then, a few weeks later, now, the day before

2.8 Speaking

Exercise 1
Students' own answers.

Exercise 2
1 happened
2 Suddenly
3 sounds
4 shocked
5 Luckily
6 relieved
7 nightmare
8 Next time

Exercise 3
1
1 are
2 were
3 with
4 In
2
1 of
2 What
3 At
4 were
5 on
6 of

2.9 Exam Speaking

Tasks 1–4
Students' own answers

2.10 Self-check

Vocabulary and Grammar

Exercise 1
1 layers
2 laser printer
3 specimens
4 jigsaw
5 password

Exercise 2
1 Chemistry
2 Mathematics
3 Computer scientists
4 centigrade
5 below

Exercise 3
1 archaeology
2 psychologist
3 geologists
4 astronomy
5 linguist

Exercise 4
1b was doing
1b called
2a were sleeping
2b rang
3a Did they find
3b closed
4a were dancing
4b stopped
5a Was Shelly waiting
5b crashed

Exercise 5
1 used to go – went
2 used – use
3 used to invent – invented
4 use to be milk – milk use to be
5 used to were – used to be

Exercise 6
1 B
2 A
3 A
4 A
5 C

Use of English

Exercise 7
1 B
2 B
3 C
4 A
5 B

Exercise 8
1 planning to publish a research paper
2 didn't use to like
3 as soon as it downloaded/as soon as it was downloaded
4 used to work
5 were you going

Exercise 9
1 to do
2 remains
3 were sitting
4 collected
5 developed

Exercise 10
1 C
2 B
3 A
4 C
5 B

Workbook answer key

3.1 Vocabulary

Exercise 1
1 telly
2 horror
3 blog
4 e-book
5 magazine
6 album
7 mobile
8 radio

Exercise 2
1 c
2 e
3 g
4 a
5 f
6 d
7 b

Exercise 3
1 talent show
2 period drama
3 game show
4 documentary
5 sitcom

Exercise 4
1 soap operas
2 travel show
3 news bulletin
4 weather forecast
5 cooking programme
6 crime drama

Exercise 5
1 complex
2 embarrassing
3 addictive
4 gripping
5 moving
6 disappointing
7 inspiring
8 imaginative
9 fascinating

Exercise 6
1 acting
2 script
3 characters
4 soundtrack
5 special effects
6 costumes
7 setting
8 ending

Exercise 7
1 star
2 plays
3 plays

Exercise 8
1 characters
2 entertaining
3 fantasy
4 romantic comedy
5 soap opera
6 plot
7 game show
8 addictive
9 setting
10 script

3.2 Grammar

Exercise 1
1 loud
2 sensible & intelligent (in any order)
3 interesting & exciting (in any order)
4 confident & outgoing (in any order)

Exercise 2
1b N
1b S
2a S
2b N
3a N
3b S
4a N
4b S

Exercise 3
1 most beautiful
2 easiest
3 most popular
4 biggest

Exercise 4
1 funnier
2 best
3 most interesting
4 further

Exercise 5
1 just as silly as
2 much more exciting than
3 a bit further than
4 not as popular as

Exercise 6
1 is a bit taller
2 is not as long as
3 most intelligent
4 are smaller than
5 is the most beautiful
6 is much quieter

3.3 Listening Language Practice

Exercise 1
1 Does
2 does
3 has
4 do not / don't

Exercise 2
1 is (extra)
2 Does c
3 does a
4 did b
5 Has d

REMEMBER BETTER

Exercise A
1, 2, 3 (in any order) presenter, guest, DJ
4 programme
5 chat
6, 7 (in any order) culture, travel

Exercise B
Students' own answers

Exercise 3
1 painters
2 sculpture
3 portrait
4 modern abstract
5 painting
6 pasted
7 in public places

3.4 Reading

Exercise 1
A = F
B = N
C = N
D = F
E = F
F = N

Exercise 2
1 F
2 B
3 A
4 E
5 D

Exercise 3
space, Earth, moon, alien, (scientists, virus)

Exercise 4
1 healthy
2 recipes
3 plate
4 chef
5 ingredients

Exercise 5
1 classic novels
2 horror fiction
3 crime
4 fairy tales
5 poems
6 historical fiction

Exercise 6
1 fantasy novels
2 biography
3 science fiction
4 short stories
5 comic books

Exercise 7
1 A-list
2 blockbuster
3 trailer
4 computer generated images
5 box office

Exercise 8
A takes
B give
C standing
D dedicate
E come

3.5 Grammar

Exercise 1
1 Have you ever read
2 has never borrowed
3 Did you know
4 haven't / have not seen

Exercise 2
1 Has Katie seen Iron Man III yet?
2 Carl has already seen The Hobbit.
3 Mia hasn't read The Hunger Games yet.

Exercise 3
1 The concert has just started.
2 Dad has just fallen asleep.
3 The actor has just forgotten what to say.

Exercise 4
1 b
2 a
3 a
4 a
5 b

Exercise 5
1a hasn't / has not seen
1b didn't / did not go
2a went
2b hasn't / has not been
3a has read
3b read
4a Have you spoken
4b won
5a started
5b haven't / have not finished

Exercise 6
1 B
2 C
3 A
4 B
5 A
6 C

3.6 Use of English

Exercise 1
1 too lazy
2 strong enough
3 too insensitive
4 too quickly
5 easily enough
6 too much
7 fast enough
8 enough chairs

Exercise 2
1 not loud enough
2 too many
3 too young
4 well enough
5 too small

Exercise 3
1 too addictive
2 too boring
3 not old enough
4 too popular
5 not funny enough

Exercise 4
1 dances elegantly enough
2 too many guests
3 isn't loud enough
4 are not enough famous composers
5 not enough space / too little space

Exercise 5
1 enough money
2 cold = warm / hot
3 correct
4 many
5 correct
6 enough

3.7 Writing

Exercise 1
b The female character was skilfully played …
c The plot is fascinating …
d For me the word that best describes this movie is ...
e The story is set in …
f In my view, it's suitable for …
g It's one of the best films I've ever seen.

Exercise 2
1 e
2 c
3 b
4 f

Exercise 3
Background information: was released in, is based on, The story is set in … Directed by Bill Condon …
Plot:
At first, Then
Acting: The female character was skilfully played …, I didn't find the Beast very convincing,
Personal opinion: The plot is fascinating …, the special effects are amazing, The female character was skilfully played …,
I didn't find the Beast very convincing, In my view, it's suitable for …, For me the word that best describes this movie is ..., It's one of the best films I've ever seen.

Exercise 4
1 B
2 D
3 A
4 C

Exercise 5
1 screenplay
2 screen
3 Directed
4 awarded
5 suitable
6 action
7 plot

Exercise 6
1 c
2 a
3 b
4 d

Exercise 7
1 interesting
2 fantastic, amazing, stunning
3 unsurprising

Exercise 8
1 B
2 A
3 B
4 C
5 A

Exercise 9
A by
B for
C in
D At
E as
F in
G for

3.8 Speaking

Exercise 1
Students' own answers

Exercise 2
1 quiet
2 empty
3 shy
4 tired
5 miserable

Exercise 3
1 In this photo, I can see lots of photographers
2 so I think he's in
3 The nurse in the middle
4 He looks very smart so perhaps
5 In my opinion

Exercise 4
1 so I think
2 On the left
3 In the middle
4 looks
5 next to
6 happy
7 I imagine

3.9 Exam Speaking

Tasks 1–4
Students' own answers

3.10 Self-check

Vocabulary and Grammar

Exercise 1
1 musicals
2 news bulletins
3 cooking programme
4 portraits
5 gripping

Exercise 2
1 modern abstract paintings
2 A-list
3 tales
4 plot
5 out

Exercise 3
1 photographer
2 costumes
3 box office
4 comic books
5 documentary

Exercise 4
1 far
2 fitter
3 furthest
4 more
5 the

Exercise 5
1 I've just finished …
2 Eileen has already seen …
3 Has (Rosa) looked at a travel guide for Spain yet?
4 Mum's / has already paid …
5 We haven't met any of the other guests yet …

Exercise 6
1 B
2 C
3 B
4 A
5 C

Use of English

Exercise 7
1 A
2 C
3 A
4 A
5 B

Exercise 8
1 trailer
2 sculptor
3 soundtrack
4 landscapes
5 imaginative

Exercise 9
1 far worse
2 much earlier than
3 just as excited as
4 has just finished
5 a much better actor than

Exercise 10
1 A
2 B
3 B
4 C
5 A

4.1 Vocabulary

Exercise 1
1 shower
2 microwave
3 dining table
4 plant
5 chair

Exercise 2
B glass
C stone
D wood
E bungalow
F cottage
G semi-detached house
H terraced house
I suburbs
J the countryside
K housing estate
L village

Exercise 3
1 suburbs
2 terraced
3 brick
4 cosy
5 cottage
6 sea
7 basement
8 floor
9 spacious
10 village
11 detached
12 traditional
13 flats
14 modern
15 open
16 centre

Exercise 4
1 shelves
2 cupboard
3 desk
4 wooden floor
5 wardrobe
6 ladder
7 bedside table
8 front door
9 bookcase
10 radiator
11 chest of drawers
12 stairs
13 carpet
kitchen: cooker, fridge, kitchen sink

Exercise 5
1a makes
1b does
2a do
2b make
3a does
3b do
4 make
5a make
5b make
6a doing
6b doing
7a made
7b do
8 do

Exercise 6
1 stay
2 go
3 get

REMEMBER BETTER
Students' own ideas

Exercise 7
1 bungalow
2 wardrobe
3 wood
4 glass
5 on the top floor
6 brick
7 do the ironing
8 do the washing-up
9 make a noise
10 radiators

4.2 Grammar

Exercise 1
1 period
2 point
3 period
4 point
5 period
6 point

Exercise 2
1 since
2 for
3 for
4 since
5 for
6 for
7 for
8 since
9 since

Exercise 3
1b have / 've had
1b for
2a has / 's written
2b since
3a has not / hasn't made
3b for
4a have played
4b for
5a Since
5b has / 's been

Exercise 4
1a has Olivia wanted
1b has / 's wanted to be an architect since
2a have your parents been
2b have / 've been married for
3a has Alice known Samuel
3b has / 's known him since
4a has your sister had
4b has / 's had long hair for

Exercise 5
1 have not / haven't been to school for
2 has not / hasn't read a good book since
3 has Polly been busy
4 has / 's existed since
5 has not / hasn't seen Oliver for
6 have your grandparents lived

4.3 Listening Language Practice

Exercise 1
1 have
2 be
3 shut
4 put
5 chat
6 are

Exercise 2
1 painted
2 write
3 make
4 have

Exercise 3
1 write
a music lyrics
2 shut
b my bedroom door
3 put
c my headphones on
4 chat
d with my friends

REMEMBER BETTER
Students' own answers

Exercise 4
1 in
2 round
3 from
4 in
5 out

4.4 Reading

Exercise 1
2 England's Most Unusual Duke

Exercise 2
1 E
2 A
3 F
4 B
5 D

Exercise 3
Students should underline the following parts of the text
1 it was nearly a metre tall
2 he was too shy to talk to them
3 on the mini-train
4 he was too shy to invite anyone
5 the Duke's grandfather won it in a game of cards
6 over 100m (long)
7 nothing (else at all)

Exercise 4
1 tree house
2 stilts
3 rainforest
4 volcano
5 ruins
6 turquoise oceans
7 cave
8 island
9 rocks

Exercise 5
1 a
2 e
3 c
4 g
5 b
6 f

Exercise 6
1 dense
2 hot springs
3 lush
4 crater
5 scorching
6 nomadic tribe

4.5 Grammar

Exercise 1
1 I am not / 'm not lying
2 Are you coming
3 's / is running
4 aren't / are not talking
5 Are Mum and Dad sleeping

Exercise 2
1b are you moving
1b aren't moving
2 I'll see
3 I'll call
4a are we having
4b We'll see

Exercise 3
1b are / 're eating
2a is / 's visiting
2b is going to visit
3a are going to play
3b are playing

Exercise 4
1 are / 're going to see
2 will / 'll pick
3 are / 're going to do
4 will / 'll be
5 is / 's having

Exercise 5
1 B
2 C
3 B
4 A
5 C
6 C

4.6 Use of English

Exercise 1
1b completely
1b complete
2a easy
2b easily
3a healthily
3b healthy
4a real
4b really
5a wisely
5b wise
6a beautiful
6b beautifully

Exercise 2
1 fast
2 early
3 slowly
4 well
5 late

Exercise 3
1 pretty badly
2 slightly worried
3 really carefully
4 quite quickly
5 a little embarrassed
6 much harder
7 a bit sad

Exercise 4
1 hard
2 badly
3 politely
4 correct
5 well

Exercise 5
1 pretty well
2 a little lazily
3 rather near me
4 really fast
5 a bit worse at gardening than

4.7 Writing

Exercise 1
a destination
b selection
c a historic site
d must
e attractions

Exercise 2
1 For visitors, the tour is a must (5)
2 Lunch was fantastic! (4)
3 Last month, I went to … (1)
4 … is a very big city (2)

Exercise 3
1 d
2 e
3 b
4 f
5 a

Exercise 4
I've never been to Manchester but it sounds great! But I know England's capital city, so I'll write about that. If you are in London, you must visit Hampstead Heath, Camden. Each year, over 10 million visitors come to this beautiful part of England's most famous city. This ancient park is famous for its summer concerts, but you can also enjoy the restaurants, lakes, wildlife and outdoor art gallery which make the area so special. Take a relaxing walk through nature and then climb Parliament Hill to see the spectacular panoramic view of London.

Exercise 5
1 for
2 since
3 since

Exercise 6
4 'm travelling
5 'll stay
6 'm visiting
7 'm flying
8 'll see
9 'll go

4.8 Speaking

Exercise 1
Students' own answers.

Exercise 2
1 That sounds good.
2 Why not!
3 I'm not sure about that.
4 Sounds great.
5 I don't really like Naomi.
6 I'd rather go on my own.

Exercise 3

1 fly	f
2 sitting	d
3 do	b
4 camp	e
5 cooking	a
6 buying	c

Exercise 4
1 What about
2 really
3 rather
4 That's a good idea
5 Doyou fancy
6 Why not
7 we could
8 That sounds

4.9 Exam Speaking

Tasks 1–4
Students' own answers

4.10 Self-check

Vocabulary and Grammar

Exercise 1
1 cooker
2 fridge
3 stilts
4 ruins
5 bookcase

Exercise 2
1 scorching temperatures
2 decision
3 must
4 historic sites
5 suburbs

Exercise 3
1 drawers
2 cosy
3 breathtaking
4 ladder
5 ironing

Exercise 4
1 The statue of the King has been in the square since 1754.
2 The river has not had fish in it for two years.
3 We have known about the problem since this morning.
4 Nina has lived in a flat for ten years.
5 I haven't / have not felt well since last weekend.

Exercise 5
1 A
2 B
3 C
4 A
5 A

Exercise 6
1 B
2 A
3 A
4 C
5 A

Use of English

Exercise 7
1 B
2 B
3 A
4 C
5 C

Exercise 8
1 is coming for dinner
2 did the shopping really quickly
3 is a traditional building
4 going to make a complaint
5 is making his bed

Exercise 9
1 hasn't visited us since
2 far earlier than
3 cooks extremely well
4 get away from the city
5 is going to buy

Exercise 10
1 housing
2 countryside
3 wooden
4 spacious
5 gardening

5.1 Vocabulary

Exercise 1
1 staff room
2 classroom
3 library
4 school hall
5 corridor
6 playground
7 Science lab
8 school office
9 sports field
10 gym
11 canteen

Exercise 2
1 mixed ability
2 compulsory
3 timetable
4 classmate
5 graduate
6 learn by heart
7 term
8 academic subjects
9 curriculum

Exercise 3
1 A
2 B
3 C
4 C
5 B
6 A
7 A

Exercise 4
1 get
2 pay
3 make
4 leave

Workbook answer key

5 drop
6 make
7 do
8 do

Exercise 5
1 got
2 finish
3 take
4 learn from
5 missed
6 mark

Exercise 6
1 skips
2 revise
3 take / do
4 drop
5 pass
6 take / do
7 fail

Exercise 7
1 passed / have passed
2 take/sit
3 pass
4 pass

Exercise 8
1 should pay (more) attention to
2 did you hand in your
3 easy to fail
4 isn't coping with
5 learn from my mistakes
6 keeping up with
7 to line up
8 mixed ability classes
9 learn by heart
10 Dan and Lucy classmates

5.2 Grammar

Exercise 1
1 doesn't
2 won't
3 isn't

Exercise 2
1 forget my number if he doesn't write it
2 Samantha doesn't hurry up, she'll miss her
3 sure he'll understand if you tell him how you
4 you don't listen carefully, you won't know what to
5 won't dance with you if you don't ask
6 will go back to school tomorrow if he feels

Exercise 3
1b will Ella do
1b fails
2a 'll / will be
2b skip
3a don't / do not have
3b won't / will not pass
4a don't / do not look
4b won't / will not know

Exercise 4
1 don't like
2 won't enjoy
3 takes
4 'll be
5 'll pass
6 learns
7 don't pass

Exercise 5
1 e
2 b
3 c
4 f
5 d
6 a
1 She'll see kangaroos and koalas if she does a gap year in Australia.
2 I'll drive to school every day if I pass the driving test.
3 If Sarah and Ken study at a private academy, they'll have to pay tuition fees.
4 If Katie buys a laptop, she won't have to borrow mine.
5 You'll have to make sandwiches every morning if you don't eat in the school canteen.
6 If your friend wants to learn to snowboard, he'll need to have strong legs.

5.3 Listening Language Practice

Exercise 1
1 with
2 for
3 by
4 about
5 into
6 with
7 before
8 in
9 with

Exercise 2
1b with
2 in
3a for
3b with
3c into
4a by
4b with

Exercise 3
1 plenty of
2 positive
3 revise
4 start
5 negative

REMEMBER BETTER
1 take it easy
2 on my own

Exercise 4
1 got ill
2 gets into trouble
3 getting nervous
4 get exhausted
5 get good grades
6 got a job

5.4 Reading

Exercise 1
2 To give advice on where to study the subject you love

Exercise 2
1 Paragraph C
2 Paragraph A
3 Paragraph D
4 Paragraph B
5 Paragraph D
6 Paragraph A

Exercise 3
1 F
2 F
3 T
4 F
5 F
6 T

Exercise 4
1 train
2 Perhaps
3 check out
4 well known
5 graduate

Exercise 5
1 d
2 a
3 b
4 e
5 c

Exercise 6
1 in
2 about
3 for

Exercise 7
1 bullies
2 experts 3 struggling
4 misunderstood
5 mentor
6 encouraging
7 visual thinkers

Exercise 8
1 support
2 professor
3 passion
4 fun
5 mistake

5.5 Grammar

Exercise 1
1 a cooker
2 a classmate
3 a bungalow
4 a university
5 a linguist

Exercise 2
1 who
2 where
3 that
4 that
5 where
6 which

Exercise 3
1 who / that
2 which / that
3 who / that
4 where

Exercise 4
1 Football is a sport that (or which) is cheap and fun.
2 A pupil is a child who (or that) goes to primary school.
3 A tattoo is a picture under your skin that (or which) never disappears.
4 Mrs Kemp is the teacher that (or who) always gives us lots of homework.
5 Oxford is the city that (or which) has the oldest university in the UK.
6 The Japanese are the people who (or that) invented sushi.

Exercise 5
1 If Mum can't pick me up from school, I get the bus which stops outside our house.
2 I've written down the phone number of the private tutor ~~that~~ my cousin recommended.
3 This is the hospital where I was born. It's much bigger now than it was in the past.
4 Can you buy some apples, some cheese, and the eggs that say 'organic' on the box?
5 This is the puppy ~~which~~ I chose. Don't you think he's cute?

Exercise 6
1 B
2 A
3 C
4 A
5 B
6 B

5.6 Use of English

Exercise 1
1 if
2 Before
2 As soon as
3 After
4 When
5 unless

Exercise 2
1b loses
1b won't be
2a will make
2b stops
3a will earn
3b signs
4a win
4b will go
5a will have
5b start

Exercise 3
1 After/When your teacher marks
2 finally decides to go
3 unless she starts attending classes
4 As soon as Peter does his
5 if he doesn't forget

Exercise 4
1 A
2 B
3 A
4 C
5 B
6 C

5.7 Writing

Exercise 1
1 Could you tell me if there is a library in the school?
2 I would like to know whether there is a sports centre in the city.
3 I would also like to know if I will be sharing a room with somebody.
4 Could you tell me whether I have to pay extra for my meals?
5 I would be grateful if you could tell me when we finish classes each day.

Exercise 2
1 I would like to know how many hours of English we will study each day.
2 Could you tell me if there is a TV in the room?
3 I would also like to know how much an average meal costs in the canteen.
4 Could you also tell me if someone will pick me up from the airport?
5 Finally, I would like to ask if I need to buy insurance.

Exercise 3
1 I am writing to enquire about ...
2 I am particularly interested in ...
3 I would be grateful if ...
4 I look forward to hearing from you.
5 Yours faithfully

Exercise 4
1 I am
2 I am writing to enquire about …
3 I am particularly interested in …
4 Could you also tell me if I will be able to do an exam at the end of the course?
5 I would like to ask if the sea is warm in the summer.
6 I look forward to hearing from you.
7 Yours faithfully

Exercise 5
1 I would also like to know if you offer any sports classes.
2 Could you tell me how old my classmates are?
3 Dear Sir or Madam,
4 I look forward to hearing from you soon.
5 Yours faithfully,
6 I would like to know how much it costs.

Exercise 6
1 C
2 B
3 A
4 A
5 A
6 C
7 A
8 B

Exercise 7
A about
B at
C from
D of
E for
F from

5.8 Speaking

Exercise 1
Students' own answers.

Exercise 2
1 what
2 am
3 on
4 a good point
5 That's true
6 more

Exercise 3
1 I totally disagree
2 In my opinion
3 That's true, but
4 Personally,
5 I think
6 I see what you mean, but
7 Oh come on! That's nonsense

Exercise 4
1 B: Oh come on! That's nonsense
2 A: If you ask me, I think
B: I'm not so sure
3 A: she doesn't think
B: That's true, but
4 A: Personally, I think
B: I couldn't agree more

5.9 Exam Speaking

Tasks 1–4
Students' own answers

5.10 Self-check

Vocabulary and Grammar

Exercise 1
1 grades
2 job
3 nervous
4 bully
5 compulsory

Exercise 2
1 am dreaming of going
2 breaks up on
3 encouraged me to be/become
4 moving up to
5 you make fun of

Exercise 3
1 visual thinker
2 timetable
3 curriculum
4 mentor
5 expert

Exercise 4
1 will rent
2 will save
3 get
4 won't/will not pass
5 fails

Exercise 5
1 which / that
2 where
3 that / who
4 that / which
5 that / who

Exercise 6
1 A
2 B
3 A
4 B
5 C

Use of English

Exercise 7
1 B
2 A
3 A
4 C
5 C

Exercise 8
1 A
2 C
3 B
4 C
5 C

Exercise 9
1 A
2 C
3 B
4 A
5 C

Exercise 10
1 D
2 C
3 B
4 A
5 B

6.1 Vocabulary

Exercise 1
1 farmer
2 doctor
3 shop assistant
4 builder
5 scientist

6 receptionist
7 politician
8 electrician
9 plumber
10 flight attendant
11 swimming instructor

Exercise 2
1 for
2 from
3 are
4 get
5 take
6 are
7 work
8 part-time job
9 long hours
10 well-paid
11 paid holiday
12 long hours
13 night shifts
14 full-time
15 have
16 overtime
17 responsible

Exercise 3
1 challenging
2 tiring
3 repetitive
4 rewarding
5 stressful
6 creative

Exercise 4
1 up
2 off
3 on
4 up

Exercise 5
1 job
2 work
3 work
4 job
5 work
6 work
7 job
8 work

Exercise 6
1 am well-paid
2 be self-employed
3 turn up
4 demanding
5 do overtime
6 work indoors
7 have a part-time job
8 come up with
9 resign from
10 put [me] off

6.2 Grammar

Exercise 1
1b doesn't catch
1b 'll / will have to take
2a 'll / will cost
2b goes home
3a won't have
3b spends
4a doesn't have
4b will she do

Exercise 2
1 would
2 went
3 'd miss
4 lived
5 'd never see
6 studied
7 got
8 wouldn't
9 did
10 wouldn't
11 went
12 'd feel

Exercise 3
1 'd know
2 knew
3 'd feel
4 were
5 'd tell
6 would I say
7 saw

Exercise 4
1 He'd go snowboarding every week if he had a job in the mountains.
2 If he went snowboarding every week, he'd be good at it.
3 He'd teach Charlotte to snowboard if he was good at it.
4 If he taught Charlotte, they'd spend time together.

Exercise 5
1 live
2 were / was
3 you worked
4 ✓
5 would / 'd move
6 won

6.3 Listening Language Practice

Exercise 1
1 profession
2 training
3 qualities
4 degree
5 colleagues
6 experience

Exercise 2
1 experience
2 degree
3 qualities
4 colleagues
5 profession

Exercise 3
1 have
2 do
3 get
4 have
5 spend
6 took

Exercise 4
1 driving instructor
2 bus driver
3 travel agent
4 office assistant
5 skiing instructor
6 taxi driver
7 estate agent

6.4 Reading

Exercise 1
1 Camp counsellor
2 Lifeguard
3 Activity leader
4 Pet sitter

Exercise 2
1 False
2 True
3 True
4 True
5 False
6 True
7 False
8 True

Exercise 3
Across:
2 beach
5 sea
7 lake
8 river
Down:
3 coast
4 water
6 waves

REMEMBER BETTER
lake, sea, ocean

Exercise 4
1 decision-maker
2 social worker
3 software developer
4 nature lover
5 problem solver

Exercise 5
1 a competitive
b compete
2 a charming
b charm
3 a determined
b determination
4 a rely
b reliable

6.5 Grammar

Exercise 1
1 mustn't
2 must
3 mustn't
4 must

Exercise 2
1 Emma has to miss
2 Alec doesn't have to clean
3 Do you have to sing
4 Nina doesn't have to go

Exercise 3
1 1 needn't
2 can't
2 1 can
2 doesn't have to
3 1 have to
2 don't have to
4 1 has to
2 can

Exercise 4
1 has to
2 must
3 can't
4 mustn't
5 have to
6 can't

Exercise 5
1 can't
2 needn't / don't have to
3 needn't / don't have to
4 Can
5 mustn't / can't
6 mustn't

Exercise 6
1 A
2 B
3 A
4 C
5 B
6 A

6.6 Use of English

Exercise 1
1 confusing
2 surprising
3 embarrassing
4 depressed
5 interesting
6 frustrated
7 boring
8 rewarding
9 annoyed

Exercise 2
1 exciting
2 exhausted
3 disappointing
4 inspired
5 amazing
6 worrying

Exercise 3
1 tiring
2 delighted
3 scared
4 relieved
5 amazed
6 moving

Exercise 4
1 's / is such a demanding
2 'm / am really irritated
3 's / is the most stressful
4 I was extremely embarrassed
5 is very relaxing

6.7 Writing

Exercise 1
1 At present (I am working as a travel agent.)
2 (I am) available (to begin work from Monday 6th June.)
3 (I have) experience of working (on over twelve fruit farms in Europe.)
4 (I believe that I am) a suitable candidate (for the position of shop assistant.)
5 (I am)confident (you will be satisfied with my work.)
6 I work hard and I have the right attitude to succeed.
7 (This job will provide me with many opportunities to) develop myself.
8 (I) obtained (a certificate in teaching from Cambridge University.)
9 (I truly believe I have the talent the position) requires.

Exercise 2
2 I am writing to express my interest in the position of …
3 I found your advertisement very interesting because …
4 I would be a suitable candidate for the job because …
5 My experience includes ...
6 I enclose my CV for your information.
7 I can be available for interview at any time.
8 Currently, I am ...

Exercise 3
1 d
2 a
3 e
4 b
5 c

Exercise 4
a 2
b 8
c 3
d 5
e 4

Exercise 5
1 apply
2 gain
3 attached
4 working
5 would
6 advertising
7 could
8 hearing

Exercise 6
A to
B of
C in
D at
E for
F in
G of

6.8 Speaking

Exercise 1
Students' own answers.

Exercise 2
1 You should
2 It's a good idea
3 I'm not sure that's a good idea

Exercise 3
A 1 I think you should
2 Thanks, that's really helpful
B 1 Do you have any ideas about how to
2 Why don't you
3 I'm not sure that's a good idea
C 1 What do you think I should do?
2 If I were you, I'd
3 That's great advice. Thanks!

Exercise 4
1 my best advice would be to
2 Why don't you
3 Thanks, that's really helpful
4 Do you have any ideas about how to
5 it's a good idea to
6 If I were you, I'd
7 I don't think you should
8 that's great advice.

6.9 Exam Speaking

Tasks 1–4
Students' own answers

6.10 Self-check

Vocabulary and Grammar

Exercise 1
1 d
2 a
3 b
4 c
5 e

Exercise 2
1 social
2 unemployed
3 the sack
4 puts
5 solver

Exercise 3
1 work – have
2 to – for
3 creating – creative
4 repeating – repetitive
5 rely – reliance

Exercise 4
1 wouldn't feel exhausted all the time if she went
2 I invited you, would you come
3 Laura and Kath worked from home, they would miss
4 wouldn't go out with him again if I were
5 you give me some money if you won

Exercise 5
1 need to
2 can
3 can't
4 must
5 needn't

Exercise 6
1 C
2 B
3 A
4 C
5 B

Use of English

Exercise 7
1 challenging
2 determination
3 reliable
4 demanding
5 competitive

Exercise 8
1 they would come to the festival
2 would need to have
3 doesn't have to bring
4 you took time off
5 got on well / better with

Exercise 9
1 A
2 B
3 A
4 C
5 C

Exercise 10
1 has (got) perfect eyesight/ vision
2 have to do training
3 would study abroad if he spoke
4 to resign from her
5 such a nature lover

7.1 Vocabulary

Exercise 1
1 skirt
2 shirt
3 dress
4 tracksuit
5 boots
6 trainers
7 blouse
8 jacket
9 jumper
10 hoodie
11 tights
12 socks
13 belt 14 hat

Exercise 2
1 DIY store
2 optician's
3 florist's
4 department store
5 jeweller's
6 High Street store
7 estate agent's
8 health centre
9 clothes shop
10 pet shop

Exercise 3
1 charity shop
2 stationer's

3 chemist's
4 newsagent's
5 shoe shop
6 post office
7 baker's
8 greengrocer's
9 hairdresser's
10 butcher's
11 toy shop
12 computer shop
13 supermarket

Exercise 4
1 fashionable
2 smart
3 original
4 scruffy
5 designer clothes
6 suits
7 fits
8 gorgeous/good
9 brands
10 good quality

Exercise 5
1 silk
2 cotton
3 denim
4 leather
5 cashmere

Exercise 6
1 receipt
2 refund
3 window shopping
4 bargain
5 a sale
6 offer
7 worth
8 last

Exercise 7
1 go window shopping
2 hairdresser's
3 leather
4 greengrocer's
5 pet shop
6 fit
7 keeps
8 refund
9 scruffy
10 jeweller's

7.2 Grammar

Exercise 1
1 been
2 wasn't / was not
3 are
4 were

Exercise 2
1 have found
2 were brought
3 has been eaten
4 are sold
5 don't cook
6 ate

Exercise 3
1 The computer is protected from viruses by special software.
2 Who was The Hobbit written by?
3 The Loch Ness Monster has been seen by a few people since that moment.
4 A new restaurant has just been opened by a famous chef.
5 Used books aren't/are not sold here.
6 Were you asked to play in the school football team by the sports teacher?

Exercise 4
1 wasn't / was not started
2 are given
3 has made
4 isn't / is not thrown
5 hasn't / has not been chosen

Exercise 5
1 were made
2 didn't / did not have
3 gave
4 was invented
5 has been used

Exercise 6
1 C
2 B
3 A
4 B
5 C
6 A

7.3 Listening Language Practice

Exercise 1
1 some people are really good at buying presents
2 The best presents are chosen after a lot of thinking
3 anybody can buy a good present
4 I want to get her something special
5 toiletries are always a good idea

Exercise 2
1 programme
2 topic
3 suppose
4 question
5 pleased

Exercise 3
1 bought me a puppy
2 got a gold necklace from
3 gave Vincent a smartphone

Exercise 4
1 earnings
2 debts
3 investment
4 produced
5 payments
6 trader

7.4 Reading

Exercise 1
A 2
B 3
C 1
D 4

Exercise 2
1 B
2 A
3 C
4 B

Exercise 3
1 F
2 F
3 T
4 F
5 T
6 F
7 T
8 F

Exercise 4
1 start
2 safe
3 spend
4 boring

REMEMBER BETTER
1 end
2 unsafe
3 earn
4 exciting

Exercise 5
1 ship
2 queue
3 order
4 checkout desk
5 available
6 customer

7.5 Grammar

Exercise 1
1 U
2 U
3 C
4 C
5 U
6 C

Exercise 2
1 a few
2 How many
3 too many
4 How much
5 very little
6 How much
7 a little

Exercise 3
1 Peter doesn't go to many parties.
2 Nick and Nancy don't watch much news.
3 Jenny doesn't drink much juice.
4 Edward and Eve don't write many emails.
5 Francis doesn't eat much fruit.

Exercise 4
1 –
2 a
3 –
4 a

Exercise 5
1 A
2 B
3 C
4 B
5 A
6 C
7 B
8 A

Exercise 6
1 much
2 ✓
3 too
4 any
5 Few
6 some

7.6 Use of English

Exercise 1
1 somewhere
2 no one
3 anywhere
4 anything
5 everywhere
6 something
7 everything
8 somebody
9 none
10 everybody

Exercise 2
1 C
2 C
3 B
4 B
5 A
6 B
7 C

Exercise 3
1 anything
2 everywhere
3 anybody
4 nothing
5 everybody
6 somewhere
7 nobody

Exercise 4
1 know anybody that / who
2 somewhere nice to eat lunch – tutaj mamy 6 słów a w poleceniu jest max 5, proponuję dopisać ‚is' w WB, wtedy odp bedzie miała 5 słów
3 invited everybody who / that is
4 nobody famous / no famous people
5 none of my friends
6 didn't give me anything
7 everywhere looks

7.7 Writing

Exercise 1
1 + C + a
2 + A + b
3 + B + c

Exercise 2
1 complain
2 wrong
3 disappointed
4 grateful
5 refund
6 faithfully

Exercise 3
1 b
2 a
3 b
4 b
5 a
6 b

Exercise 4
1 I wanted to buy a gold wedding ring. F
2 I returned the bag to you. F
3 When I got the TV it didn't work. I
4 I sent the trousers back to you. I
5 I exchanged the phone for a newer model. F
6 I want to swap the jeans for another pair. I
7 I received a blue wallet instead. F
8 I am disappointed with the quality of your service. F
9 I would be grateful if you could send me a refund. F
10 Give me my money back / Give me back my money. I

Exercise 5
1 ✓
2 –
3 –
4 ✓
5 ✓
6 –
7 –

Exercise 6
1 B
2 B
3 A
4 A
5 B
6 D
7 C
8 C
9 D
10 A
11 B

Exercise 7
A recent
B When
C noticed
D Unfortunately
E Furthermore
F grateful
G cost

7.8 Speaking

Exercise 1
Students' own answers.

Exercise 2
1 What size are you?
2 The changing rooms are over there.
3 Do you have them in a size 30, please?
4 I'll take them.
5 ... can I get a refund?
6 Make sure you keep your receipt
7 How would you like to pay?

Exercise 3
1 with
2 have
3 for
4 doesn't
5 faulty
6 I'd

Exercise 4
1 What's wrong with it? 1
2 I think it's faulty. 5
3 I'd like a refund, please. 6
4 we can exchange it for a new one. 3
5 Do you have your receipt? 2

7.9 Exam Speaking

Tasks 1–3
Students' own answers

7.10 Self-check

Vocabulary and Grammar

Exercise 1
1 health centre
2 newsagent's
3 estate agent's
4 suits
5 fit

Exercise 2
1 trader
2 in debt
3 earner
4 produces
5 investor

Exercise 3
1 stationer's
2 greengrocer's
3 optician's
4 butcher's
5 baker's

Exercise 4
1 was designed / has been designed
2 Were you given / Have you been given
3 was sold
4 Was the parcel delivered
5 haven't been told

Exercise 5
1 few – little
2 many – much
3 little – few
4 few – a few
5 A lots of – Lots of / A lot of

Exercise 6
1 A
2 C
3 B
4 B
5 C

Use of English

Exercise 7
1 cashmere jumper was sold to
2 everything on this shelf is
3 looked everywhere for my glasses
4 isn't/is not any cola
5 (very) few people

Exercise 8
1 was created
2 customer
3 anything
4 sellers
5 products

Exercise 9
1 A
2 C
3 B
4 A
5 B

Exercise 10
1 lot
2 have
3 pick
4 on
5 worth

8.1 Vocabulary

Exercise 1
1 ear
2 finger
3 neck
4 shoulder
5 chest
6 hip
7 knee
8 foot
9 leg
10 back

Exercise 2
1 lips
2 tooth
3 tongue
4 eyelashes
5 eyebrows
6 mouth

Exercise 3
1 dizzy
2 stomachache
3 temperature
4 sick
5 cough
6 ill

Exercise 4
TIP 2 nose
TIP 3 throat
TIP 4 chest
TIP 5 thumb
TIP 6 shoulder

Exercise 5
1 made
2 lose
3 check
4 make
5 am
6 coming
7 keeping
8 Am
9 reduce
10 check
11 lost
12 reduce
13 come
14 keep

Exercise 6
1 out
2 up
3 over
4 out
5 from
6 out

Exercise 7
1 C
2 A
3 C
4 B
5 A

Exercise 8
1 from to
2 I've got a
3 with from
4 up out
5 pains hurts

8.2 Grammar

Exercise 1
1 called
2a entered
2b didn't stop
3a got
3b stood up
4a didn't feel
4b started
5a passed out
5b ran

Exercise 2
1 had been
2 hadn't done
3 had driven
4 had paid
5 Had she looked

Exercise 3
1 When I arrived [2]a, the dentist had washed her hands [1]b.
2 My legs hurt [2]a because I ran too far. [1]b.
3 When my legs began to hurt [1]a, I stopped running [2]b.
4 The trainer had already left the gym [1]a when I arrived [2]b.
5 The trainer left the gym [2]a because I was rude to him [1]b.
6 After the referee showed him the red card [1]a, the player left the pitch [2]b.
7 By the time the referee gave him the red card [2]a, the player had already apologised [1]b.

Exercise 4
1 hadn't meditated
2 had lost
3 hadn't eaten
4 arrived
5 joined
6 had she seen
7 had sold
8 went

Exercise 5
1 had signed
2 felt
3 missed
4 had had
5 realised
6 had got
7 wasn't
8 had he become

Exercise 6
1b realised
1c had left
2a Had Katie finished
2b called
3a had not lived
3b noticed
4a got
4b had gone
5a didn't recognise
5b had lost
6a hurt
6b had fallen

8.3 Listening Language Practice

Exercise 1
1 A
2 B
3 A
4 C
5 C
6 A
7 B
8 A
9 C

Exercise 2
A traffic noise
B Pollution levels C air quality
D city life
E playing fields
F skating rink

Exercise 3
1 city life
2 air quality
3 pollution levels
4 skating rink
5 traffic noise

Exercise 4
1 swimming
2 meet
3 go
4 listening
5 borrowing

Exercise 5
1 pitch court
2 correct
3 ring track
4 rink ring
5 track pool
6 court pitch
7 correct

8.4 Reading

Exercise 1
2 To present a particular environmental project

Exercise 2
1 About 1 billion
2 Because it's more difficult/ harder to find a job there
3 If it is successful/If it proves successful/If it works in Stockholm, Barcelona and Cologne
4 Recycle heat/hot air created by computers, data centres, stadiums and supermarkets
5 Car-sharing and (building) special car parks for electric cars
6 Because they will save (both) money and the environment (at the same time)

Exercise 3
1 E
2 G
3 C
4 A
5 B

Exercise 4
1 natural
2 public
3 commute
4 prove
5 technological

Exercise 5
1 proves successful
2 technological inventions
3 public transport
4 commute to work
5 natural resources

Exercise 6
1 cleaner
2 fumes
3 smoke
4 particles
5 pollution
6 storms
7 protection
8 mask

Exercise 7
1 constructive
2 purifies
3 creative
4 polluted
5 purifier
6 protection
7 supportive
8 creation

8.5 Grammar

Exercise 1
1 spoke
2 are interviewing
3 was carrying
4 have never been
5 had already sold

Exercise 2
1 told
2 said
3 told

Exercise 3
1 didn't
2 wasn't
3 were
4 were
5 could
6 weren't

Exercise 4
1b had ridden
2a hadn't eaten
2b loved
3a had lost
3b had been

Exercise 5
1 have seen a virus
2 have confidence in my
3 am not giving
4 felt
5 of us have suffered
6 haven't lost

Exercise 6
1 were destroying her school's
2 hadn't / had not taken the
3 he didn't / did not want
4 had been an accident in their
5 his father had been
6 they were feeling

8.6 Use of English

Exercise 1
1 Malcom is cutting out fatty foods / cutting fatty foods out of his diet.
2 Jamie works out three times a week.
3 Why don't you take up a sport / take a sport up?
4 How long have you suffered from asthma?
5 I can't seem to get over this cold.

Exercise 2
1 A
2 B
3 A
4 C
5 A
6 C

Exercise 3
1 catch up on
2 found out about
3 correct
4 correct
5 get through it

Exercise 4
1 up
2 in
3 with
4 out
5 out
6 up
7 over

Exercise 5
1 puts
2 getting
3 hung
4 signed
5 taken
6 found

8.7 Writing

Exercises 1 & 2

2	Personally	G
3	why	C
4	also	A
5	What	A
6	fact	A
7	On	O

Exercise 3
1 A 3
B 2
C 4
2 A 2
B 1
C 3

Exercise 4
1 I also think – 4
2 Moreover, I think that – 5, 6
3 However – 7
4 Therefore – 3, 1

Exercise 5
1 c
2 a
3 b
4 –
5 d
6 e

Exercise 6
1 made us clean our room(s)
2 always make Sue cry
3 makes him feel relaxed
4 made me turn off my smartphone
5 has never made James anxious
6 will make us go

Exercise 7
1 made me think
2 done to help
3 needs to be done
4 continue to drive
5 do they choose to travel
6 need to be
7 has to be

Exercise 8
A for
B little
C pollution
D is a lot of
E smoke
F where
G for
H would be

8.8 Speaking

Exercise 1
Students' own answers.

Exercise 2
1 throat
2 cough
3 symptoms
4 runny
5 wide
6 temperature
7 flu
8 prescription

Exercise 3
1 chest
2 indigestion
3 lie
4 breathe
5 infection
6 blood
7 appointment
8 specialist
9 allergic

Exercise 4
B Laura
C Victoria

8.9 Exam Speaking

Tasks 1–4
Students' own answers

8.10 Self-check

Vocabulary and Grammar

Exercise 1
1 face mask
2 purifier
3 cough
4 path
5 pain

Exercise 2
1 dizzy
2 ring
3 back
4 fumes
5 vacuum

Exercise 3
1 pitch
2 storm
3 anxiety
4 choices
5 fit

Exercise 4
1 was
2 had already begun
3 got
4 had spoken
5 realised

Exercise 5
1 she was joining
2 he hadn't / had not swum
3 she'd / had never broken
4 she hadn't/had not come out in spots until
5 the air pollution in that town is / was

Exercise 6
1 A
2 B
3 C
4 B
5 B

Use of English

Exercise 7
1 C
2 C
3 A
4 C
5 A

Exercise 8
1 keep track of
2 said I had to take
3 because she had been late
4 broke my leg
5 he had drunk

Exercise 10
1 B
2 A
3 B
4 B
5 C

Exercise 10
1 A
2 A
3 C
4 C
5 B

VOCABULARY BANK

PEOPLE

Exercise 1
1 lazy
2 irresponsible
3 brave
4 cheerful
5 independent
6 sensitive
7 rude
8 adventurous
9 impatient
10 caring
11 confident
12 imaginative
13 quiet
14 hard-working
15 communicative
16 generous
17 outgoing
18 ambitious
19 reliable
20 selfish
21 lonely
22 creative
23 protective

Workbook answer key

HOME

Exercise 1
1 d
2 e
3 b
4 g
5 f
6 a
7 c

Exercise 2
1 B
2 C
3 A
4 B
5 C
6 A
7 B
8 C
9 B
10 C
11 A
12 B
13 B
14 C

EDUCATION

Exercise 1
1 f, c
2 g
3 c
4 d
5 h, b
6 i
7 e
8 g
9 g, a

Exercise 2
1 ✓
2 ✓
3 ✗ An entrance exam is an exam you take to get into school, college or university.
4 ✓
5 ✓
6 ✗ A field trip is an educational trip made by students to help them get first-hand experience.

Exercise 3
1 Single-sex
2 canteen
3 term
4 nursery
5 degree

WORK

Exercise 1
1 accountant
2 beautician
3 receptionist
4 estate agent
5 interpreter
6 journalist
7 lifeguard

Exercise 2
1 BE: unemployed, in debt, self-employed
2 DO: training, overtime, night shifts, long hours
3 EARN: a living
4 GET: fired, a job, a day off
5 MAKE: a living
6 WORK: from home, long hours, night shifts, outside, overtime

FAMILY AND SOCIAL LIFE

Exercise 1
1 spends
2 following
3 on
4 in
5 to
6 go
7 have

Exercise 2
1 C
2 B
3 B
4 A

Exercise 3
1 c
2 b, d
3 e
4 a
5 f

FOOD

Exercise 1
1 meal
2 local speciality
3 drinking water
4 herbal

SHOPPING AND SERVICES

Exercise 1
1 worth
2 on
3 online
4 on
5 on
6 fit
7 out
8 attention
9 up
10 credit
11 cash
12 date
13 for
14 receipts
15 for

Exercise 2
1 A
2 B
3 B

TRAVELLING AND TOURISM

Exercise 1
1 B
2 B
3 A
4 C
5 B
6 C
7 B

Exercise 2
1 d
2 c
3 a
4 e
5 b
6 f
1 traffic jam
2 turquoise ocean
3 breathtaking view
4 historic monument
5 direct sunlight
6 travel agent

Exercise 3
1 wedding
2 nightlife
3 sailing
4 passenger
5 host
6 attraction

CULTURE

Exercise 1
1 THINGS YOU CAN READ: fairy tale, chapter, weather forecast, biography, novel, script, comic book, poem
2 THINGS YOU CAN WATCH/SEE: acting, animation, chat show, news bulletin, special effects, weather forecast, sitcom, documentary, episode, exhibition, gig, clip, movie, reality show, play, soap opera, musical, talent show, street art
3 THINGS YOU CAN LISTEN TO: news bulletin, weather forecast, soundtrack, gig, clip, vocal range, symphony, the charts, musical
4 PEOPLE: editor, painter, producer, sculptor

Exercise 2
1 crime
2 science-fiction
3 musical
4 comedy
5 documentary

Exercise 3
1 best-selling
2 complex
3 moving
4 imaginative
5 entertaining
6 disappointing

SPORT AND HEALTH

Exercise 1
1 b
2 a
3 c
4 d
5 f
6 e
1 first aid
2 tennis court
3 keep fit
4 running track

Exercise 2
1 C
2 A
3 C
4 A

SCIENCE AND TECHNOLOGY, THE NATURAL WORLD

Exercise 1
1 Biology
2 evolution
3 imagination
4 polluted
5 discover
6 Physics
7 analysis

Exercise 2
Across:
2 scorching
3 gravity
4 soil
5 air purifier
6 rainforest
7 volcano
8 humid
9 crater
10 pollution
11 desert
Hidden word: environment

Exercise 3
1 cave
2 desert
3 rock
4 island
5 mountain

Exercise 4
1 B
2 C
3 A
4 C
5 B
6 A

Exercise 5
1 d
2 a
3 e
4 b
5 c

Exercise 6
1 ANIMAL: donkey
2 COMPUTER EQUIPMENT: screen, keyboard
3 INTERNET: broadband, website
5 JOBS: engineer, geologist
6 LANDSCAPE: cave, field
7 SPACE: black hole, planet

STATE AND SOCIETY

Exercise 1
1 community
2 civil
3 abandoned
4 donations
5 volunteer
6 soup
7 homeless
8 immigrants

Exercise 2
1 volunteer
2 immigrant
3 poor
4 member

Exercise 3
1 a
2 d
3 c
4 b

Exercise 4
1 a
2 e
3 d
4 c
5 b

Exercise 5
1 lies
2 capital
3 tribe
4 population
5 charity
6 manifesto
7 background
8 prison
9 bully
10 peace
11 identity
12 volunteer
13 segregation
14 donation

ENGLISH-SPEAKING COUNTRIES

Exercise 1
1 d
2 b
3 a
4 c
1 Madame Tussauds
2 London Dungeon
3 Oxford Street
4 Edinburgh Castle

Exercise 2
Across:
2 Oscar
3 Obama
4 Royal
5 Edinburgh
6 Scottish
7 segregation
8 Shakespeare
Down:
1 Beatles
2 Eye
3 Rowling
4 Camden
5 Bond
6 Tussauds
7 Welsh
8 Darwin
The city: LONDON

Focus 1 GRAMMAR REVIEW

Present Simple and Present Continuous

Exercise 1
1 He watches TV in the evenings.
2 My mother doesn't drink coffee.
3 Donald spends Christmas at home every year.
4 Do you often go shopping?
5 My aunt doesn't work at school.
6 Does he speak French?

Exercise 2
1 is having
2 is running
3 is not working, is swimming
4 Are you reading
5 is working
6 Is your best friend laughing

Exercise 3
1 Are you watching
2 are you packing
3 is waiting
4 are studying
5 have
6 want
7 is playing
8 plays
9 need
10 am studying
11 study

Exercise 4
1 What are you wearing today?
2 Do you live near your school?
3 What console games do you like most?
4 What do you usually have for breakfast?
5 What book are you reading now?
6 What do you usually wear to school?
7 Are you working anywhere right now?
8 Do any of your friends play the guitar?

Exercise 5
Students' own answers.

Exercise 6
1 on
2 never
3 At
4 every day
5 days
6 every

Past Simple

Exercise 1
1 lived, didn't work.
2 Did you stay
3 didn't study, failed
4 stopped, started
5 followed
6 Did he play

Exercise 2
1A Did you buy, were
B didn't, didn't have
2A Were
B: went
3 broke, was, Did she go, did
4 Did you find, did, found
5 Did Mr Kay run, was, did, swam
6 Did your brothers fight, were, did, won
7 Were, were, liked
8 Did you get, wanted, got

Exercise 3
1 took
2 snowed
3 wanted
4 arrived
5 forgot
6 was
7 didn't have
8 were
9 was
10 wanted
11 ran
12 drove
13 got
14 looked
15 said
16 turned
17 could
18 was
19 started
20 were
21 didn't pack
22 came
23 had
24 laughed

Exercise 4
1 Where did Sophie go yesterday?
2 What did he watch last night?
3 What was your favourite subject at school?
4 How many books did Alice read last year?
5 When did Sue's parents buy a big house?
6 Why didn't you go shopping?
7 How many emails did you send yesterday?
8 What could your sister do when she was six?

Exercise 5
1 What did you wear to school yesterday?
2 Where did you go on holiday last year?
3 Who did you meet at the weekend?
4 What time did you get up yesterday?
5 Were you busy on Saturday at 6 p.m.?
6 What did you like doing in your free time when you were a child?
7 What did you do last night?
8 Did you like your primary school?

Students' own answers.

Exercise 6
1 Did Alan set the alarm clock on Friday?
2 Did they have breakfast on Saturday?
3 Was the weather nice?
4 Did they go to the mountains?
5 Did they laugh a lot?

Students' own answers.

Present Perfect

Exercise 1
1 haven't done
2 have you changed
3 have already read
4 have been
5 Have you watered
6 Has her sister cut

Exercise 2
1 Have your parents booked a trip to Asia? Yes, they have.
2 Have you seen Mary? Yes, I have.
3 Has Mark bought a new bike? No, he hasn't.
4 Has your best friend tried kitesurfing? Yes, he has.
5 Has Fiona gone/been shopping? Yes, she has.

Exercise 3
Example answers:
1 My partner has never been camping.
2 My partner has written a poem.
3 My partner has never sung in a karaoke bar.
4 My partner has never ridden a camel.
5 My partner has won a medal.
6 My partner has gone/been bungee jumping.

Exercises 4–5
Students' own answers.

be going to

Exercise 1
1 We are going to visit a lot of museums this summer.
2 Is your brother going to watch a football match tonight?
3 Are we going to have a break soon?
4 Sheila is not going to cook dinner.
5 Donald is going to spend his holidays at home.
6 What are you going to do after class?
7 I am not going to wait for you any longer.

Exercise 2
1 to
2 going
3 not
4 is
5 you
6 am
7 I
8 be
9 We
10 Are
11 aren't

Exercise 3
1 Is Neil going to be at, he isn't
2 is he going to do, is not going to sell, is going to keep
3 Are they going to stay, they aren't, are going to leave

Exercises 4–5
Students' own answers.

Exercise 6
1 What are you going to do tomorrow?
2 What are you going to eat tonight?
3 Where are you going to travel (to) next summer?
4 What are you going to buy at the weekend?
5 Are you going to visit a doctor this month?
6 Are you going to start a summer job in July?

Students' own answers.

will for predictions

Exercise 1
1 won't die
2 Will the icebergs melt
3 won't use
4 won't change
5 Will oceans and lakes disappear
6 will the cheapest means of transport be

Exercise 2
Example answers:
1 In fifty years we will be able / won't be able to travel in time.
2 In fifty years people will be able / won't be able to breathe under water.
3 In fifty years scientists will be able / won't be able to find a cure for cancer.
4 In fifty years we will be able / won't be able to stop a hurricane.
5 In fifty years we will be able / won't be able to see through walls.
6 In fifty years cars will be able / won't be able to fly.

Exercise 3
Example answers:
1 Pollution will become worse.
2 Petrol will become less expensive.
3 Schools will become better.
4 Temperatures won't get higher.
5 Intelligent technologies will become more popular.
6 Electric cars will become more available.

Exercises 4–5
Students' own answers.

must, have to and *should*

Exercise 1
1 Do policemen have to wear uniforms? Yes, they do.
2 Does a secretary have to be good at swimming? No, he/she doesn't.
3 Does a teacher have to prepare for lessons? Yes, he/she does.
4 Do students have to pay for sandwiches in your school? *Students' own answers.*
5 Do you have to do your homework every day? Student's own answers.

Exercise 2
Example answers:
1 You should hurry!
2 You should go to a dentist!
3 You shouldn't worry about your grades!
4 You shouldn't spend all your money.
5 You should go to bed early every day.

Exercise 3
1 You mustn't open the door to strangers.
2 You must go to bed before 9 p.m.
3 You must go to school.
4 You mustn't take my phone.
5 You mustn't eat too much chocolate.
6 You must brush your teeth every day.
7 You must be nice to your friends.

Exercise 4
1 You have to be quiet.
2 You mustn't go there alone if you are younger than eight.
3 You should listen to your friends' advice.
4 You mustn't speak at the library.
5 You shouldn't take more than two books at a time.

Exercise 5
Students' own answers.

Exercise 6
Students' own answers.
Examples:
1 You must learn Maths a lot.
2 You don't have to study at weekends.
3 You must be good at computers.
4 You don't have to be creative.
5 You should do extra homework in Maths.
6 You should practise your English a lot.
7 You mustn't be late to school.
8 You should be active during lessons.
9 You mustn't party all night long.
10 You should read articles on foreign websites.
11 You should be interested in current affairs.
12 You should go to art galleries and museums.

Countable and uncountable nouns, articles

Exercise 1
1 C
2 U
3 U
4 C
5 C
6 U
7 U
8 U
9 C
10 U
11 U
12 U
13 U

Exercise 2
1 How many
2 How much
3 How much
4 How many
5 How much
6 How many
7 How much
8 How many

Exercise 3
1 an, some/a
2 a, any
3 a
4 some
5 a
6 any
7 any
8 a

Exercise 4
1 a, Ø , a
2 a, The, Ø
3 The
4 a, the
5 a, Ø
6 Ø, Ø
7 a, Ø, a/the
8 Ø , Ø , the, Ø

Exercise 5
1 any/much
2 many
3 a
4 much
5 The
6 an

Exercise 6
Example answers:
1 How many books are there on your shelf?
2 How much snow is there outside?
3 How many balloons do you need for your birthday party?
4 How many shoes are there in your wardrobe?
5 How much homework have you got for tomorrow?
6 How many films do you watch a year?
7 How much money do you need for the holidays?
8 How much music do you listen to?

Students' own answers.

Exercise 7
1 the, Ø
2 Ø, the
3 Ø
4 Ø
5 Ø, Ø
6 a
7 Ø, a/the
8 Ø, the
9 Ø
10 The
11 the, the
12 Ø, the

Revision of tenses

Exercise 1
1 Where does Maria often go?
2 What are you drinking?
3 Why does he train every day?
4 How often does her aunt visit her?
5 What are you reading now?
6 Where do you live?
7 What does Tom usually wear to school?
8 When does he go to the gym?

Exercise 2
1 works
2 is sleeping/is playing
3 are talking
4 watch
5 are not, are playing
6 is not watching, he is learning
7 are, eat
8 talk

Exercise 3
1 is going to go, will find
2 is going to be a model, will be good, will be, Are you going to be
3 am not going to study, are you going to study

Exercise 4
Students' own answers.

Exercise 5
1What did you watch?
2 What did you cook?
3 How many people were there?
4 How long did you learn?
5 Where did you go?
6 What present did you get?
7 What time did you get up?

Students' own answers.

Exercise 6
1 never / just
2 yet
3 never / just
4 been
5 been
6 Have
7 gone

Exercise 7
1 No, they won't.
2 No, I haven't.
3 No, she doesn't.
4 Yes, he is.
5 Yes, she has.
6 Yes, I did.
7 No, there won't.

Exercise 8
1 The best teacher I have ever known is ...
2 The cheapest restaurant I have ever eaten at is ...
3 The fastest car I have ever been in is a ...
4 The most beautiful city I have ever been to is ...
5 The most expensive ticket I have ever bought is ...
6 The best mobile app I have ever used is ...

Students' own answers.

Exercise 9
1 have already passed
2 was, read
3 go
4 spent
5 will be able to speak
6 am using
7 am not working

GRAMMAR: Train and Try Again

Unit 1

Exercise 1
1 Does she enjoy cooking?
2 Is he studying for his exams?
3 Have you ever met him?
4 Do you like shopping?
5 Has David visited Paris and London?
6 Do you go to the gym at the weekend?
7 Are they having dinner?
8 Do they do aerobics twice a week?

Exercise 2
1 Who helps old people in the local area?
2 Who does Tom help?
3 What do you enjoy?
4 Who is keen on music?
5 What are you reading at the moment?
6 Who is reading a book by Stephen King at the moment?
7 Who wrote the book?
8 Where are you from?
9 Who are you phoning?
10 Where is the charity helping mothers with children?
11 Who has borrowed this game from Lilian?
12 Why has Frank borrowed this game?

Exercise 3
1 reading
2 to go
3 wearing
4 telling
5 to go
6 to buy
7 to work
8 going
9 to arrive
10 leaving

Exercise 4
1 Does
2 does
3 Have
4 What
5 to
6 is
7 do
8 to
9 are
10 Who
11 are
12 do

Workbook answer key

Exercise 5
1 Where is Karen from?
2 She'd like to wear a uniform.
3 Who likes you?
4 How much time does he spend doing sports?
5 What do you do after dinner?
6 Have they ever given money to charity?

Exercise 6
1 doing
2 doing
3 do you do
4 playing
5 Do you have
6 play
7 listening
8 reading
9 read
10 to read
11 to concentrate
12 to relax
13 are you reading
14 'm reading
15 reading
16 don't read
17 going

Unit 2
1 arrived
2 rang
3 heard
4 were you
5 wasn't working

Exercise 2
1 phoned
2 were you doing
3 did you phone
4 was watching
5 didn't hear
6 called
7 skied
8 didn't know
9 was skiing
10 collided
11 broke
12 was

Exercise 3
1 didn't use to get up
2 both
3 bought
4 used to go
5 both
6 went

Exercise 4
1 What were you watching/ doing when David arrived?
2 Who speaks English?
3 How many languages do you speak?
4 Who likes reading detective stories?
5 What does Barbara enjoy (doing)?
6 Where have you been?

Exercise 5
1 comes
2 was waiting, arrived
3 visited
4 is Paul doing, is working
5 Do you work
6 used to work

Exercise 6
1 were reading
2 were
3 heard
4 got
5 looked
6 is coming
7 knew
8 used to help/helped
9 are investigating
10 don't know

Unit 3
Exercise 1
1 fastest
2 best
3 as exciting as
4 best
5 shorter than
6 more expensive

Exercise 2
1 far
2 funnier
3 most
4 worst
5 have ever read
6 as high as
7 taller

Exercise 3
1 have already bought
2a Have you seen
2b 've just said
2c was
3a 've just won
3b bought
3c haven't heard
3d talked
3e invited
3f was

Exercise 4
1 does
2 with
3 getting up
4 was shining
5 work
6 yet
7 joined
8 the youngest

Exercise 5
1 've just been
2 did you see
3 saw
4 Have you seen
5 haven't
6 best
7 watched
8 most interesting
9 have ever seen
10 more boring

Exercise 6
1 have always enjoyed
2 went
3 go
4 go
5 went
6 were walking
7 began
8 was
9 got
10 was
11 had
12 went
13 were walking
14 asked
15 've just decided

Unit 4
Exercise 1
1 How long have you known each other?
2 How long has Shannon been in the waiting room?
3 Who has had this Jaguar for more than a decade?
4 Where have the Smiths lived since they came to our town?
5 How long has Adam had this book?

Exercise 2
1 Anne has been here for two days.
2 It started raining two hours ago.
3 The children have had the new computer since yesterday.
4 I have loved this song since I heard it at the party last Friday.
5 Our parents met for the first time six months ago.

Exercise 3
1 are not going to
2 I'll phone
3 I'll help
4 what are you going to do
5 are leaving
6 are you meeting
7 We're meeting
8 I'll make

Exercise 4
1 Who does Emma like?
2 Who likes Emma?
3 What singers are you keen on?
4 I don't mind studying after dinner.
5 I was walking along the mountain path when you phoned me.
6 The Petersons moved out of that house only a few months ago.

Exercise 5
1 'll send
2 has lived/ – polecenie nie obejmuje Present Perf Continuous
3 Is Pat organising
4 have you known
5 has known
6 I'll go
7 has been

Exercise 6
1 are going
2 are you doing
3 'm going to stay
4 Have you ever been
5 used to go
6 did you
7 went
8 did you use to go
9 used to go
10 used to go
11 climbed
12 highest
13 were climbing
14 changed
15 found
16 aren't coming
17 I'll come
18 haven't been
19 since
20 'll let

Unit 5
Exercise 1
1 go
2 like, 'll enjoy (any order)
3 go, 'll meet
4 goes, 'll visit
5 go, 'll listen

Exercise 2
1 doesn't, 'll go
2 won't go, snows
3 calls, won't
4 doesn't go, 'll work
5 will protest, break down

Exercise 3
1 wardrobe
2 chemist
3 password
4 sitcom
5 sale

Exercise 4
1 where
2 which/that
3 who/that
4 who/that
5 who/that
6 where

Exercise 5
1 d
2 f
3 e
4 c
5 a
6 g
7 b

Exercise 6
1 does he enjoy
2 was walking, saw, were hiding
3 used to smoke
4 has just come back, did he arrive
5 are leaving
6 'll carry
7 are you doing / are you going to do
8 don't go, won't learn

Exercise 7
1 What do you do?
2 prefer to take
3 went out
4 like
5 the most
6 since
7 is, will walk
8 which/that sells

Unit 6
Exercise 1
1 would
2 didn't
3 wouldn't
4 would sleep
5 was

Exercise 2
1 If we took the car, we would have problems parking it.
2 If I wanted advice, I would ask my brother.
3 If we grew our own food, we would not waste it.
4 If there were not so many cars in cities, the smog level would be lower.
5 If people remembered to take shopping bags from home, they would not buy plastic ones in shops.

Exercise 3
1 can't
2 have to
3 don't have to
4 must
5 mustn't
6 don't need to

Exercise 4
1 don't have to
2 mustn't
3 doesn't have to
4 don't have to

Exercise 5
1 e
2 d
3 a
4 c
5 b
6 g
7 h
8 f
9 j
10 i

Exercise 6
1 'd buy
2 'd give up
3 don't have to
4 'd be
5 have you worked
6 've worked
7 for
8 Since
9 have to
10 can't
11 Have you asked
12 'll have to
13 were
14 'd look

Unit 7
Exercise 1
1 Is the car cleaned once a month?
2 Is fresh, soft butter needed to make that chocolate cake?
3 Have the cakes been eaten during the party?
4 Has the most important work been done yet?
5 Were the lives of hundreds of people transformed by Fairtrade in Africa in the 1990s?
6 Are all the shoes in this shop made of plastic?
7 Was this painting sold yesterday?
8 Was this plum jam produced in Poland last September?

Exercise 2
1 was opened
2 Have the people asked
3 have already been delivered
4 was stopped
5 builds
6 Is your name written

Exercise 3
1 much
2 a few
3 some
4 much
5 a little
6 are
7 a few

Exercise 4
1 How many
2 was conducted
3 by
4 a few, have just been sold
5 was made
6 a little
7 How much
8 any
9 too few
10 have been worn
11 to know
12 were you doing, was buying
13 Have you ever been
14 bigger, the biggest
15 have you had, since
16 Are you going to, we're going to
17 I'll give
18 would

Exercise 5
1 used to
2 lot of
3 lots of
4 was
5 some
6 who
7 few
8 Little
9 are
10 by

Unit 8
Exercise 1
1 (had) finished, had
2 (had) told, went
3 had learned
4 had denied, showed, was
5 left, had come
6 got, had already had

Exercise 2
1 had opened
2 laid down
3 had come out in a rash
4 arrived
5 stepped
6 had opened

Exercise 3
1 had finished
2 had found
3 told, had locked
4 was
5 had he told you
6 was working
7 hadn't had
8 had enjoyed

Exercise 4
1 told
2 hadn't done
3 told
4 had walked
5 had locked

Exercise 5
1 has worked/has been working
2 worked
3 haven't seen
4 have just seen
5 'm going to take/'m taking
6 'll take
7 will be
8 would be
9 were arrested
10 had already left

Exercise 6
1 was writing
2 who
3 said
4 Tell
5 told
6 was working
7 heard
8 ran
9 a lot of
10 had heard
11 any
12 was killed
13 had been
14 had moved

Culture notes

Unit 1 Lives people live

1.1 Vocabulary

As of 2019, **Queen Elizabeth II** is the longest-reigning British monarch, having succeeded to the throne in 1952.

1.2 Grammar

Michelle Obama (b. 1964) is an American lawyer and a former First Lady of the United States. She graduated from Princeton University and Harvard Law School. She has supported numerous charitable causes for education, physical activity, healthy eating and poverty awareness. She's married to Barack Obama who was the 44th President of the United States (2009–2017). They were the first African American presidential couple in US history. They have two daughters.

Barack Obama (b. 1961) is an American lawyer and politician. He was the 44th President of the United States and the first African American to hold the office. He's a Democrat. He graduated from Columbia University and Harvard Law School. In 2008, he won the presidential election and served two terms in office (2009–2017). In 2009, he received a Nobel Peace Prize and donated the prize money to charity. He's married to Michelle Obama. They have two daughters.

Leonardo DiCaprio (b. 1974) is an American actor, a film director and producer, and also a writer. He has starred in movies such as *What's Eating Gilbert Grape*, *Romeo + Juliet*, *Titanic*, *Inception* and *The Revenant*. He has received three Golden Globe awards and accepted his first Oscar for best actor in *The Revenant* in 2016. His Leonardo DiCaprio Foundation helps to protect the environment by supporting solutions to pollution and climate change issues, as well as protecting endangered species.

Unit 2 Science and technology

2.1 Vocabulary

Web browsers are software programmes which allow users to find, access and view web pages. The most common browsers are: Edge and Internet Explorer from Microsoft, Google Chrome, Firefox from Mozilla, Safari from Apple and Opera.

Social media include websites and applications such as Facebook, Twitter, Instagram and Snapchat. They allow users to create their profiles and then share posts, photos and videos. Social media are also used for instant messaging to communicate with other people.

Search engines, such as Google, Yahoo, Baidu and Bing, allow users to look for information on the Internet. After typing in key words, the relevant sites come up as a list.

2.2 Grammar

Joseph Jacobson (b. 1965) is an American physicist who works as a researcher at MIT. He was named as one of the 100 most influential innovators under thirty-five in *Technology Review* for the work that led to the development of e-ink and technologies for e-books. The first e-reader came out in 2004. Popular e-readers include Kindle and Kobo.

Charles Dickens (1812–1870) was an English writer and social critic. He created some of the most memorable characters in fiction and his books are still popular today. *David Copperfield* was his eighth novel.

Abraham 'Bram' Stoker (1847–1912) was an Irish novelist and short story writer, best known for his novel *Dracula* (1897), the story of the vampire Count Dracula.

2.4 Reading

Antarctica is one of the Earth's seven continents, the one located southernmost, at the South Pole. Almost all the continent is covered with ice. Antarctica is a desert – it doesn't rain or snow much there. It's also the coldest and windiest continent. The conditions are very rough, although grass, algae and bacteria can survive there. Some animals live there too: there are penguins, seals and whales in the Southern Ocean which surrounds Antarctica. It's too cold in Antarctica for humans to live there permanently, but there are a few thousand scientists from all over the globe who stay in the science and research stations and do research on the continent and its environment. Antarctica is a place where space research is done, because that is where you can find a lot of well-preserved meteorites. About 4,000 scientists work in the permanent stations during the summer season and around 1,000 during the harsh and dark winters. In 1959, all countries whose scientists work in Antarctica signed the Antarctic Treaty – an agreement stating that the continent is a protected zone which cannot be used for military actions, but only for scientific purposes.

2.5 Grammar

The earliest form of the **record player**, the phonograph, was invented in 1877 by Thomas Edison. It could record and reproduce sound using a thin metal sheet. In 1887, Emile Berliner invented the gramophone record and the gramophone player. Records were discs with music on both sides. The record was the most common form of listening to music until 1982, when CDs were invented.

Although there were **cars** with steam engines as early as 1769, the modern car with a petrol engine was invented in 1885 by Karl Benz. In the early days, only the rich had cars. Henry Ford changed this – he developed and manufactured the first car that middle-class people could afford to buy. His famous 'Model T' car went on sale in 1908.

Clothes have probably existed for over 650,000 years. Since the earliest times, they have been used for warmth and protection. Clothes often have a social context – they may be different for men and women, they may be different for rich or poor people and they may reflect religious beliefs. In the past, clothes were usually more formal and women wore clothes with long sleeves and skirts. Women did not wear trousers. Short skirts, such as the mini skirt, first appeared in the 1960s. Fashions change constantly. Years ago, natural materials such as cotton and wool were used, now new synthetic materials are being developed every year.

2.6 Use of English

The **National Aeronautics and Space Administration (NASA)** is the American agency responsible for space exploration. The Apollo 11 spaceflight that first landed on the moon was NASA's fourth manned mission. The three astronauts in the crew were Neil Armstrong, Edward 'Buzz' Aldrin and Michael Collins. They landed on 20 July 1969. The next day, Armstrong and Aldrin walked on the moon while Collins controlled their spacecraft.

2.7 Writing

Cornwall is a county in England and its most southwestern part. It's a popular tourist destination known for its attractive villages and long coastline with sandy beaches and high cliffs.

Unit 3 The arts

3.2 Grammar

William Shakespeare (1564–1616) was an English playwright and poet, one of the greatest writers in English ever. He is often called the 'Bard'. ***Romeo and Juliet*** is one of his most famous romantic plays. It is set in Italy and tells the story of two young people in love. ***Hamlet*** is one of his four famous tragedies. It is set in Denmark and tells the story of Prince Hamlet.

Mariah Carey (b. 1970) is an American singer, songwriter and record producer. She debuted in 1990, and since then she's sold over 200 million copies of her albums, which makes her one of the best-selling artists in history. She's called a diva because she's famous for her excessive demands. Mariah is also a philanthropist and supports many charities.

Christina Aguilera (b. 1980) is an American singer, songwriter, actress and TV personality. Her first successful hit single was *Genie in a Bottle* released in 1999. Since then she's released seven studio albums and sold over 50 million records. Christina has a remarkable soprano voice. She's a philanthropist who supports various charities.

Glastonbury Festival is the greatest British contemporary performing arts festival which takes place every year at the end of June in Pilton, Somerset, England. It's also the largest green-field festival in the world. It's mostly a music event, but there are also other art forms presented, such as dance, comedy, theatre, circus or cabaret. Every year around 170,000 people take part in this five-day-long festival and the list of stars who have performed at this event include David Bowie, the Prodigy, Placebo, U2, Imagine Dragons and The Cure.

The Palace Museum in the Forbidden City in Beijing in China is a famous art and archaeology museum.

Musée du Louvre is in Paris, France. The world-famous *Mona Lisa* painting is part of the museum's collection.

Harry Potter is a series of fantasy films about a young wizard played by Daniel Radcliffe.

Pirates of the Caribbean is a series of adventure comedy films starring Johnny Depp as Captain Jack Sparrow.

3.3 Listening

JR (b. 1983) is a photographer and artist. His real name is a secret. He started his work in Paris. He puts up large black and white photos of people in public places because he believes that city streets are like art galleries. JR's photos are intended to make people think about stereotypes and about images used in advertising and the media.

3.5 Grammar

Miley Cyrus (b. 1992) is an American singer, songwriter and actress. She debuted at the age of eleven in the TV series *Hannah Montana*. Since 2007 she's also been a pop/country singer and has recorded and released six albums. She started her career as a sweet Disney teen idol, but became rebellious with age, recording controversial songs and music videos. She's a wealthy young woman who supports numerous charities, especially those caring for the health and well-being of young people.

The BRIT School is a school in London, established in 1991. Its full name is the BRIT School for Performing Arts and Technology, but it is commonly known as the BRIT School. As well as studying standard academic subjects, students train to be performers and work in media, art and design.

3.7 Writing

Denis Villeneuve (b. 1967) is a French Canadian film director, writer and producer known for directing such movies as *Arrival* and *Blade Runner 2049*.

Ryan Gosling (b. 1980) is a Canadian actor and musician. He has starred in movies such as *The Ides of March*, *The Big Short*, *La La Land* and *Blade Runner 2049*. He was nominated for an Oscar for best actor twice and won the Golden Globe for best actor for his role in *La La Land*. He supports a number of organisations promoting peace efforts in Africa.

Harrison Ford (b. 1942) is an American actor. He is known for portraying Han Solo in the *Star Wars* franchise and the title role in the Indiana Jones series. He has also starred in such movies as *Apocalypse Now*, *The Fugitive*, *Blade Runner* and its sequel *Blade Runner 2049*. Ford is also an environmental activist.

Sir Ridley Scott (b. 1937) is an English film director and producer. He has directed such movies as *Alien*, *Blade Runner, Gladiator*, *Prometheus* and *The Martian*. He has received the nomination for the Oscar for best director three times.

Jason Moore (b. 1970) is an American film, theatre and television director. His debut as a director, *Pitch Perfect*, received very positive reviews from the critics and was followed by two sequels.

Anna Kendrick (b. 1985) is an American actress and singer. She is known for her roles in *The Twilight Saga* and the *Pitch Perfect* series. She was nominated for the Oscar for best supporting actress for her performance in *Up in the Air*.

Rebel Wilson (b. 1980) is an Australian actress, writer and producer. She is best known for her role in the *Pitch Perfect* series.

Mickey Rapkin is an American writer and columnist. *Pitch Perfect* is a film adaptation of his debut book.

Unit 4 Home sweet home

4.1 Vocabulary

Etgar Keret (b. 1967) is an Israeli-Polish writer known for his short stories, graphic novels and scriptwriting for film and television. His works have been translated into over thirty languages. He was the first person to live in Keret House and staying at 'the narrowest house in the world' was a personal experience for him, as it reminded him of his parents' experiences in the Warsaw Ghetto during WW2.

4.2 Grammar

The **Couchsurfing** community was started by Casey Fenton, Daniel Hoffer, Sebastian Le Tuan and Leonardo Bassani da Silveira in 2004. Their idea was that people could travel and experience life in new places as local people. Now it has over 15 million members in over 200,000 cities. Members offer people a place to stay and often take them out and show them around their home towns. You don't pay to stay in people's homes. Couchsurfing also organises events.

4.7 Writing

The **Sally Lunn Bun** is a large, light bun made with yeast, cream, flour, sugar and eggs. It's usually served warm, sliced and with butter on top. Some say it is really a combination of bun, bread and cake, and that it was first served in the eighteenth century in the town of Bath, England.

Bath is a city in the southwest of England, with a population of around 85,000. The Romans established the city as a spa around AD 60 and built many baths and a temple on the hills nearby. It became a World Heritage Site in 1987. It is famous for its buildings, theatres and museums, as well as being the home of Jane Austen, the writer. Around four million people visit every year.

The **Roman Baths** is one of the original bath houses built by the Romans. There are four different parts – the Roman Temple, the Roman Bath House, the Museum and the Sacred Spring. Over a million people visit every year.

4.8 Speaking

Oxford Street is one of the most popular places in London to go shopping. It is the busiest shopping street in Europe with about 300 shops.

Camden Market is a collection of open-air and indoor markets running along the streets, packed with over 1,000 shops and stalls where you can buy almost anything. It is located in Camden Town in north-west London. The market opened in 1974 and still has its bohemian atmosphere. It's a major London tourist attraction.

The London Eye is next to the River Thames in London. It is a large Ferris wheel, 135 metres tall and 120 metres across, with thirty-two cabins that can hold up to twenty-five people. It is the tallest Ferris wheel in Europe and a popular tourist destination – about 3.5 million people visit it every year.

The London Dungeon is a popular tourist attraction in London. It recreates historical events with a mixture of live actors, scenes, special effects and rides. It was opened in 1974 and moved to a new site near the London Eye in 2013.

Shakespeare's Globe Theatre is the complex where the original Globe Theatre was reconstructed. The Globe Theatre was a London theatre associated with William Shakespeare. It was built in 1599, destroyed by fire in 1613, rebuilt in 1614 and closed down in 1642. The modern Globe Theatre reconstruction is very realistic, although there are some differences. The reconstructed Shakespeare's Globe was opened in 1997 and is a huge tourist attraction of London. It's a working theatre, so apart from a tour, you can also see a real play there.

Madame Tussauds is another popular tourist attraction in London. It is famous for recreating well-known people and celebrities in wax. The original Madame Tussauds was set up by wax sculptor Marie Tussaud in 1835.

The National Museum of Scotland is in Edinburgh. It was formed in 2006, when the Museum of Scotland and the Royal Museum joined together. It has many important collections relating to Scottish culture and history, as well as science, technology and natural history.

The Royal Botanic Garden Edinburgh is a popular tourist attraction and a scientific centre. Its research focuses on plants and their diversity and conservation.

Edinburgh Castle is located on the top of a hill in the centre of Edinburgh. There has been a royal castle here since the twelfth century and the king of Scotland lived here until Scotland and England joined together under one ruler in 1603. Over 1.3 million people visit every year.

Scottish country dancing is a form of traditional dance done by three or more couples of dancers. There are many different dances and each has a series of moves. People often do these dances at *ceilidhs* (pronounced /ˈkeɪlɪz/) – social events at which people sing and dance to traditional Scottish music.

Unit 5 Time to learn

5.2 Grammar

A **gap year** refers to a time (not necessarily a full twelve months) which people take off between education and/or work to do activities such as travelling, volunteering or working abroad. The idea of the gap year started in Britain in the late 1960s. In the past decade, it has become more popular for students to take a gap year between finishing school and starting university.

5.3 Listening

There are about 130 **universities** in the UK. The oldest is **Oxford University** (before 1167) followed by **Cambridge University** (1209) and **St Andrews University** (1410–1413). About 30 percent of British students go to college or university.

5.4 Reading

Michael Phelps (b. 1985) is a retired American swimmer and the most successful Olympian of all time, as he won a total of twenty-eight Olympic medals. He also holds the all-time world record for the number of Olympic gold medals (twenty-three). He retired in 2016. He's also a philanthropist who promotes swimming and a healthy lifestyle among young people. He supports the cause of fighting mental illnesses, and he admitted he suffered from depression himself.

Dr Temple Grandin (b. 1942) is an American professor of animal science. All her career she has focused on improving the well-being of livestock. She's hired by meat industry to consult on how to calm animals down before they are killed for meat. Although she had all the symptoms of autism as a child, she wasn't diagnosed until she was an adult. Her childhood was difficult and demanding, but with the help of her parents Grandin managed to finish college and graduate from the University of Illinois. She's an advocate for people with autism. She's written several books about what it's like to live with this condition and how the brains of autistic people work.

Keira Knightley (b. 1985) is a British theatre and movie actress. She starred in *Love Actually* and *The Pirates of the Caribbean* film series, where she played Elizabeth Swann. She was nominated for several Golden Globes and Academy Awards. She's also performed on London's West End and New York's Broadway.

Sir Richard Branson (b. 1950) is an English businessman, investor, author and philanthropist. He is the founder of the Virgin Group which controls more than 400 companies. He dropped out of school at the age of sixteen and started his first business. In March 2000, Branson was knighted at Buckingham Palace for 'services to entrepreneurship.' He has also tried to break several world records, e.g. by flying around the world in a hot air balloon.

5.5 Grammar

In 2001, *The Guardian* newspaper had a competition asking children to describe their perfect school. They called it *The School I'd Like.* They repeated the competition in 2011. The results were compiled into a **Children's Manifesto**. The information in the text is based on this manifesto.

5.7 Writing

IELTS (International English Language Testing System) is an international test of English language proficiency. It was established in 1989. No minimum score is necessary to pass the text, marks go from band 1 (non-user) to band 9 (expert user). Over three million people take the test every year.

TOEFL (Test of English as a Foreign Language) is a test of the ability to use and understand English in an academic setting. The test was originally designed to test English language proficiency for non-native speakers who wanted to study at US universities. Many English-speaking universities, businesses and education programmes all over the world now require students to have passed the exam before accepting them.

PTE is the **Pearson Test of English**. It is a scenario-based English language test recognised by institutions in many countries including the USA, the UK, Australia and Canada. There are three separate tests: PTE Academic (for studying at university), PTE General and PTE Young Learners.

The **Cambridge English Qualifications** are a system for language development designed to make sure learners progress continually in their learning of English as a foreign language. Each exam focuses on a level defined in the Common European Framework of Reference (CEFR). The most popular Cambridge English Qualifications exams are their Young Learners exams (Pre A1 Starters, A1 Movers and A2 Flyers), A2 Key, B1 Preliminary, B2 First, C1 Advanced and C2 Proficiency.

Unit 6 Just the job

6.1 Vocabulary

Many young people in Britain do **work experience** while they are still at school, when they are sixteen or seventeen years old. They work in a company or organisation, usually for a period of between one and three weeks, to get experience of doing the job. Work experience is not usually paid.

Unit 7 Consumer society

7.2 Grammar

The **Fairtrade Foundation**, usually called 'Fairtrade', is an independent non-profit organisation founded in 1992. Its aim is to ensure that farmers and other producers in developing countries are paid a fair price for their goods. Fairtrade products include things like handicrafts, coffee, cocoa, sugar, tea, bananas, honey, chocolate, flowers and gold. Fairtrade also promotes higher social and environmental standards in the countries it works in. The profits from getting fair prices are often invested in other projects, such as providing clean drinking water or education. Fairtrade campaigns for making people aware of the need for unbiased trade between developing and developed countries.

7.4 Reading

Amazon is one of the largest online shopping websites in the world. It was set up in 1994 by Jeff Bezos as an online bookstore. Now it has expanded its offer to electronics, music, furniture, clothes and many other products.

Drones (the proper name is *unmanned aerial vehicles*) are aircrafts that are not operated by an onboard pilot. They can be controlled from the ground or have an inbuilt computer which navigates them autonomously. Large drones are used mostly for military purposes. Civilian uses include delivering packages, taking photos of large areas and helping to fight fires.

7.5 Grammar

Blake Mycoskie (b. 1976) was travelling in Argentina in 2006 and spent a day volunteering for a local non-profit organisation that delivered used shoes to children in villages near Buenos Aires. When he realised how many children lived without shoes, he decided to do something. In 2006, he created the **One for One** business model, a business that gives one pair of free shoes to poor children for every pair of shoes that customers buy. He called the company **TOMS**. So far, TOMS has given away over one million pairs of shoes to children in forty different countries. Later Mycoskie set up **TOMS Eyewear** – for every pair of eyewear sold, people in need would receive glasses, eye surgery or medical treatment. In 2011, he released his first book, *Start Something That Matters*, telling his story. It became a best-seller.

7.6 Use of English

Dr Martens is a British footwear and clothing brand which makes the iconic, heavy and tall Dr Martens boots with a cushioned sole and characteristic yellow thread used in the stitches. They became the boots of choice for many subcultures, such as skinheads, punks and the 1990s grunge movement. The boots were originally designed and made by a German doctor, Klaus Märtens, in 1947. He had injured his ankle and couldn't find comfortable boots – so he made them himself.

Unit 8 Well-being

8.2 Grammar

Fabrice Muamba (b. 1988) is an English professional footballer who played for Arsenal, Birmingham City and Bolton Wanderers. He was born in Zaire (the Democratic Republic of the Congo), moved to England as a boy and made a football career there. In March 2012, during a televised FA Cup match, his heart stopped and he had to be resuscitated. He was taken to hospital. Luckily, he recovered, even though his heart had stopped for seventy-eight minutes. After this incident he retired from professional football.

8.3 Listening

Central Park is a large public park in Manhattan, New York. It's the most visited park in the United States and a huge tourist attraction. Apart from trees, there are several lakes, a castle, the Central Park Zoo and the Metropolitan Museum of Modern Art.

8.5 Grammar

Stanisław Kowalski (b. 1910) is a Polish Masters athlete. In 2015, he competed at the Polish Veterans Championships where he ran 100 metres, threw the shot put and the discus, becoming the world's oldest athlete. He was 105 years old at that time.

8.7 Writing

The blue light of smartphones is the bright glowing light emitted from the screens of smartphones and other mobile devices. It glows brightly so that you can use the phone even on a sunny day. However, this blue light is similar to daylight and may influence your brain. Human bodies follow a certain cycle, which allows us to stay awake during the day and helps us fall asleep at night. However, if you use your phone right before going to sleep, your brain gets confused, thinks there's daylight and stops producing melatonin – a hormone which helps us sleep. A broken sleep cycle may cause problems with falling and staying asleep, as well as serious health issues.

Student's Book audioscript

Unit 1 Lives people live

1.1 Vocabulary

1.2 Exercise 3, page 4

London is an amazing city. It's full of life and there are so many things to see and do. But if you live in London it can be difficult to meet other people. Very often, a young professional lives next door to an older neighbour, but they never meet. We are a small charity. We connect young people with older people. Young people can help older people with technology and practical jobs around the house. Older people have experience and they can listen to young people and give advice. Every week, we organise evening activities. We have films, cooking classes and story-telling. Or, if an older person prefers not to come out, we can connect them with a young person who visits them at home.

1.2 Grammar

1.6 Exercise 2, page 6

G = Girl P = Presenter

P: Who's your role model?
G: My role model?
P: Yes, who inspires you?
G: Oh, Leonardo DiCaprio.
P: Why do you admire him?
G: Because he's passionate about the environment.
P: Does he give money to environmental charities?
G: Not exactly. He runs The Leonardo DiCaprio Foundation. He speaks at global conferences and makes documentaries about climate change. He wants to protect wildlife, oceans and forests.
P: Have you ever met him?
G: No, never.
P: What is he doing now?
G: He's working on a new film.
P: Are you following him on Twitter?
G: Yes, I am.

1.7 Exercise 4, page 6

B = Boy P = Presenter

P: Who inspires you?
B: The person who inspires me is Michelle Obama.
P: Oh yes, she's great. This is a stupid question, but who is she?
B: She's the ex-first lady of the United States.
P: Of course … and why do you admire her?
B: I admire her because she does a lot of good work with young people.
P: What is she trying to do?
B: She's trying to teach children about exercise and health.
P: Have you ever seen her in person?
B: No, I haven't seen her in person, but I've watched her online.
P: What is she doing now?
B: She's still working with young people.

1.3 Listening

1.9 Exercises 3 and 5, page 7

I = Interviewer K = Karen M = Martin

I: Welcome to *The World of Work*. Today we have two young people in the studio. They are going to talk to us about voluntary work. Welcome to the show, Martin and Karen.
M&K: Thank you.
I: Karen, let's start with you. What kind of voluntary work do you do?
K: I work in a soup kitchen for homeless people. My local church runs a homeless charity, and every evening, homeless people can come to the church and have a simple meal. It's usually soup and bread.
I: That's great, Karen. And what about you, Martin? What does your voluntary work involve?
M: I work on an organic farm.
I: What exactly do you do on the farm?
M: I do lots of different jobs. I plant trees and vegetables. I feed the chickens. I collect the eggs from the chickens and I sometimes cook lunch for all the other volunteers. It's a big farm, and there are fifteen volunteers.
I: How many hours do you work, Karen?
K: I'm a student and I have a lot of work at the moment. I don't have much free time, so I do two or three hours a week.
M: I do quite a lot. I go every Saturday and Sunday. We start very early in the morning and finish at about 7 o'clock in the evening. It's very hard work, and I feel tired at the end of the day. But I don't mind because I love being on the farm.
I: What sort of people volunteer?
K: Fantastic people! No. Um, volunteers are caring people. Of course a lot of people are caring, but volunteers are more likely to do something about it.
I: So why do you do this voluntary work?
M: I am passionate about the environment, and I'm interested in responsible farming. I believe that organic farming is very important for the future. I also like working in a team. I learn important life skills and I'm more confident than before. Also, I want to study farming and agriculture so this is good experience.
I: What about you, Karen?
K: Well, there are problems in my community and I want to help. There's also a selfish reason for doing it – it impresses people and I like that.
I: Thank you Karen, thank you Martin. Now, unemployment …

1.10 Exercises 6 and 8, page 7

B = Becky T = Tim

T: Hi Becky. How are you?
B: Hi Tim. Great thanks. Are you busy?
T: No, not really. Why?
B: Well, I'm thinking of doing some voluntary work in Africa and I wanted to ask you some questions.
T: Sure – what do you want to know?
B: Well, you're experienced, you did voluntary work in Africa and you know me – do you think I'm the right person to be a good volunteer?
T: Oh yes, I'm sure you can do it – but it's a good idea

to think about it very carefully. It's good fun, but it's also really hard work.
B: Yes, I can imagine.
T: You need to be really healthy. How fit are you?
B: Oh, very fit – I'm never ill.
T: That's great because volunteers often work in difficult conditions. And they sometimes work long hours.
B: What do you mean?
T: Well, life is very different there and you have to adapt to new situations. For example, the weather can be extreme. The food and the accommodation are very different. You need to adapt to a new culture.
B: It sounds very exciting. Did you meet a lot of people?
T: Yes, I worked with a big group of people. I think you'll enjoy that because you're a good team player. You have good communication skills. You get on well with people – you're outgoing … and you're responsible. That's really important.
B: Thanks Tim! What about the local people? Were they friendly?
T: I met some lovely people but you need to be sensitive to their culture. I was open to people. You need to remember that their way of life is not the same as our way of life.
B: Right. What did you learn from your experience?
T: I changed a lot! I think I helped a lot of people, but I also learnt new skills. I made friends who I hope I'll know for the rest of my life.
B: It sounds amazing. Thanks Tim!
T: No problem. Call me if you have any more questions.

1.6 Use of English

1.17 Exercises 2 and 3, page 11

F = Father N = Narrator
N: The father
F: We live in London and we have three generations in this house: it's so crowded! We have grandparents, parents and children.
My wife and I have two children and my wife's parents live with us.
There are some advantages. My wife's parents were in New Zealand before. New Zealand is such a long way away from the UK that the children didn't see their grandparents very often. Now they see them every day. Also, childcare is so expensive in London that we didn't have any money for luxuries when the children were little. In fact, we were so poor that we couldn't go on holiday. So it was very helpful to have the grandparents here to look after the children.
But there are also negatives. The house is very small for such a big family.
When I want to be alone, I have to go into the garden.

1.18 Exercise 4, page 11

D = Daughter N = Narrator
N: The daughter
D: I don't mind living with my grandparents, they're so lovely. I like talking to them – they're very experienced and give such good advice. Mum and Dad are so busy. They don't have time to listen to our problems. My parents are so lucky because grandma and granddad are very helpful in the house. Grandma is such a good cook that she does most of the cooking, while granddad looks after the garden.

1.19 Exercise 5, page 11

G = Grandmother N = Narrator
N: The grandmother
G: 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 so many friends that we never feel lonely. But we wanted to help with the children. We try to be useful and it's such fun to spend time with my grandchildren. People say that teenagers are selfish and rude, but I must say my granddaughter's such a polite young lady and she's very kind. I worry about her little brother though. He's so lazy!

1.8 Speaking

1.20 Exercises 2 and 3, page 14

E = Ed K = Kate N = Nick R = Rachel
1
E: Hello, you must be Nick. I'm Ed.
N: Hi Ed. Nice to meet you. Thanks for coming to get me.
E: No problem. How was your flight?
N: It was okay – I watched a couple of movies and listened to my music. I'm really excited to be here in London. I love travelling and meeting new people.
E: Me too. I've got loads of friends and they want to meet you.
N: Really? That's cool! What do you and your friends usually do in your free time?
E: We spend a lot of time watching films and listening to music. I'm into reggae, hip-hop and rap – I don't really like rock or heavy metal.
N: Me neither. Do you have any brothers or sisters?
E: I've just got one sister. She's a model.
N: Is she?
E: Yes, but she doesn't live at home.
N: Oh. I've got a sister too – she's training to be a pilot.
E: Wow, that's interesting. Okay, here's our train – let's go.
2
R: Kate? Hi, I'm Rachel.
K: Oh hi.
R: Did you have a good trip?
K: Yes, it was fine, thanks.
R: Great, let's wait over here. My dad is meeting us. Would you like a drink of something while we wait? Tea?
K: Oh no thanks, I'm not very keen on tea.
R: Really? I love it. I drink it all day. So, is this your first visit to England?
K: Yes, it is. I don't like travelling.
R: Don't you? Oh, I do – I want to go round the world. What do you like doing in your free time?
K: I'm really into sport – I do boxing and I play soccer for my school.
R: Wow, that's interesting. I'm terrible at sport. I'm more interested in music. I play drums in a band. What sort of music do you like?
K: I'm into classical music. I play the violin.
R: Do you? Right … Do you like shopping for clothes? There are some great shops near my house.
K: I can't afford to spend money on clothes. I'm saving to buy a new pair of boxing gloves.
R: Boxing gloves? Oh … Um. Oh look, there's dad. Dad!

1.21 Exercise 4, page 14

B = Boy G = Girl

1
B: I've got thousands of songs on my phone.
G: Have you?
G: Cool!

2
G: I love Spanish and Italian food.
B: Really?
B: Do you?

3
G: My parents have got an apartment in Paris.
B: Wow, that's interesting!
B: Have they?

4
G: There are forty students in my class.
B: Are there?
B: Really?

5
G: I can play the guitar.
B: Cool!
B: Can you?

6
B: I'm passionate about politics.
G: Really?
G: Are you?

1.22 Exercise 5, page 14

B = Boy G = Girl

1
B: I'm worried about the world.
G: Are you? I'm not.

2
G: I'm not worried about the world.
B: Me neither.

3
G: I love reading poetry.
B: Me too.

4
G: I don't like reading poetry.
B: Don't you? I do.

5
B: I've got lots of cousins.
G: Me too.

6
G: I haven't got any cousins.
B: Haven't you? I have.

Focus Review 1

1.23 Exercise 7, page 17

R = Reporter T = Tony

R: Welcome to our weekly programme in which we meet young people who have been actively involved in some unique experiments. Today I've invited Tony Miller, a psychology student from Zurich. Good morning, Tony.
T: Good morning.
R: What kind of experiment did you take part in?
T: Well, I joined a team of university researchers as a volunteer. We wanted to find out why some rich people are happy about their lives and some are not. We focused on those parts of the brain which deal with making decisions and feelings. We discovered that …
R: … Let me interrupt you here… How many people did you invite to take part in your experiment and what were their tasks?
T: So, at the beginning, fifty participants received a sum of money. One group could spend the money only on their own needs or luxuries and the other on someone they knew – it could be a relative, a neighbour, it was their own decision. We observed how the parts of their brains communicated when they were making their decisions. We also asked the participants how happy they were before, during and after the experiment …
R: … and I guess their answers depended on how they'd spent their money.
T: Exactly. Those who'd spent the money on their own pleasures, were not happy at all. But the people in the generous group felt happy at every stage of the experiment, from getting money to giving someone a gift.
R: So, what does the experiment suggest?
T: Well, it shows that people who are doing something for others are happier than those who are selfish and think only about their own needs. That's it.
R: It would explain why most people prefer giving presents to receiving them. I hope your experiment will inspire young people to be more active in charities and do voluntary work, because, as you say, …
R&T: … generous people live happier lives!

Unit 2 Science and technology

2.1 Vocabulary

1.24 Exercise 3, page 19

N = Narrator P = Presenter

N: Here are the answers to the *Science and Technology Quiz.*

Part one

P: The first web browser – called Mosaic – appeared in 1993, soon after the invention of the Internet.
The first search engine was created in 1990. It was called Archie.
The first laser printers were put on sale in 1977 – a long time before personal computers and smartphones.
The first desktop computer with keyboard and mouse was in 1984.
The first smartphone was in 1994. It was made by IBM and it cost $899.
And for the final bonus question – Apple Macintosh was the company that made the first computer with a mouse.

Part two

P: Nicolaus Copernicus was an astronomer and mathematician. He developed the theory that the Earth moves around the Sun.
Isaac Newton was a physicist and mathematician. He did research into gravity, light and many areas of physics, maths and astronomy.
Charles Darwin was a biologist. He observed nature. He took notes and measurements and collected specimens from around the world.
Marie Skłodowska-Curie was a physicist and chemist. She did experiments with radioactive materials and discovered polonium and radium.

Alan Turing was a computer scientist. He invented the idea of a 'Universal Machine' or a computer in 1936.
And for a bonus question – it was Marie Skłodowska-Curie who won two Nobel prizes.

Part three

P: One is false. Einstein did not fail Mathematics at school. He was good at Maths.
Two is true. An earthquake can make the Earth turn faster and therefore make the day a little shorter.
Three is false. The two sides of the brain are connected and always work together.
And for a bonus question – the answer is 100 percent! Your whole brain is active at all times.

1.25 Exercise 4, page 19

Part two

1
Marie Sklodowska-Curie was a physicist and chemist. She did experiments with radioactive materials and discovered polonium and radium.

2
Isaac Newton was a physicist and mathematician. He did research into gravity, light and many areas of physics, maths and astronomy.

3
Alan Turing was a computer scientist. He invented the idea of a 'Universal Machine' or a computer in 1936.

4
Nicolaus Copernicus was an astronomer and mathematician. He developed the theory that the Earth moves around the Sun.

5
Charles Darwin was a biologist. He observed nature. He took notes and measurements and collected specimens from around the world.

2.3 Listening

1.30 Exercise 2, page 19

B = Boy G = Girl

1

B: You're really good at science, are you going to be a scientist?

G: I'd like to. My dad's an archaeologist and of course he wants me to work in archaeology, but I'm not very interested in digging up old things! I'd prefer to do something useful – like conservation and help to protect wild animals. How about you?

B: When I was younger I was really into psychology – I loved learning about emotions and really wanted to help people. Now I think it's too difficult for me. I think I'll study languages!

2

G: There was an amazing program on TV last night. Did you see it? All about how mountains are formed.

B: I did. You're right. It was fascinating. I really enjoy geology.

G: Me too. It's a good series. Last week's was about famous psychologists and their patients. Really interesting!

B: I missed that one. But next week's is about marine biology. Divers in Australia have filmed incredible plants underwater. I mustn't miss that one.

1.32 Exercises 4 and 5, page 21

1
Nobody's surprised that I studied languages – my father's an English teacher and my mother's a translator. At high school, my best subjects were Spanish and German, but I wanted to know more about the nature of language and communication. So I studied linguistics and computer science at university. I'm interested in artificial intelligence – I've just published my first research paper on robots and how they communicate.

2
I work with people who have new ideas about energy sources, like solar and wind power. We're doing research into climate change and trying to discover new ways to produce energy. I want to study ways of protecting the environment using modern technology. This is important work for the future of the planet.

3
I always want to understand why people do what they do – why do they behave that way? What are they thinking? I'm interested in how we develop from birth to the age of seven. Those seven years are the most important years for the psychological development of a child. I love doing research and analysing data. When I finish my studies, I want to work in a children's hospital.

4
I became interested in archaeology when we were studying ancient Egypt and mummies in school. It was fascinating. When I was fourteen, my class took a school trip to Paris and we visited the famous museum, the Louvre. I spent hours in the Egyptian room and decided that I wanted to know more about people who lived thousands of years ago.

5
The first time I went scuba diving, I saw a little fish swimming away into the distance, and at that moment I thought 'Oh yes, that's what I want to do – I want to explore oceans, collect evidence about global warming and help to protect marine life.' I love my work – I can't understand why everybody isn't doing my job.

2.4 Reading

1.35 Exercise 3, page 22

Okay everyone. Thank you for coming to this talk about jobs in Antarctica. We're looking for all kinds of scientists to study sea-life, space and the weather. We work long hours and we work six days a week.
In winter, it's dark for six months. That's right – in a year in Antarctica, you have one day and one night. This is difficult for most people – you need to be a special kind of person to work here.
Are you the sort of person who needs their own space? Don't come to Antarctica – here, we live in very small accommodation.
Are you fit and healthy? We have a few doctors here, and a small hospital, but the nearest main hospital is 2,800 miles away and in winter nobody can leave Antarctica. This is not a job for a person who's worried about their health.
What about salary? Your job in Antarctica won't be the best paid one in the world, but it could lead to other interesting opportunities.
Antarctica is amazing, but we work hard and the daily routine is not exciting. These are jobs for people who care about the environment and want to make a difference.

2.5 Grammar

1.40 Exercise 2, page 24

C = Chris G = Granddad

C: Granddad, how did you communicate with your friends before phones?
G: Before phones? How old do you think I am? We used to have a phone in our house.
C: One phone for everybody?
G: Yes. It was in the sitting room.
C: How did you use to text?
G: We didn't text. Text messaging didn't exist then.
C: What? I send at least thirty texts a day! How did you use to make arrangements with your friends?
G: We used to talk on the phone.
C: In the sitting room? That's not very private, is it?
G: Well, we used to have our private conversations when we saw one another.
C: So all your friends used to live near you, did they?
G: My best friends lived near me, yes. I also had a pen friend in France and we used to write letters.
C: Letters! I can't imagine life without the Internet. When you were young, everything used to be so slow!
G: Hmm, but we didn't know anything different.
C: But what did you use to do before mobile phones and social networking?
G: We used to cycle to one another's houses, go into town and buy records. We used to meet at people's houses – I remember my mother used to get really annoyed with all my friends in my bedroom. She used to tell us to turn the music down.
C: Have you got any photos of your friends?
G: Er, no I haven't, actually. My mum and dad bought me a camera for my sixteenth birthday but I never used it. These days it's so easy taking photos with a digital camera, but we didn't have them then.
C: How many friends did you use to have?
G: Oh, only five or six good ones.
C: Five or six! Do you know how many online friends I've got?
G: A hundred?
C: Six hundred and thirty-nine
G: And how many do you see regularly?
C: Oh … five or six …
G: There you are – things haven't changed much at all.

2.6 Use of English

1.41 Exercises 1 and 2, page 25

M = Man W = Woman

W: Have you heard of human computers?
M: Human computers? You mean robots?
W: No, not robots. Human computers were real people. During the 1950s and 60s, people did the kind of work computers do now. NASA, the space laboratory in the United States, employed a lot of these people. They were brilliant mathematicians.
M: Hm, that's interesting.
W: But the most interesting thing is – they were all women, and some of them, African American women. Have you heard of the film *Hidden Figures*?
M: Er, maybe. What's it about?
W: It's about three brilliant women. During the late 1950s, NASA were working on a project to send the first man into space. Three African American women were working there as human computers. But while they were working on this important project, they had to use separate bathrooms and dining rooms, and they were paid less than white employees. This kind of segregation continued until the mid-1960s.
M: That's shocking. What happened to these women?
W: One of them is still alive. Katherine Johnson worked at NASA for thirty-three years. She made big changes for women during her time there. When the film *Hidden Figures* came out, she met the actress who played her. Then, she went to the 2017 Oscars. She was ninety-eight years old. As soon as she arrived, everyone stood up and cheered.

1.42 Exercise 5, page 25

When Katherine Johnson was a child, she was a maths genius. When she was only fourteen, she went to university to study Maths. While she was studying at university, her Maths professor told her she should become a research mathematician. As soon as she graduated from university she became a teacher. During the 1940s she got married and had children. She didn't become a research mathematician until she was thirty-five. She got a job as a 'computer' with NASA. Katherine was different from other 'computers' – while she was at NASA, she asked a lot of questions. Before Katherine Johnson started work at NASA, only men went to important meetings. She changed that!

2.8 Speaking

1.43 Exercise 2, page 28

L = Lisa T = Tom

L: Hi Tom. How was your holiday in Australia?
T: It was really good thanks … except for the day I nearly died.
L: What happened?
T: I was doing some climbing. At first the sun was shining and I was enjoying myself. But all of a sudden the weather changed. It became really foggy and I couldn't see the path.
L: Oh dear, that sounds frightening.
T: I was pretty worried. I continued for a while, but finally I realised I was lost.
L: What did you do?
T: 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. Unfortunately, my battery went dead after five seconds. It was dark and cold. I sat under a rock, put on my torch and waited.
L: Oh no, what a nightmare!
T: 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.

Unit 3 The arts

3.1 Vocabulary

1.47 Exercise 11, page 33

Humans is the best TV series ever. I watched it on my laptop, and sometimes on my phone. I watched the first series, with eight episodes and I watched them all very quickly. It was so gripping. Once I watched three episodes

one after the other. It's a science-fiction drama about intelligent robots called synths. The setting is a city in Britain where synths are part of everyday life. Synths look like humans and can do lots of different jobs. Joe Hawkins decides to buy a synth to help around the house. But the Hawkins family soon realise that there is something strange about their new synth Anita – something not quite right. As the storyline develops, we learn that there may be a group of synths who are more than just robots or gadgets. In fact, it becomes clear that all the humans on earth may be in danger. What I like most are the characters. The story develops quite slowly so you get to know the characters very well. The acting is brilliant, particularly the synth actors. I can't wait to watch the second series.

3.2 Grammar

1.48 Exercise 1, page 34

Shakespeare wrote thirty-seven plays. *Romeo and Juliet* is the most popular, but *Hamlet* is the longest, and the most challenging for actors. In fact, with over 30,000 words *Hamlet* is much longer than *Romeo and Juliet*, which has around 24,500 words.
Both Mariah Carey and Christina Aguilera are very successful pop singers with great voices. Christina Aguilera has an amazing vocal range of four octaves. But Mariah Carey's vocal range is even better – an impressive five octaves.
The five-day Glastonbury festival in England is huge! It attracts 175,000 people. But it isn't as big as Summerfest USA. Summerfest is an eleven-day festival and it attracts over a million people, making it the world's biggest pop festival.
There have been many best-selling film soundtracks over the years including *Saturday Night Fever, Titanic* or *Forrest Gump*, but the best-selling movie soundtrack album ever is *The Bodyguard*, with the iconic hit song *I will always love you* sung by Whitney Houston.
How many people visit museums in your country? Seven million people visit the Palace Museum in Beijing, China, every year. But the Musée du Louvre in Paris is busier. It gets eight and a half million visitors per year.
The *Harry Potter* films were all very expensive to make, but *Pirates of the Caribbean – On Stranger Tides* was more expensive than any of them. It had a huge budget of nearly $380 million dollars.

3.3 Listening

1.49 Exercises 4 and 5, page 35

K = Katy P = Presenter

P: It's two thirty on Saturday afternoon, and you're listening to the *Culture Programme*. In this part of the programme, we invite a guest to talk about their 'Artist of the Week'. This week, we have Katy West in the studio. Katy is the Editor of *Photo Monthly Magazine*. Welcome to the *Culture Programme*.
K: Thank you.
P: Katy, tell us about your Artist of the Week.
K: My Artist of the Week is a French photographer. He takes photographs and makes them enormous. Then he pastes them in public places.
P: Does he have a name?
K: Ah, well, he's called JR. These are his initials, but his full name is a secret. This is because most of the work he does is not legal.
P: So what kind of photographs does he take, and where can we see them?
K: He takes black and white portraits of people and pastes them on buildings, walls and bridges. He has had exhibitions in museums such as the Pompidou Centre in Paris, but his favourite art gallery is in the street. He wants people who don't usually go to museums to see his work.
He often takes photographs of people with difficult lives. For example, he wanted to bring the story of Native Americans to New York, and so he pasted an enormous black and white photo of a Native American on a wall in Manhattan.
In Brazil, he went to a famous favela in Rio. He pasted photographs of the women on the houses they live in. The eyes of the portraits look towards the centre of Rio – it's a powerful message that says 'Don't forget about us.' This was part of his 'Women are Heroes' project which gives women a unique chance to tell their story to the world.
He likes to paste portraits of ordinary people in unusual locations. For example, he pasted thousands of photos on the dome of a famous monument in Paris, the Pantheon.
P: Thank you, Katy. JR sounds like a fascinating artist …

3.6 Use of English

1.56 Exercises 1 and 2, page 39

B = Boy G = Girl M = Man W = Woman

1
G: That was amazing. The soundtrack was beautiful.
B: Yes, the soundtrack was good but the storyline was really depressing.
G: Mm, it was sad, but the ending was okay.
B: Was it? I think I fell asleep. It was too long for me.

2
W: Wow, that was brilliant.
M: It was! I thought the actors performed very well.
W: Yes, but the man sang better than the woman. Her voice wasn't loud enough.
M: That's true, but her dancing was really good.
W: We should do this more often.
M: Maybe, but the tickets were so expensive.

3
B: There were far too many people in there!
G: Yes, well it is a new exhibition.
B: I didn't like the sculptures. I prefer paintings.
G: Did you see the Picasso?
B: Yes, but the room was too crowded to see it properly.
G: Oh well, let's come back when there are fewer people.

4
B: Hi, how was last night?
G: It was really good but we got home too late. I'm so tired this morning.
B: What time did it finish?
G Well, it started late and finished at midnight.
B: Midnight? That's not late for a gig! You're very lucky to see Beyoncé.
G: I know, she was absolutely brilliant, but she didn't sing enough hits.

3.8 Speaking

1.57 Exercises 3 and 4, page 42

In this photo I can see a street artist drawing a portrait on the pavement. In the background there are some people watching him. They're wearing shorts and T-shirts, so I think it's summer. The street is quite crowded, so perhaps this is a tourist area. The street artist has got dark hair and he's wearing jeans and a bright green T-shirt. He looks quite young. Next to him is a picture and he's copying it. In my opinion, he's a very good artist. I imagine he's going to collect money from the people who are watching him. Personally, I'd give him some money because I think he's done a good job.

1.58 Exercise 7, page 42

Photo A

In this photo there are some young people at a music festival. I think it's summer because some people are wearing sunglasses and baseball hats. In the middle of the picture there's a girl on a man's shoulders. She's wearing stripey trousers, a blue top and lots of bracelets. She looks very happy and I think she's moving her arms to the music. In the background there's a stage and I think a band is playing. The general atmosphere in the photo is happy and excited because people are smiling and some people have their arms in the air. Personally, I don't like crowded places. I prefer listening to music on my phone.

Photo B

This picture shows a room in an art gallery. In the background there's a red wall and on the wall is a classical painting of a woman and some children. There's a woman standing in front of the painting, and two people sitting on a seat, also in front of the painting. In the foreground there are three children. I imagine they're about nine or ten years old. Maybe they're with the woman in the background. They're wearing jeans and hoodies, so I imagine it's spring or autumn, or maybe it's cold in the art gallery. I don't think they're interested in the paintings, and they look bored. They're playing on their phones. Personally, I think they're too young to enjoy this exhibition.

Unit 4 Home sweet home

4.1 Vocabulary

2.1 Exercise 3, page 47

D = Dan L = Lucy

D: I was in Warsaw last week – what a great city!
L: Did you have time to visit?
D: A little. I stayed in the city centre – I love the contrast between the historic buildings and the modern ones. I saw one amazing building. It's in a tiny space between an old building and a block of flats made of concrete.
L: Oh, what sort of building is it?
D: At first it was an art project. The official name is Keret House but people call it the Narrowest House in the World.
L: How narrow is it?
D: Just a minute, I've got the information here. Let's see. It says 'the metal and glass structure is only ninety-two centimetres at the narrowest point and 152 centimetres wide at its widest point'. That's not very wide!
L: Does somebody actually live there?
D: Sometimes. It's a place where visiting writers can live and work. The first person to stay there was the writer Etgar Keret and that's why it's called Keret House. He says that Keret House is similar to his stories – small but complete.
L: Does it have a bathroom and kitchen?
D: Yes, here, look at the plan. It has everything one person needs. On the ground floor, there's a kitchen with a tiny fridge, a toilet and a shower. There's a ladder to the upstairs bedroom. There is plenty of natural light.
L: It's very cosy!
D: Yes, but I think I'd rather live in a spacious, open-plan flat myself!

2.4 Exercise 9, page 47

I = Interviewer S1 = Speaker 1 S2 = Speaker 2 S3 = Speaker 3

1

I: Excuse me. Would you like to live in Keret House?
S1: Well, I can see the advantages – it's in a very good location in the centre of the city. But it's not very practical, is it? How can you do the washing and the ironing? There's no space to hang up clothes. And I love making dinner for my friends, but you can only have two people in that kitchen. Also, in that tiny kitchen there's no dishwasher. I hate doing the washing-up, so no, I don't think I could live there.

2

I: Excuse me. Would you like to live in Keret House?
S2: Yes, I'd really like to live there. I'm from a big family, and I have younger sisters and brothers who make a lot of noise – they shout and scream and play crazy games with their friends. I'd be very happy living alone in Keret House. It's so small that my sisters and brothers couldn't come round and make a mess. I'd have a peaceful and quiet life.

3

I: Excuse me. Would you like to live in Keret House?
S3: I think it's a fantastic design, and I can imagine staying there for one or two nights. But I couldn't live there all the time. I like space. In such a small space, where can you put your things? When I do the shopping I usually buy loads of things, but there are no cupboards. Personally, I'd rather live in the country. I love doing the gardening and going for long walks.

4.2 Grammar

2.6 Exercise 4, page 48

C = Couchsurfer H = Host

C: I've been a member for three years now. Since I became a member, I've stayed in thirty-two countries in different types of accommodation. I've slept in a luxury studio apartment in Manhattan, on a houseboat in Amsterdam and in a basement flat in London – all for free!
H: I've been a couchsurfing host for two years now and I've already met more than thirty people. At the moment Miki is visiting from Tokyo. I've only known her for a week but I'm sure we'll remain friends. Miki is happy too – she's studied English for ten years, but

she's never had the chance to speak with a native speaker before. She has been here for nearly a week, but she hasn't felt homesick because she says I make her feel at home.

4.3 Listening

2.7 Exercises 2 and 3, page 49

1

I have a big family – there are seven of us in this house, and we're all very noisy people. It's okay when you're feeling sociable, but sometimes I want to be on my own and have some quiet time. So I shut my bedroom door, put my headphones on and listen to music or chat with my friends. I have a sign on the door that says 'Keep Out' and it's not just for my parents. My brothers and sisters are not welcome either. I don't let anybody in. My room is a calm place for me to get away from other people.

2

I like my room to be clean and tidy but, unfortunately, it's my sister's room too, and she's very disorganised. She says it's because she's artistic, and artistic people are untidy! I think she's just lazy. When we were younger, it was fun because we used to play together and chat until midnight. But now she doesn't spend much time at home – she's older than me and she has a really good social life. I stay in a lot. So I have the room to myself most of the time.

3

I think my room reflects my personality. My parents let me decorate it in my favourite colour, so I painted the walls black and put different coloured lights everywhere. I love making things – I use my room as a kind of studio. I paint, write music lyrics. On my computer, I make music mixes and create light shows to go with them. It's awesome. When my friends have a party, they always ask me to do the music.

4

I like my room but there isn't much furniture – just a desk, a wardrobe and a bed. I've got a couple of posters of my favourite artists on the wall – Klimt and Picasso. I don't really spend much time there. I'm very sporty, so I'm usually out playing football or at the gym. When I'm at home, I either watch television in the sitting room or I have meals with the rest of my family in the kitchen. I usually use my desk in my room for my studies, or sometimes I study downstairs.

5

My room isn't anything special but for some reason my friends really like coming round here. I think it's because my parents are cool – well, they're usually at work so it's just my grandmother here, and she can't hear very well. So we can make lots of noise and play music really loud. My room is a kind of meeting place for all my friends – we chat, play computer games and decide what to do at the weekend.

2.8 Exercises 5 and 6, page 49

D = Dafydd K = Karen N = Narrator

N: Dafydd

D: Okay, I'm going to give you a little tour of my bedroom and tell you about three things – three of my most treasured possessions. So let's start over here. On my desk there are two screens – my laptop and my TV. My laptop is the first of my most treasured possessions. I've only had it for two weeks – it was a birthday present. I love it – it can do everything. Over there, in the corner next to the bookcase is my guitar. It's really old – I've had it for about five years but it was my dad's before. He gave it to me for my eleventh birthday. Finally, on the wall above my bed I've got a flag – it's the Welsh flag. My family are from Wales and I'm proud of being Welsh, so that's really important.

N: Karen

K: So welcome to my bedroom. I want to show you my three most treasured possessions. That's my wardrobe over there, and on top of it there is my collection of animals. They're fluffy toys and I've had them since I was a baby. The big lion is probably my favourite, but I love them all. Next to my bed there's a bedside table, and my favourite bedside lamp is on it. It's special to me because my father brought it back from Africa. Opposite my bed you can see my bookshelves – they're full of magazines, books and DVDs. But on the bottom shelf, I've got a collection of shells – these are very important to me because they are souvenirs from all the holidays I've had since I was five years old.

4.5 Grammar

2.16 Exercise 2, page 52

L = Luisa T = Tony

T: I'm having a birthday party on the twenty-fifth. Can you come?

L: That's next Saturday, right? Yes, that sounds great. Are you having it at home?

T: 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.

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

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

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

T: I suppose so. I'm not very good at that sort of thing.

L: Don't worry I'll help you. What are you doing later?

T: I'm going to text everybody with the invitation now, but after that I'm free.

2.17 Exercise 4, page 52

A = Aunt T = Tony U = Uncle

T: Two of my friends are helping me prepare the room on Saturday afternoon. We're going to hang sheets on the walls and the ceiling. Then we're going to put coloured lights everywhere. We're having a band and a DJ from eight to midnight. I've already booked them.

A: Okay, I think I'll warn the neighbours!

T: We've decided to have a fancy dress theme – everybody is coming as their favourite film character.

U: Oh good, I think I'll come as Captain Jack Sparrow!

A No, we're going out to the theatre, remember? I told you yesterday.

U: I know, I was joking. Now, what are you going to eat?

T: That's all arranged. Mum is making some pizzas.

A: And what about the cleaning the next day?

T: Oh, erm … Don't worry, I'll do that with my friend Luisa. She won't mind!

4.6 Use of English

2.18 Exercises 2 and 3, page 53

G = Girl R = Robbie

G: What are you doing for the long weekend?
R: I'm not sure. I can't make my mind up. I could stay with my mum in Paris or I could go and see my dad. He's staying with my grandparents on a farm.
G: Paris, wow. I didn't know your mum lived in Paris.
R: She doesn't live there. She works for a big international company and they do a lot of business in France. But she doesn't speak French very well. My French is pretty bad but even I speak better than she does! So she's doing a French course there. She's staying in a really cool apartment near the Louvre.
G: That sounds amazing. Have you been there before?
R: Yes, I've been there a few times. When I go there, I stay up late, get up late and then just eat all the time – the food is pretty amazing. Apart from that, I find Paris rather boring. My mum is completely obsessed with shopping and art museums.
G: That sounds perfect to me! What will you do at your dad's?
R: I'll go fishing, play my guitar, hang out.
G: But that sounds extremely boring. I don't think you'll have fun on a farm in the middle of nowhere. Everybody goes to bed really early, especially on a farm. Time goes unbelievably slowly in the country – I can't stand it.
R: Yes, it's a bit quiet. But I quite like being in the country … and luckily I know someone in the village.
G: Ah right. Is that someone a girl by any chance?
R: Yes. I went horse-riding last time I was there, and she works at the stables. She's a little shy, but I think I'll go and stay on the farm and get to know her a bit better.
G: Can I go and stay with your mum in Paris, then?

4.8 Speaking

2.20 Exercises 2 and 3, page 56

A = Ann M = Marcus

A: What shall we do today?
M: Why don't we go to the London Dungeon? My sister went there last year and she says it's really scary.
A: Oh, I don't really like scary things. I'd rather go to Madame Tussauds.
M: Oh okay. Let's go to Madame Tussauds this morning then. What about this afternoon? It's a nice day, so how about going on the London Eye? I really want to see the views of London.
A: That's a good idea. Then we could go on a speedboat on the River Thames.
M: Hmm, I'm not sure about that. It's very expensive.
A: Oh yes. You're right. I need my money to buy souvenirs! I think we should go shopping on Oxford Street.
M: Oxford Street? No, let's go to Camden Market instead. It's more fun.
A: Oh yes, that sounds great. I want to buy some clothes.
M: Yes, me too. Do you fancy going to the theatre this evening?
A: Yes, let's go to Shakespeare's Globe. Tickets are quite cheap. Standing tickets only cost five pounds.
M: Good idea. But right now I'm starving. Let's have something to eat.

2.21 Exercise 4, page 56

A: Do you fancy going to the cinema tonight?
B: That's a good idea! What do you want to see?
A: The new film with Jennifer Aniston.
B: Oh no, I'm not keen on romantic comedy. I'd rather see an action film.
A: Okay, let's see the new James Bond instead.
B: Great. How about having a burger before we go?
A: Why not! We could try that new burger bar in town.

Focus Review 4

2.22 Exercise 7, page 59

1
I don't want to live in the suburbs all my life. Now I'm still at school and everybody knows that education in the suburbs is usually better. City schools are usually overcrowded and classes are bigger, which causes discipline problems and lowers the level of teaching. But I'd like to become a doctor so I'll have to leave to study at university. And I don't know if I'll come back to work as a doctor here.

2
I've lived in the suburbs since I was born. I used to love it when I was younger – so much space to run, everything I needed was nearby. Now I work in the city centre so I spend two hours a day driving to and from work. I am completely dependent on my car because the public transport here is rather poor. Everybody says living in the suburbs is cheaper than in the city, but if you add the cost of transportation, it is more expensive than it seems.

3
According to our recent survey, people living in the suburbs are happier than those living in cities. We asked the residents about different aspects of living in their areas, for example: job opportunities, cost of living, a place to raise children, cultural activities and many others. Over 75 percent of people from the suburbs gave their community a high rating, which is a larger percentage than any other community type.

4
Are you looking for a family-friendly house in the peaceful suburbs, far from the noise of the city? We offer you a perfectly located detached house with a large kitchen, an open-plan living room, four bedrooms, two bathrooms and a garage. There are both north and south balconies with amazing views. And the three-acre garden is an ideal place for children. For more information, email us at info@dreamhouse.com or give us a call at 8888088341 …

Unit 5 Time to learn

5.1 Vocabulary

2.23 Exercises 4 and 5, page 61

MS = Mrs Smith P = Presenter

P: This is your local news station with some very good news for teenagers. Are you a teenager who hates getting up early? Do you skip lessons because you can't get out of bed? Have you ever dropped a subject because you simply don't have the energy to study? Well, the good news is … you're not lazy! Scientists have found a reason why you can't get up

early. Here to tell us about it is Head Teacher, June Smith. Mrs Smith, I believe you've changed your school timetable. Can you tell us something about that?

MS: Yes, certainly. As head teacher of a secondary school, I noticed that my pupils were often sleepy. Now, it could be because my lessons are boring! But it isn't just that. They simply weren't sleeping enough.

P: Is it because you set too much homework and they were up all night finishing it so they could hand it in in the morning?

MS: Hahaha, maybe. But according to scientists, there's a hormone, melatonin, that makes you sleepy, and teenagers get the sleepy hormone two hours later than adults. This means they go to bed later, and they should sleep later. But when school begins at 8:30, they have to get up early to go to school.

P: So what's the solution?

MS: Well, my solution is to start school at eleven o'clock in the morning.

P: And has it made a difference?

MS: Absolutely. We changed the timetable a year ago, and the results are amazing. In the past, students regularly skipped the first two or three lessons, and the ones who managed to arrive on time couldn't concentrate because they were so sleepy. It's very difficult to pay attention in class if your body wants to be asleep. Now, students can wake up naturally and sleep long enough.

P: What about the quality of their work? Have you seen any change?

MS: This year exam results improved by 19 percent. When you've had enough sleep, you don't make so many mistakes, and your memory improves too.

P: But what happens when they leave school and get a job? Most jobs start early.

MS: That won't be a problem – it's only teenagers who need to go to bed late and get up late. In your twenties, your body clock goes back to normal!

5.2 Grammar

2.27 Exercises 2 and 4, page 62

D = Dad M = Mum

D: Has Ricky spoken to you about going travelling?

M: You mean travelling to South America next year?

D: Yes! He says he doesn't want to go to university. He wants to go travelling!

M: I know.

D: Well, the answer is no!

M: But if he goes to South America next year, he'll go to university the year after.

D: Oh come on … If Ricky doesn't go to university this year, he'll never go.

M: Well, that's not …

D: And … if he doesn't go to university, he won't get a decent job.

M: That's not true – you didn't go to university and …

D: It was different then. There were more jobs and less unemployment. And anyway, I regret it.

M: I know you do, and I know that's why you want Ricky to go. But travelling is a good education too. He'll get a lot out of it if he goes to South America. He'll learn new languages for example.

D: He'll waste a year if he goes travelling! He'll do bungee jumps and get a tattoo if he does a gap year! Why do you think it's a good idea? He's so young. If he goes away on his own, he'll get into trouble. He's never been anywhere on his own before.

M: That's exactly why I think he should go. He's eighteen years old. If he doesn't do anything on his own, he'll never be independent.

D: Well, I don't know. I still think he should go to university first. I need more time to think about this …

2.28 Exercises 5 and 6, page 62

E = Emily R = Ricky

E: How did your parents react when you told them about South America?

R: Oh, errr, sort of okay.

E: Ah, not very well then.

R: Well, my mum's okay, but my dad wants me to go to university. You know what he thinks – if I go travelling, I won't go to university when I come back.

E: Oh dear. Did you tell them about Cristina?

R: No way. I can't tell them I'm going to South America to see a girl! If I tell them the truth, they definitely won't let me go.

E: Oh, so why do they think you want to go then?

R: I told them I want to learn Spanish.

E: But Cristina's Brazilian, isn't she? You won't learn any Spanish if you visit her!

R: Oh yeah. They speak Portuguese in Brazil, don't they? Well, I just said I wanted to learn languages. But if my dad doesn't agree, I won't be able to go.

E: Right. Oh well, don't worry. If your mum thinks it's a good idea, she'll probably convince your dad.

R: What? Oh, yes, I suppose so.

5.3 Listening

2.29 Exercises 2 and 4, page 63

G = Grace T = Tom

G: Hi Tom. Are you coming out with us tonight?

T: Oh no, I can't. I'm revising for exams. I need to learn fifty French verbs by heart tonight.

G: But the exams don't start until next month.

T: I know, but I get really nervous about exams. If I don't revise every night, I'll get stressed.

G: I don't know why you're so worried. You always get good marks in class.

T: I know, but that's different. In exams, I panic. And I really want to get good grades for my A levels. I want to get into a good university.

G: Listen, you need to take it easy. If you continue like this, you'll get ill.

T: Well, what can I do?

G: Okay, first you need to make a revision timetable. If you make a timetable, you'll see that you have plenty of time to do everything.

T: Um, yeah, that's quite a good idea.

G: And I think you spend too much time alone – sometimes it's good to study with other people.

T: Is it? I'm not so sure. They might know more than I do!

G: You're so negative.

T: Well, it's okay for you, you don't get nervous.

G: Of course I get nervous. But I try to be positive. For example, before an exam, I imagine myself in the

exam – I know all the answers, and I pass the exam with the best marks.
T: Hm. It's true, I'm not very confident.
G: Also, you need to take breaks from time to time – go out and enjoy yourself. If you study all the time, you'll get exhausted. So you're coming out with us tonight.
T: Oh, am I? Okay, but if I fail my exams, I'll blame you.

2.30 Exercise 6, page 63

Good afternoon, Year Twelve. Next year, Year Thirteen, is your last year at secondary school. Next year, you'll apply for a place at university. But which university? Of course we'll help you to choose the best university for you, but today I'm going to give you some general information to think about.
You can apply to five different universities. So think about where you would like to live, and then go online and read about the different universities. You'll find all the information you need to make your five choices. The universities will offer you a place depending on you're A-level grades.
You'll take your A-level exams in June. Most of you will take three or four A levels and if you get good grades, you'll get into university.
If you are likely to get excellent grades at A-level, why not apply to Oxford or Cambridge University? You'll have to take a special entrance exam, so it's a good idea to have extra lessons to prepare for it.
Last year nearly 600,000 students applied for a place at university in the UK. 200,000 of those were not successful. The competition is strong, and you may not get into the university of your choice this year.
Perhaps you'd like to study abroad. Recently, university tuition fees in the UK have increased – in most places you have to pay £9,000 a year. More and more people are now thinking about doing a degree overseas. It can work out cheaper and a lot of foreign universities teach their courses in English. So you don't have to worry about the language.
Finally, some good news. When they graduate from university, 89.9 percent of people find a job. So work hard and do your best to get into university next year. Now, we just have time for a few questions. Yes?

5.6 Use of English

2.36 Exercises 2 and 4, page 67

I = Isabel M = Monica
M: See you later.
I: I'm not coming. I don't want to be on the hockey team any more. I'm leaving.
M: But if you leave the team, we won't win our next match. Is this about losing last weekend?
I: No. Of course not. I want to do other things at the weekend. And I won't have time to do anything else unless I give up hockey.
M: But you love hockey. What other things do you want to do?
I: I don't know – have some fun. I never have any free time. As soon as I get home tonight, I'll change into my hockey kit and go to practice. I'm bored with it.
M: It's not every night.
I: Three times a week and every weekend!
M: What does Miss Temple think?
I: I haven't told her yet. I'll call her when I have a minute.
M: This is a mistake! You'll regret it if you stop now. Please talk to Miss Temple and the rest of the team first.
I: Okay, I promise. Before I decide, I'll discuss it with the rest of the team.

5.8 Speaking

2.37 Exercises 2 and 3, page 70

S = Susie T = Tom
T: Did you hear about Robert? He's leaving school because he wants to be an actor.
S: Really? I don't think it's a good idea. He hasn't done his A levels yet.
T: Hm, I see what you mean. But if he wants to be an actor, he doesn't need his A levels. Personally, I think he's doing the right thing.
S: Oh come on! That's nonsense. It's hard to be a successful actor. If he doesn't get an acting job immediately, he might need to get a proper job.
T: That's true, but he will get an acting job easily. He's really good-looking, he's a good actor, and he can sing!
S: I couldn't agree more! Robert's gorgeous, and very talented. But if you want to be an actor, talent isn't enough. You need to know somebody in the acting profession.
T: I'm not so sure. That's how it was in the past, but now it's different. If you ask me, you just need to be positive and believe in yourself.
S: That's a good point. Maybe I'm too negative. But Robert only has one more year before his A levels. I think he should do his A levels first.
T: I totally disagree! I really believe Robert should follow his dream. In my opinion, he's going to be really famous.

Unit 6 Just the job

6.1 Vocabulary

3.1 Exercises 4 and 5, page 75

A = Amy C = Chris E = Eva M = Marcus
P = Presenter
P: 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 asked them about their worst work experiences. This is what they told us:
P: Eva
E: During my school holidays, I applied for a job in the women's clothes department of a department store. It was a badly-paid job and I worked long hours, but it was quite a creative job and in some ways I enjoyed it. Except for one thing – I didn't enjoy dealing with customers. They were so demanding. One woman reported me to the manager because I wanted to get her a bigger size. Well, she was a big woman!
I almost got the sack for that, but instead they moved me to the furniture department. I hated it. I worked there for two weeks, and then I got fired.
P: Marcus
M: On Saturdays, I had a part-time job as a cleaner in an egg factory. I was responsible for the machines. I had

to get under the machines and clean the old eggs off them. It wasn't a challenging job – anyone could do it – but I had to put up with that disgusting smell! It was so horrible that I stopped eating eggs. In fact, it put me off eggs for life! But I'm glad I did it because I was more motivated to pass my exams and get a better job.

P: Chris

C: My worst job was working in a supermarket warehouse. They took me on to work night shifts. It was a boring, repetitive job, and I had to stand for hours without a break. But that wasn't the worst thing. I had two managers – Manager A gave me a task to do, and then Manager B came up with a different task. At the end of the shift, I had two managers shouting at me for not doing my job well enough. I'm self-employed now – I rarely have a day off, but I'm so happy that nobody can tell me what to do.

P: Amy

A: I was a postwoman one Christmas. It was very tiring because I had to get up at 5 a.m. – you couldn't turn up for work one minute late. The weather was a bit of a problem but I like working outdoors. I had to knock at people's doors and some of them had really big dogs. But that wasn't the worst thing – I was much more frightened when I had to deal with their owners. People wanted to know why their mail was late – I found that really stressful. Now that I have my own company, I'm always really nice to the people who bring the post.

6.3 Listening

3.5 Exercise 2, page 77

M = Mary S = Sophie

M: So, do you know what you want to do when you leave school yet?

S: Erm … Yes, there is something I really, really want to do, but I'm not sure if I can.

M: Oh? What's that?

S: I want to do your job!

M: Ah! Right. Well, why not? It's a great job and we need more women in the profession. There aren't many female pilots. Did you know that only 5 percent of airline pilots are women?

S: That's terrible. Why is that?

M: I'm not sure. The training is long and very expensive, but it's the same for men and women. Maybe women think it's a man's job, so they don't apply for the training.

2

B = Boy G = Girl

B: Is your dad enjoying his new job? He started last month, didn't he?

G: Yes. He decided to leave his last job because he spent ages travelling to work every day. He earned a lot more money then, but he thinks it's better to be at home longer.

B: I think he's right! My dad works from home now. He earns quite a lot and he can decide what time to start and finish work himself.

G: I think my mum would go mad if dad stayed home every day!

3

I'm the manager of a big supermarket and I really love my work. When I was at school I really didn't know what I wanted to do. I wasn't very good at exams and studying has always been hard for me. So, I didn't want to go to university and get a degree. I get on well with people and I worked on the check-out at a supermarket. It was great fun and I enjoyed meeting all the different people. I got a promotion and they sent me on several courses. Now I'm the boss! To do this job you need to be sensible and organised but most importantly, you need good social skills. I sit at a desk a lot, so I go jogging and swimming to keep fit too.

3.6 Exercise 3, page 77

M = Mary S = Sophie

M: So, do you know what you want to do when you leave school yet?

S: Erm … Yes, there is something I really really want to do, but I'm not sure if I can.

M: Oh? What's that?

S: I want to do your job.

M: Ah! Right. Well, why not? It's a great job and we need more women in the profession. There aren't many female pilots. Did you know that only 5 percent of airline pilots are women?

S: That's terrible. Why is that?

M: I'm not sure. The training is long and very expensive, but it's the same for men and women. Maybe women think it's a man's job, so they don't apply for the training.

S: If I wanted to be an airline pilot, would I find the training difficult?

M: No, I don't think so. In fact, I think you have the right qualities.

S: Really?

M: Yes, you're healthy and you have excellent eyesight. You're intelligent, you're good at maths and science, and you get on well with people. If you got your university degree first, and then went to pilot school, you could be a great pilot.

S: Do you enjoy your job?

M: I love it. I work long hours, but there are lots of good things about my job. For instance, I can travel anywhere in the world for free. There aren't many countries that I haven't visited!

S: I know – you're so lucky. But it's also a very responsible job.

M: Yes, it's true, but I like that. I need a challenge.

S: What about your colleagues?

M: I work with some great people – we have a really good time together.

S: Do you earn a lot?

M: I earn a good salary, but if I were captain, I would earn even more!

S: Is it easy to become a captain and get a pay rise?

M: No, you need a lot of experience. I've only been doing this job for five years. I may become captain after another ten years.

S: Ten years?

M: Yes. Think about it – if you went on a plane, you'd want the captain to have a lot of experience, wouldn't you?

S: Yes, that's true! But it's such an exciting and glamorous job!

M: Well, sometimes, but the lifestyle is difficult – you spend a lot of time away from home.

S: Yes, we don't see you very often. You couldn't come to my seventeenth birthday, and you even missed last Christmas.

M: Yes, that's a problem. I can't always take time off when I want to. And if I had children, it would be almost impossible to do this job. I think that's the main reason why there aren't many female airline captains.
S: You could have a house husband!
M: Okay, you find me a house husband, and I'll continue being an airline pilot!

6.5 Grammar

3.13 Exercises 2 and 3, page 80

1
I work for an IT company. The dress code is simple – you have to wear clothes! Actually, it's a very informal office and most people wear jeans. You can wear a T-shirt with the name of the company on it, but you don't have to. Of course, you need to be clean and tidy, and there are a few rules like we can't chew gum in the office. We can have drinks while we work, but we can't bring food to our desks. But it doesn't matter because there's a great canteen. Oh yes, there's another rule – the boss says we mustn't take our laptops into the canteen. I think that's a great rule – it means we have to speak to one another!

2
I work for a fashion magazine. It's a great job and I love it, but I'm new here so I have to work very long hours for not very much money. My parents keep saying 'you must ask for a rise in salary' but I know that there are hundreds of people who would do this job for nothing! So I think I must be patient and I mustn't forget that I'm getting good experience, even if I don't earn much. People think I have to wear designer clothes and look fashionable all the time. But in fact I can wear whatever I want, except when I have to interview somebody. Then I have to dress a bit more smartly. For example, I can't wear jeans or trainers but I needn't wear a suit.

3
I'm in the music industry and I'm really lucky because I work from home. People think I get up late and wear pyjamas all day, but it's not true. I need to get up early like everybody else because people start calling me when they get to the office. One of the best things about working from home is that I can go for a run when I want a break, so I usually wear sports clothes all day. Sometimes I have to call people in a different time zone – in America or Australia, and that means I need to stay up very late. In fact, I have a video conference at midnight tonight with somebody in San Francisco. I must remember to have a shave and wear a shirt and tie.

6.6 Use of English

3.14 Exercises 2 and 4, page 81

A = Adam S = Sharon T = Tutor
T: So, how do you like being back in the classroom after two weeks doing work experience?
A: It's great to be back!
T: Oh, that's nice, Adam. Did you miss your teachers?
A: Yes! I hated my work experience. It was really disappointing. I'm relieved to be back in class.
T: Well, I want to hear more about that. But how about you, Sharon?
S: Oh, I had a really rewarding time. Now I'm excited about getting a job when I leave school.
T: Well, I'm glad to hear your experience was fulfilling, Sharon. I just have a few questions I want to ask you. Did you get any information before you started your work experience?
S: I did, yes. They sent me a plan of the offices and names of the people who work there. I mean, I read about the company on their website, so I knew quite a lot, but they told me things you don't read on the website. For instance, what to wear to work.
A: That's amazing! They didn't tell me anything, so I turned up on the first day wearing my best suit – I've only worn it to weddings and funerals before. I was really embarrassed because everyone else was in jeans.
T: Oh dear. What about a supervisor or a manager? Did you have somebody to look after you?
S: Yes, he introduced me to the people who work there and he made sure I was busy. He gave me feedback when I finished a job and he was very encouraging.
A: That sounds really good. I never knew who to speak to. It was very confusing. And I didn't know anybody's name for ages. I had to ask them.
T: What about the work? Did you do interesting jobs?
A: I was bored most of the time. I did the same things every day, and most of the time I was in front of a computer.
S: My work was really stimulating and I did lots of different things. Sometimes the work was a bit too challenging, but that's how you learn.
T: It sounds like you had a very satisfying experience, Sharon. Do you think you learned anything at all, Adam?
A: Yes, I did. I never want to work in a place like that!

6.8 Speaking

3.15 Exercises 2 and 3, page 84

L = Luke Z = Zoe
Z: You did some modelling, didn't you?
L: Yes. In fact my mum wants me to do some more.
Z: What's it like?
L: It's okay – I quite like it. Why?
Z: Well, this woman came up to me in the shopping mall yesterday. She said I should do modelling. She gave me a card and told me to go and see her at the agency. What do you think I should do?
L: You should think about it carefully. Do you want to do modelling? It's hard work and you don't earn much money at first.
Z: I'd like to try.
L: Okay, well, there are lots of agencies but they're not all good ones. My best advice would be to do some research. Google the name of this agency and make sure it belongs to the Association of Model Agents.
Z: Oh, thanks, that's really helpful, thanks.
L: If I were you I'd tell your parents before you do anything else.
Z: I'm not sure that's a good idea. They might say no.
L: Why don't you go to the agency and see if you like it. Then you can tell your parents later.
Z: That's great advice, thanks. Do you have any tips on what to wear if I go and see her at the agency?
L: I don't think you should wear anything special. Just wear what you usually wear – jeans and a T-shirt is fine. It's a good idea to take a friend – you have to wait around for ages and it's really boring.
Z: That's a good idea! I'll ask Amy.
L: Oh.

Focus Review 6

3.17 Exercise 9, page 87

L = Leia U = Uncle John

L: Uncle Jon, can I ask you something?
U: Sure, Leia, what is it?
L: Well, you're a nurse, right? You work at the hospital?
U: That's right.
L: But you're a man. I've never seen a male nurse apart from you. Are you the only male nurse on the planet?
U: Well, not on the planet! But it's true that there aren't many male nurses.
L: Why is that?
U: I think a lot of people still think it's a job for women. When I first started the job, my friends used to make jokes and laugh at me. They used to call me `Missy Jon'!
L: No!
U: They don't do it anymore. And anyway I don't care, because I love my job.
L: Are you well paid?
U: Yes, I'm happy with what I earn. But that's not really the best thing about my job. The most satisfying thing is helping people and seeing them get better. All day long, I talk to people and I help them.
L: It sounds really interesting. And when people are really unwell doesn't that make you sad?
U: Of course, there are some bad times. When there's an emergency, it's very stressful. And it's tiring – you're on your feet all day, doing physical work.
L: That's why you never get up until 11 a.m. when you have a day off!
U: Of course, I sleep more then. I work long hours! Sometimes I do shifts - for example, next week I'm working from midnight to 8 a.m.
L: Wow! That is tiring. Why did you want to become a nurse?
U: I did some work experience at the local hospital when I was at school. I followed the nurses around for a week and I absolutely loved it. So I finished high school and then I did a degree in nursing.
L: Do you think you'll always be a nurse?
U: I think so. I hope I'll get promoted to nurse manager in the future.

Unit 7 Consumer society

7.3 Listening

3.21 Exercises 2 and 4, page 91

A = Amy RP = Radio presenter

RP: Hello and welcome to *Ask the Expert*. The topic of today's programme is buying presents, and our expert is psychologist Amy Black. Thanks for joining us this afternoon, Amy.
A: You're welcome. I'm pleased to be here.
RP: Amy, can you tell us what sort of person is good at choosing presents.
A: Well, it's true that some people are really good at buying presents, and some people are really bad, but I don't think it's a question of personality. I think anybody can buy a good present, but they have to do some research. They have to think about the type of person the present is for – what are their hobbies and interests? Do they have a favourite shop, a favourite brand, a favourite colour? The best presents are chosen after a lot of thinking.
RP: Do you think women are better than men at buying presents?
A: Well, I suppose women like shopping more than men and this means they don't mind spending hours in shopping centres or online. But as I said, anybody can buy a good present.
RP: Okay, let's read our first question. This was sent by Isabelle, seventeen years old, from Bristol. She says 'My mum is going to be forty. She's not very happy about it and I want to get her something special to cheer her up.' What do you think, Amy?
A: Well, Isabelle, it's great that you want to get your mum something special. If you want to cheer her up, toiletries are always a good idea, but be careful. Your mum doesn't want to feel old. So don't buy face cream for the (ahem) older woman. You could try perfume, but first, look in the bathroom and find out which perfume she wears.
RP: Okay, our next question is from Alexander, eighteen years old, from Bournemouth. He says 'It's my girlfriend's birthday next week. We haven't been going out together for very long – just two weeks. Should I get her a present?'
A: Hi, Alexander. I think it's fine to get your girlfriend a present if you want to, but don't spend too much money. Get her something personal but cheap, like a purse or a friendship bracelet. Don't buy expensive jewellery – maybe next birthday if you're still together.
RP: Time for one more – this one's from Charlotte, sixteen years old, from London. She says 'One of my classmates is having her sixteenth birthday soon, and I want to get her something nice, but I can't afford to spend much.'
A: Well, Charlotte, why don't you collect money from a group of friends and buy something really good from all of you. It doesn't have to be an object – I think it's a really nice idea to buy an experience for your friend. For example, if she's musical, you could pay for a few hours in a recording studio.
RP: That's a great idea, thanks, Amy. Before we finish, do you have any more tips?
A: Well, the most important thing to remember is that it isn't the value of the present that matters, it's the amount of time you spend thinking about the person. That's the key.
RP: Good advice, Amy. That's all we have time for today …

7.4 Reading

3.24 Exercise 2, page 92

Welcome to One-Minute Profile. Today, the subject is AMAZON.
Everyone knows the logo – it's a smile that goes from the A of Amazon to the Z. It shows that the company is ready to deliver anything to anywhere in the world.
Amazon employs 341,000 people and 45,000 robots.
Every employee at Amazon has to spend two days a year dealing with customer complaints. And that includes Jeff Bezos, the company director.
At Amazon, 600 items are shipped every second.
One new book is added to Amazon's site every five minutes.

Amazon delivery drones fly at up to 100 metres high and at a speed of up to 100 kilometres per hour.

7.6 Use of English

3.27 Exercises 2 and 3, page 95

B = Boy G = Girl SA = Shop assistant

G: Are you doing anything tomorrow?
B: Nothing! Why?
G: Let's go to Camden Market.
B: Okay, sounds good. What do they sell?
G: Everything! You can get anything you want there.
B: Really? Who told you that?
G: Nobody. I've been there before.
…
G: Okay, where should we start?
B: Let's go to Dr Martens. I want some new boots.
G: How many pairs of Dr Martens have you got?
B: None.
G: Everybody has a pair of Dr Martens.
B: That's why I want to buy some. Excuse me, do you have these boots in size ten?
SA: We have brown or red but there are no black ones in your size. Sorry.
B: This shop is like my granny's house.
G: Look at these vintage shirts. Why don't you get one?
B: Are you kidding? No one would wear that.
SA: Can I help you?
G: Can I try these dresses on please?
B: How do they look?
G: None of them fit. They're too small.
B: That shop looks interesting. I love Japanese comics. Can we go in there?
G: Okay, but let's have something to eat first.
B: Good idea. I haven't eaten anything since breakfast.
G: That was only two hours ago. Two pancakes please.
SA: Would you like something on your pancake?
B: Sugar and lemon please.
G: Chocolate sauce please.
B: Oh, that was so good. Can we go to the Japanese comic stall now?
G: Sure, let's go.

7.8 Speaking

3.28 Exercises 3 and 5, page 98

C1 = Customer 1 C2 = Customer 2 C3 = Customer 3
SA = Shop assistant

1

C1: It's dark in here. And that music is a bit loud. Are you sure this is a shop?
C2: Yes mum, it's Jenny's favourite shop. Excuse me, I'm looking for a top.
SA: Yes, they're over there.
C2: Thanks. Here – this is what she wants.
C1: Are you sure she wants that writing on the front?
C2: Yes, it's cool.
C1: Oh, okay, if you say so. What size is she?
C2: Well, I'm a size ten so she's a twelve? Excuse me, do you have this in a size twelve please?
SA: Sure – here you are. Would you like to try it on? The changing rooms are over there.
C2: No, that's all right. I'll take it.
SA: That's twenty-nine pounds and ninety-nine pence please. How would you like to pay?
C2: Cash please. It's a present so if it doesn't fit, can we get a refund?
SA: You have twenty-eight days for a refund or an exchange. Make sure you keep your receipt.

2

SA: Can I help you?
C3: Yes, I bought this dress last week, but the zip doesn't work.
SA: Really? I'm sorry about that. What's wrong with it?
C3: Well, when I try to close it, nothing happens.
SA: That's strange. Are you sure you haven't pulled on it too hard?
C3: Yes, of course I'm sure. I think it's faulty.
SA: Hmm, it's ripped here. Are you sure you didn't rip it?
C3: No, I didn't rip it. Listen, I took it out of the bag, I tried it on but the zip didn't work. So I put it back in the bag, and now I'd like a refund please.
SA: Do you have your receipt?
C3: Yes, here it is.
SA: We can exchange it for a new one.
C3: No thanks, I just want my money back.
SA: Okay, that's no problem. Can you fill in your details here please …

Unit 8 Well-being

8.3 Listening

3.32 Exercise 3, page 105

Good morning from Central Park in New York City. I can't believe I'm in the middle of one of the busiest cities in the world, and yet I can't hear any traffic noises. Pollution levels are low and the air quality is good. I can understand why New Yorkers say that Central Park is their backyard or garden and their escape from city life. Looking around, I'd say it's also their gym – it's where people come to walk, run, cycle, work out, train, climb and play football. Central Park is huge! There are over ninety-three kilometres of pathways, twenty-six playing fields and twenty-one playgrounds for children, and when you need a rest, there are 9,000 benches to sit on. There's a zoo, a theatre, a skating rink, a reservoir, and plenty of places to eat – I could live here!
It's a beautiful sunny morning, and I want to find out what people are doing here and how they use Central Park.

3.33 Exercises 4 and 5, page 105

G1 = Girl 1 G2 = Girl 2 T1 = Teen 1 T2 = Teen 2
T3 = Teen 3 M = Man R = Reporter

R: Good morning from Central Park in New York city. I can't believe I'm in the middle of one of the busiest cities in the world, and yet I can't hear any traffic noises. Pollution levels are low and the air quality is good. I can understand why New Yorkers say that Central Park is their backyard or garden and their escape from city life. Looking around, I'd say it's also their gym – it's where people come to walk, run, cycle, work out, train, climb and play football. Central Park is huge! There are over ninety-three kilometres of pathways, twenty-six playing fields and twenty-one playgrounds for children, and when you need a rest, there are 9,000 benches to sit on. There's a zoo, a theatre, a skating rink, a reservoir, places

to sail and swim, and plenty of places to eat – I could live here!
It's a beautiful sunny morning, and I want to find out what people are doing here and how they use Central Park.
Hi! I see you're having a rest. Are these your bicycles?

G1: No, we hired them. We just have a few hours in Central Park today, and we wanted to see as much of the park as possible.

R: So you don't live in New York?

G1: No, we're from France. We're on holiday. I'd like to spend longer in Central Park but Julie wants to go shopping.

G2: Of course I do – you can't visit New York and not go shopping, right?

R: No, I agree. Well, enjoy the rest of your stay.
I can see a runner with 'Team Central Park' on his T-shirt. I want to find out more. Hi, can I ask you a few questions?'

M: Sure, go ahead.

R: Are you training for something?

M: Well, yes, the New York City Marathon is in November. I don't know if I can do it because I'm not very fit, but I want to try.

R: Oh wow, good luck with that.

M: Thanks. I need all the luck I can get.

R: Well, the marathon is twenty-six miles – that's way too much for me. Maybe I'll sign up for one of the 5K fun runs.
I'm going to talk to a group of young people sitting on the grass over there. Hi!

T1: Hi.

R: Do you mind if I ask you a few questions?

T1: Er, no. Are you from our school?

R: Haha, no, I'm recording a podcast about parks. You look very relaxed. Do you come to Central Park a lot?

T2: Yeah, we hang out here all the time in summer. This is Sheep's Meadow – it's a really good place for sitting on a blanket, reading a book, people-watching.

R: So you guys hang out here all day?

T2: Sometimes. We bring a picnic and we play Frisbee in the afternoon.

R: I see some of you have skateboards. Is it okay to skate in the park?

T3: Yes, we have to use the bicycle paths, and then you have to be really careful because some cyclists ride very fast through the park.

R: Yes I've seen them. So what's your favourite thing in Central Park?

T2: Mine is the Alice in Wonderland statue.

T1: Oh yeah, I love that too. But I really like climbing to the top of the rocks and looking at the view.

T3: Does anybody here like the zoo?

T2: No, it's for kids.

T3: I like the zoo.

R: Well, thanks, guys. I'm going to see Alice in Wonderland. Catch you later!

8.6 Use of English

3.40 Exercises 2 and 3, page 109

J = Jenny M = Mum

M: Hurry up, Jenny – it's nearly time to go.

J: I've got a headache. I don't want to go to school today.

M: Oh dear. When did it start?

J: Oh, um, this morning.

M: Are you sure you want to take a day off school? You don't want to fall behind, do you?

J: I've fallen behind anyway.

M: Don't put yourself down like that. You're a clever girl. It's hard starting a new school.

J: It's horrible. I just don't fit in. My classmates have known one another for a long time and I'm the new girl. I don't have anyone to hang out with at break time. It's difficult to join in …

M: Have you tried signing up for some after-school activities – you know, basketball for instance. You're really good at basketball.

J: It's okay, Mum, don't stress out. I'll figure things out for myself.

M: Okay, but it's good to talk things over. Now have some breakfast. You need to look after yourself. And why don't you find out about after-school activities – that's a good way to meet people and make new friends.

J: Yes, okay. Don't worry – I'll get through this. I'm not going to give up. I just want to go over some lessons from last week and finish an essay so I can hand it in on time.

M: Fine, take today off then. It sounds as if you need some time to catch up on your work. Why don't you invite some classmates round for dinner next weekend?

J: Mum – don't worry. I'll soon have some new friends – it just takes time.

M: You're right. I suppose I'd better go to work, but I miss my old friends too. Oh well, we just have to get on with life and it will be okay in the end.

8.8 Speaking

3.41 Exercise 2, page 112

A = Andrew D = Doctor

Part one

D: Hello, Andrew. What's the problem?

A: I've got a pain in my chest.

D: I see. And when did it start?

A: A few days ago.

D: Do you have any other symptoms?

A: Yes, sometimes my stomach hurts.

D: And how are you feeling now? Have you got a headache? Do you feel dizzy?

A: No, I feel okay. But when I have a stomachache, I feel a bit sick.

D: I see. And do you have this pain all the time?

A: No, I get it in the evening after dinner, and sometimes after lunch.

D: Aha. Okay, I'm going to examine you.

3.42 Exercise 3, page 112

A = Andrew D = Doctor

Part two

D: 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?
A: Ow. A little bit. Do you think it's my heart doctor?
D: Your heart! Why would it be your heart? You're sixteen years old.
A: 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.
D: 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.
A: Aren't you going to do a blood test?
D: No, I don't think that's necessary.
A: Oh good, thank you very much.

Focus Review 8

3.43 Exercise 7, page 115

1

M = Man W = Woman

M: Good morning. I'd like to make an appointment with Doctor Eric Jones.
W: I'm afraid he isn't available today. What's the problem?
M: I've had a high temperature and a sore throat since yesterday. I feel weak and dizzy. My brother's got a cold and I think I caught it.
W: Oh … I see … As I said, Doctor Jones isn't available today, but Doctor Alice Meadow can examine you.
M: Ok, that's fine for me. When can I see her?
W: I can give you an appointment at 11:00 or 1:30. Which time would be the best for you?
M: I'd prefer 1:30, please.
W: Certainly. Here's your appointment card. The doctor will see you at your appointment time, room number seventeen.
M: Thank you.

2

This week, London's air pollution was worse than in Beijing, according to Monday's readings from the Air Quality Index. It's the first time since 2014 that London has recorded worse air quality than the Chinese capital. The City Hall is warning Londoners to spend less time outdoors, take medication and contact a doctor if feeling unwell. Also, warning messages near the roads are informing drivers that they should stop their engines in traffic jams to reduce the emission of exhaust fumes. The weather forecast is not optimistic at the moment. It's cold and there is little wind so smog particles will not move away soon.

3

B = Boy G = Girl

G: It's great in here. I'm glad I've decided to come.
B: Good for you! For me it's a bit loud and there isn't enough equipment for everybody to work out. Look at the people behind the door. They've got to wait for the exercise bike.
G: Aargh … don't complain. We are lucky to have such a place in our small town. I can see some people from the neighbouring towns. They've come here by bus.
B: Bus … yeah … What time is it? Half past eight? I have to hurry or I'll miss my last bus home.
G: Don't worry. My brother is going to pick me up. We can drive you home.
B: Thanks.

4

… And I promise that I will do everything in my power to ban huge vehicles from city centres. For too long lorry drivers have been able to drive into narrow streets, blocking the pavements, making noise and emitting as much smoke as they like. The owners of transport businesses don't care about the citizens. Now, you have a chance to change it all. Vote for me and you vote for your health and the environment. I have spoken with many people during my campaign and they all want one thing: to live in a quiet and peaceful place.

5

M = Man W = Woman

M: Oh … it says here in the paper that there are two and a half billion active social media users in the world. Two billion … that's 33 percent of the world population. Can you believe it? It's incredible!
W: It's terrible. Is there anything about addiction?
M: Yes. Eighteen percent of Facebook users can't go a few hours without checking the news. Twenty-eight percent of smartphone users check their Twitter before getting up.
W: How are young people affected?
M: Users aged between fifteen and nineteen spend at least three hours a day on social networking sites.
W: If it's true, when do they study?

6

If you live far from tropical islands and dream of holidays on sunny beaches, why don't you try the world's largest indoor beach right in the middle of the German countryside? The Tropical Island Resort was opened south of Berlin in 2004, and is big enough to welcome up to 6,000 visitors at a time. You can enjoy water sports in the world's largest indoor pool, try a spa, whirlpools or water slides. For more adventurous people, there are flights in a hot air balloon over a tropical rainforest. The resort keeps a pleasant temperature of twenty-six degrees Celsius thanks to a modified dome which allows sunlight to shine through massive windows. If it rains, the roof is closed – and everyone can remain dry and happy in their tropical paradise.

Videoscript

Unit 1 Lives people live

1 BBC: Student accommodation, page 116

J = Jurrien N = Narrator P = Presenter

J: My name is Jurrien Mentink, I'm a student and I'm living here in this nursing home.

N: This nursing home is in the Netherlands. Most of the residents are over eighty but Jurrien is involved in a project to connect young and older people and help the elderly with feelings of loneliness and isolation.
The accommodation is free for Jurrien and five other students. There is one condition – he has to spend thirty hours each month with the older residents.

P: Can we see your room?

J: Yeah, sure.

N: Compared with other student accommodation, the nursing home is quiet and peaceful. You don't hear loud music in the corridor, only the television turned up very loud because some of the residents are a little deaf.
This is where Jurrien lives. He has everything a student needs in his room, and he doesn't pay rent. This means he can save 30,000 euros while he's studying. But that's not why he came here. He wanted to have the experience of connecting with elderly people.
One of the students' jobs is to prepare the evening meal. But are these students missing out on the fun of student life?

J: When I was eighteen I lived in a student house so I knew what is it all about. But I'm twenty-five now and it's the next phase in my life. What I've learnt here is to respect the older residents, the older people in our society.

N: At Humanitas, the young students help their older housemates with technology. In return, the elderly bring a new perspective on life to the students. Both generations have a lot to learn from each other. Jurrien likes having 160 grandparents waving him goodbye when he goes to college every day. This style of living is based on respect for one another, and the friendships that develop are important for both young and old.

J: That's how we're doing it in Holland.

3 Focus Vlog, page 117

J = Jessica Ja = Jake La = Laura Lo = Lola

J: Hello! My name's Jessica. Every week I go out and interview people in the streets and put the video on my vlog.
Today, let's talk about happiness. What makes you happy?

Ja: What makes me happy? Ahmm … I love sport. But I … So I do quite a lot of cycling. I like to cycle and racing as well. Racing, cycling, I enjoy.

La: The things that make me happy are shopping, my money, spending money, getting money. Sometimes work.

Lo: I don't know, seeing other people happy.

J: Why does it make you happy?

Ja: I think growing up in the city, being able to cycle, especially when you don't have access to a car means that you can get out into the countryside and fresh air. And it's just really nice to enjoy like a sunny day in the fresh air on a bike.

La: The money makes me happy because I've earned it, it's well-earned and then I get to spend it on whatever I want to spend it on.

Lo: Life without friends is just boring and sad, so yeah! They bring colour to my life.

J: And what makes you happy?

Unit 2 Science and technology

6 BBC: Urban legends, page 118

G = Greg N = Narrator P = Paul

N: Urban legend: a modern myth, imaginary information that many people believe to be true.
It's true that an earthquake can change the length of a day. But could people do this if everybody in the world jumped at the same time? Greg Foot is going to test this urban legend.

G: Imagine in five minutes' time, everyone on the entire planet was gonna jump at exactly the same time. From London to Sydney, Delhi to New York, 6.9 billion people leap in the air. Could they make the Earth move?

N: Greg decided to start his experiment at a music festival.

G: So I wanna get the crowd over there at the main stage to all jump at the same time, and I'm hoping it's gonna make a small earthquake. And then with a bit of maths, I can scale that up and see what'd happen if everyone around the Earth jumped at the same time, and whether that would change the speed of the spin of the Earth.

N: Paul Denton is 1.5 km away from the festival. He's going to measure the strength of the jump.

G: How're you doing? Good.
Can we test it?

P: Yes.

G: Ah, look at that! Nice one. That is brilliant.
OK, so we are gonna try to make an earthquake. What we need all you guys to do is jump and land and hit the ground at exactly the same time. Don't do it yet, get ready to do it, we're gonna count you down. All right. Let's go! Five, four, three, two, one… jump!
Have we managed to make an earthquake, Reading? Apparently at 0.6 on the Richter scale you successfully made an earthquake, Reading! Good work. Thanks guys!

G: That was amazing! How did it look?

P: Well, the jump shows up really clearly.

G: So, Paul, we've managed to detect that 1.5 km away with 50,000 people. If we had everyone in the whole world jump at the same time, could it change the length of the day?

P: It's a bit more complicated than that.

N: The crowd at Reading Festival scored 0.6 on the

Richter scale. But you need to reach at least 8 on the Richter scale to move the planet. For this to happen, you'd need 7 million times the total number of people who live on the Earth.

G: OK, so the urban legend is completely untrue. You cannot shift the planet if everyone jumps at the same time. You can't even change how fast it spins, there's no truth in it at all.

8 Focus Vlog, page 119

C = Callum J = Jessica Ja = Jake L = Laura

J: Hello! My name's Jessica. Every week I go out and interview people in the streets and put the video on my vlog.
Today I'm vlogging about problems with technology. When was the last time you had a problem with technology?

L: The last time I had a problem with technology was probably last week on holiday when my... See if it's technology … So like when my Internet wouldn't work in America.

C: Erm …, probably just the other day. Erm …, my phone wasn't working very well, I couldn't hear my friends. Volume wasn't working.

Ja: Yes, I had, it was actually just the other day. I have these speakers at home and they were just making a random popping noise, like a 'pop' for no reason. And it took me a long time to figure out how and why.

J: What were you doing when this happened?

L: So … The Internet wasn't working on holiday when I was in the car. So we were travelling. And then I had to wait until I got to the hotel to be able to get onto the WiFi so that I could book the next hotel for the whole journey.

C: I was out at a festival with my friends and I was trying to get in contact with them and it just didn't work. Whether the music was too loud or whether the phone wasn't working, you know.

Ja: Yeah, I was just relaxing at home, listening to some music and the speakers just started popping.

J: And when was the last time you had a problem with technology?

Unit 3 The arts

11 BBC: The Musketeers, page 120

Ar = Aramis At = Athos D = D'Artagnan
P = Porthos Q = Queen

D: There's been no sign of them for an hour now.

Ar: We're safe for a while. The Queen needs to rest.

Q: Can I help? Not catching fish of course but anything, to help.

Ar: Rest while you can, Your Majesty. Soon we'll be riding again.

Q: No, I'd like to be useful. Really.

Ar: Well, in that case, can you gut a fish? Porthos is preparing a fire. I'm sure he'll appreciate help collecting sticks.

Q: Thank you. And I'm sure I can cook a little.

Ar: Delicious, Your Majesty.

Q: It's the first time I've ever cooked.

At: That's hard to believe.

Q: Would you like another?

At: Thank you, but I'm full. Shhh … D'Artagnan!

Ar: Your Majesty.

P: I'm tired of running away.

Ar: Perhaps we should be the ones doing the chasing.

At: The Queen's safety is paramount. We can't risk it by making a stand.

P: Nor can we outride them forever.

At: When we can't, then we'll fight.

14 Focus Vlog, page 121

C = Chelsea E = Ella J = Jessica O = Oliver

J: Hello! My name's Jessica. Every week I go out and interview people in the streets and put the video on my vlog.
Today I'll be asking people in the street about attractions in London. Have you done anything interesting in London recently?

O: Well, I recently went to see *The Lion King* musical at one of the theatres at West End. And it was pretty exciting. I went with my girlfriend, so that was a nice day out. And then we went to the Harry Potter exhibition in the area as well. So that was good.

E: Recently … Well I just went to carnival actually. I went to carnival not yesterday, the day before, on Monday. That was a great, great day!

C: Last week we went to see a musical, which was really good.

J: What did you like about it?

O: Well, seeing the musical, seeing the costumes ... Em, yeah … The songs were really very well-performed. I just like going to the theatre. Anyway, it's pretty good fun.

E: I think it was … Actually that all cultures of walks of life come together, and actually just have a massive party which is always the best thing.

C: Loved seeing all the cast, acting and singing, and the general atmosphere was really good.

J: And have you done anything interesting in your city recently?

Unit 4 Home sweet home

15 BBC: Cave houses, page 122

N = Narrator P = Presenter R = Rafiq

N: We are in the historical region of Cappadocia in central Turkey. Every morning, people visit the incredible landscape in hot air balloons.

P: It's an amazing landscape around us. These conical formations of volcanic rock – they call them fairy chimneys. You can see why.

N: People have made their homes in this magical prehistoric place.

P: You can see there's a cave down there that's been hollowed out. Over there, if you can just make it out, a blackness in the rock.

N: Humans first started making their homes here thousands of years ago. There are still communities of people living in caves today.

R: This is my grandparents' property and we take over from my grandparents and now my parents are using it. Ah!

N: Rafiq Chifchi, who now runs a local restaurant, grew up in these caves.

R: Here's my father. His name is Hassan.
P: Lovely to meet you, Hassan. Hello.
R: My mother. Salaam. And my wife, Aisha.
P: Oh, right. This is beautiful. So this is the main bedroom in the house? Is that right?
R: Yes.
P: Your roots, where your family is from, is very much from the caves. But you live in a house now?
R: Yeah, I do. But the reason is … I mean, my wife, she is a modern lady, you understand.
P: Your wife?
R: Yeah, my wife is a modern lady. For her, living in a cave, it's a bit, you know, funny. Because she didn't grow up here.
P: Do you miss living in the caves?
R: Yeah, of course I do. Because, if you say why, I grew up here. I used to climb round these rocks like a fox. At that time, I was a kid.
N: The caves are built on several levels and you have to climb up the rocks to get into them.
P: So you've managed to bring us as far as we can go. This amazing view – wow! That is an ancient, ancient view.
N: No wonder the fairy chimneys of Cappadocia are so popular with visitors. It's a unique and truly wonderful landscape.

17 Focus Vlog, page 123

A = Amber E = Esme J = Jessica M = Millie
O = Oliver

J: Hello! My name's Jessica. Every week I go out and interview people in the streets and put the video on my vlog.
Today I'm going to find out where people live. Where do you live?
O: I live in Oxford. I live in a terraced house. It's three storeys. I live with four other guys. We all study at university together.
E: I live in a four-bedroom flat with a garden. It's fairly big and it's very nice.
A: I live in a medium-sized house that has six bedrooms. It has quite a large garden with chickens in. And also a front garden, drive. And it's opposite a park.
M: My house in London is quite small. I have one room, small kitchen. It's four floors, but lots of colours. Lots and lots of colours.
J: How long have you lived there?
O: I've lived in my house since September last year. So for about a … going on for a year now.
E: I've lived in my flat for fifteen years.
A: I have lived there since I was eight years old.
M: So since last September.
J: And where do you live?

Unit 5 Time to learn

20 BBC: South Korean schools, page 124

B = Boy H = Hye-min HM = Hye-min's Mother
M = Man N = Narrator

N: The South Korean education system is one of the best in the world. School children have a very long day of study. When they finish their regular classes, they go to private school in the evening for extra lessons.
Sixteen-year-old Hye-min is a typical South Korean school girl. After the regular lessons, she and her brother go to private school. Even very young children have extra lessons. When most other school children in the world are in bed, these South Korean pupils are still studying.
Hye-min spends three hours at the private school, or *hagwon*. How does she feel about her daily routine?
H: I get tired usually but I can forget about my hardships when I see my results because they are kind of good.
H: Hye-min studies for thirteen hours a day. She gets home after 11 o'clock and has dinner. She goes to bed at 2 a.m. and gets up at 6:30 a.m.
N: Hye-min's mother worries about her, but she says her daughter has no choice.
HM: I don't feel comfortable about this, but it's the only thing she can do to achieve her dreams.
N: The result of these long hours of study is children who are fantastic at tests. But how do they cope with such a long day?
B: Sometimes I'm very tired, like exhausted, but I don't mind because I'm studying now to do what I want to do in future.
N: This huge investment in education has transformed South Korea from one of the poorest economies in the world to one of the fastest growing economies. But there is a negative side to this intensive study. The pressure on the young generation is huge and the suicide rate is the highest in developed countries. Some people think that it's time to change the education system.
M: Test scores may be important in the age of industrialisation but not anymore. So we look into the ways to reform our educational system not based on test scores but based on creativity and social and emotional capacities.
N: In the last fifty years, South Korea has grown rapidly thanks to the hard work of students and adults. But young people have been under a lot of stress and have paid a high price. Now it's time to focus on making South Koreans happier.

23 Focus Vlog, page 125

C = Callum J = Jessica L = Lewis M = Millie
O = Oliver

J: Hello! My name's Jessica. Every week I go out and interview people in the streets and put the video on my vlog.
Today I'm vlogging about studying. Can you describe a perfect student?
C: A perfect student is a student that wants to learn and puts a lot of effort in.
O: A perfect student … A perfect student is someone who isn't afraid to spend lots of long hours in a library reading lots of big books.
M: The perfect student is somebody who is a happy person, who enjoys reading, who enjoys learning, and enjoys being with lots of people.
L: The perfect student is a person who has the right amount of balance between work and play. Someone who dedicates enough time to study in the week and then, maybe, has enough time to relax.
J: What's a perfect place to study?
C: Perfect place to study or work is probably a nice

quiet environment, but somewhere where you feel comfortable so you can focus.

O: A perfect place to study would be a quiet place where you can easily get food and drink.

M: Somewhere where there is quiet, so you can concentrate, but also lots of snacks because studying takes a long time sometimes.

L: It's a place where you can find somewhere that's quiet. Somewhere where you can find an area where you can relax and focus on your own work. And maybe somewhere where you can relax at the same time. So a library would be a perfect place. But also if you're in your bedroom or something, that would be a great place as well.

J: And can you describe a perfect student?

Unit 6 Just the job

25 BBC: Window cleaning, page 126

B = Barry CB = Crew boss D = Dallas H = Host N = Narrator R = Ryan

H: Welcome to Burj Khalifa.

D: Pleasure. Thank you very much for having me. Thank you.

N: Dallas is in the tallest building in the world, the Burj Khalifa. He's going to a part of the building where only a few people are allowed to enter. He's going to meet the people who clean the windows. He gets out of the lift at floor 160. Then he goes to join the team of window cleaners who are preparing for their day's work.

D: I'm really nervous.

R: Dallas, you wanna come over?

D: Yeah, I'm coming.

R: OK, Dallas, just snap in. I'll check you up.

D: I was secretly hoping that it was gonna be too windy today and it would all be cancelled and we could all just go home. Somehow the windows would just clean themselves.

R: Unfortunately for you – no.

D: I'm absolutely terrified, Ryan. I've never been this scared in my life.

R: Really?

D: Well, you know, it's pretty high up here.

CB: This is Xiao Lau.

D: Hi there. Good to meet you.

CB: Barry Hannah.

D: Nice to meet you.

CB: Davie.

D: Davie, how do you do? Nice to meet you.

CB: This is Shri Krishna.

D: Good to meet you. I'm gonna try and not let you down.

N: Today, Dallas is going to clean the outside of the world's highest windows.

R: Just lean back, just lean back. You're OK, you can't go anywhere.

D: I need the bucket. Dry mouth. You get nervous at all?

B: Yeah.

D: You get a little bit scared.

B: Yes.

D: I haven't looked down yet. Now I've looked down.

N: It's hard to believe how high these windows are. Dallas is more than 600 metres above the ground, higher than the previous world's tallest building. At this height, window cleaners usually have to worry about the wind. But the Burj Khalifa has an aerodynamic design, and the wind is not a problem. But if Dallas drops something, it could do a lot of damage.
It takes three months to clean all 24,000 windows. And when they're finished, the team has to start all over again.

D: If you're gonna build a building that's truly iconic, you're gonna make it look nice.

B: And keep it looking nice!

D: And keep it looking nice, exactly! Yeah.

R: Now keep going down. Keep going. Lovely.

D: Wow. That was intense. I don't know how those guys do it every day. That was intense. But good.

27 Focus Vlog, page 127

Es = Esme Et = Ethan F = Freya J = Jessica O = Oliver

J: Hello! My name's Jessica. Every week I go out and interview people in the streets and put the video on my vlog.
Today I'm talking about dream jobs. If you could have any job in the world, what would you want to be?

O: If I could have any job in the world, I would want to be a teacher because I really like being able to help people and give them a step forward in life.

Et: If I could have any job in the world, I would like to be the owner of Apple, the CEO, so I could have everything at my fingertips. A lot of wealth to that as well.

Es: I think I'd want to be a composer. I love writing music!

F: I would like to be a YouTuber. Even though it's not an actual career, I do like the idea of doing your own creations, having your own self as a director.

J: If you could work anywhere in the world, where would it be?

O: If I could work anywhere in the world, I think I would like to work … Actually, I think I'd like to carry on working in Oxford, just because I really like the city. It has a nice size, it's comfortable.

Et: If I was to choose somewhere to work, it would probably be Australia. Fantastic weather, beautiful landscape, location. Yeah, Australia!

Es: Well, if I could work anywhere in the world, I'd probably still want to stay in London and work in London.

F: I would like to work at home. I would love to move to America also.

J: And if you could have any job in the world, what would you want to be?

Unit 7 Consumer society

30 BBC: Cheap shopping, page 128

N = Narrator P = Presenter W1 = Woman 1 W2 = Woman 2 W3 = Woman 3 W4 = Woman 4

P: There's something very weird going on with the price of things. This barbecue costs less than the meat I'm cooking on it. And if I accidentally get this duvet dirty, it's actually cheaper to throw it away and buy a new one than to take it to the cleaners. And, believe it or not, this pocket calculator costs less than the battery that powers it.

N: How did everything get to be so cheap? And is it a good or a bad thing? It all started in America where the shopping mall was invented. The Mall of America is the world's busiest shopping mall. It's enormous! You could put thirty-two jumbo jets inside. And once you're in there, there are not only shops. Here, shopping is a leisure activity. Mall of America opened in 1992 and since then more than half a billion people have visited.

W1: We're here at Mall of America, located in Bloomington, Minnesota, with over 520 stores. We have 40 million visitors, more than Graceland, Grand Canyon and Disneyland combined. It is busy. There's no tax on apparel. It's a great place to shop.

N: The invention of the shopping mall changed the way we shop. It's convenient and the huge number of customers means they can sell goods at low prices. This is where our addiction to cheap goods began. And our addiction to cheap goods is most obvious in the world of fashion.

P: What did you buy today?

W2: I got a bikini, jeans, denim shorts, shoes, sunglasses.

P: 'Tops' sounds like multiple tops.

W3: Yeah. Three or four.

P: Why did you buy four?

W3: Cause I like them all. I couldn't decide which ones to buy, so I bought them all!

P: Why did you buy so much?

W2: Because it's really cheap.

P: How much more do you find yourself buying because it's so cheap?

W4: Loads. Loads more, yeah.

P: And do you need the clothes you buy?

W4: No. No, not at all.

N: Three thousand people turned up to the opening of a new fashion superstore in London's Oxford Street. Everyone was looking for a bargain and there were plenty of cheap clothes and accessories here. This is the 'value sector' or, as the glossy magazines call it, 'fast fashion'. Fast fashion has meant that what's on the catwalks one week is on the High Street the next. It's designer style without the designer prices.

P: So, I've got my £3 handbag. Part of me thinks, brilliant, £3, can't go wrong, part of me thinks, 'I don't actually care if this falls apart in a matter of days.' And if I don't care about it, why did I buy it? If we buy all these things that we don't actually value, is there something quite worrying about that?

N: When goods are cheap, there's always a price to pay. We are already producing too much rubbish. And workers in some countries are paid very low salaries. But perhaps this will change when people become aware of the real cost of cheap shopping.

33 Focus Vlog, page 129

E = Ethan J = Jessica O = Oliver R = Rachel

J: Hello! My name's Jessica. Every week I go out and interview people in the streets and put the video on my vlog.
Today I'm asking people in the street about clothes. How many pairs of jeans do you have?

E: I don't have that many pairs of jeans. I have two black and one blue.

R: I own many pairs of jeans. I have black jeans, one pair of black jeans, I have a white pair, I have a blue pair with rips in them and I have a normal pair – blue jeans.

F: I don't own that many.

O: Not many pairs of jeans. I don't have many pairs of jeans at all.

J: How much do you usually spend on a pair of jeans?

E: I don't want to spend that much. I keep it quite cheap. So probably about £15, £20.

R: I don't spend too much on a pair of jeans. Probably spend about forty at the most. If they are of good quality, I think, more, but yeah! It's about the quality of the jeans.

F: I don't spend too much on a pair of jeans. Probably about £15 to £20.

O: I normally spend about £40 on a pair of jeans. Means they last me a long time.

J: And how many pairs of jeans do you have?

Unit 8 Well-being

36 BBC: Keeping fit, page 130

DB = Dr Blannin N = Narrator P = Presenter W = Woman

N: We're keen to find out: if you don't like going to the gym and doing exercise, is there another way to get fit?

P: 'Moderate intensity physical activity' is a phrase you hear bandied around a lot at the moment and doctors recommend that adults should try to get at least 150 minutes of this per week.

N: If you do moderate intensity activity for 150 minutes a week, you have more chance of avoiding heart disease, cancer and obesity. We want to know if people get 150 minutes of exercise at home without going to the gym. We've got eight volunteers. They're going to do some household jobs indoors and outdoors and we're going to monitor how much energy they use. Let's start with housework.

P: Ready? Go!

N: Our volunteers have activity monitors attached to them while they do typical housework: ironing, vacuuming, dusting and mopping.

P: You've just missed a little bit there.

N: Dr Andy Blannin is an exercise scientist. He'll collect the data from the monitors and then he will give each activity a MET score from 1 to 10. Anything

with a score between 3 and 6 is good enough to call exercise. Dr Blannin has looked at the data and he's got some results.

P: So I started the day a bit sceptical but it looks like from the graphs you're gonna prove me wrong.

DB: So here is summary data from the monitors that we've had on today and what it shows is that two of the four activities are indeed intense enough to be considered moderate intensity activity. So vacuuming and mopping just about make a MET score of 3, which classifies them as moderate intensity.

N: Time to move outside. We're going to measure some typical outdoor activities: washing the car, cleaning windows, mowing the lawn and planting flowers.

P: Even to my inexpert eyes it seems like you've buried that one.

W: I think they might just need some water.

P: How are you finding this as an exercise?

W: I think it's quite hard work, yeah.

N: But do the activity monitors agree?

P: Looking at these graphs, it seems like the stuff the people have done outdoors is even more intense than the stuff they did indoors.

DB: Yes, all of these activities are sufficiently high, even something like planting, where you're not moving around a great deal because you're using lots of upper body, is still sufficiently intense.

N: And the last few minutes of exercise.

P: OK, nice and briskly, everyone. Just walking briskly or cycling get high MET scores. Picking up a shopping basket instead of using a trolley gets a high score too. So you don't need to go to the gym to reach the target of 150 minutes of exercise.

38 Focus Vlog, page 131

A = Anna J = Jessica Je = Jenny Jf = Jeffrey T = Tristan

J: Hello! My name's Jessica. Every week I go out and interview people in the streets and put the video on my vlog.
Today I'm asking about personal achievements. What had you learnt by the time you left school?

T: What had I learnt by the time I left school? I'd learnt that I love to sing and I now do that as my job. I'd learnt the importance of friends and family, and keeping in touch with them, and allow them to keep me grounded in life. And I'd learnt the importance of going out and about as well; and experiencing nature, the joy of travelling, the joy of learning languages, and yeah, and acquiring knowledge.

Jf: I had learnt everything from independent work to travelling, learning how to survive in the world by yourself.

A: By the time I'd left school, I had learnt the importance of education and continuing with my education. So I applied to go to college and thereafter to university.

Je: By the time I left school I'd learnt to work as a team and also on my own.

J: What had you achieved by your eighteenth birthday?

T: What did I achieve by the age of eighteen? Well, I sing, so I'd done lots of singing. I sang at Covent Garden, at the Royal Opera House in London. I'd sung at the BBC Proms and lots of different orchestras. I toured around France with a group called Les Art Florissants. I had a platinum CD. I released a solo CD in Japan and lots of different things singing-related.

Jf: By my eighteenth birthday I had run several marathons throughout the United States.

A: By my eighteenth birthday I had achieved a good level of French. I decided to challenge myself and go to France, stay with a family, do some work experience there because it was what I wanted to study at university.

Je: By my eighteenth birthday I had learnt to play the piano.

Photocopiable resources

Contents

Resource	Language point	When to use	Time (min.)
Unit 1 Lives people live			
1 What are they like?	Personality adjectives	After 1.1 Vocabulary, pp. 4–5	10
2 Test yourselves (vocabulary)	Revising vocabulary from 1.1	After 1.1 Vocabulary, pp. 4–5	10
3 Ask me!	Question forms in the Present Simple, Present Continuous and Present Perfect	After 1.2 Grammar, p. 6	15
4 Test yourselves (grammar)	Verb + *-ing* or verb + *to* infinitive	After 1.5 Grammar, p. 10	10
5 A personal email	Correcting and completing a personal email to introduce oneself	After 1.7 Writing, pp. 12–13	15
6 A fictional character	Describing appearance, interests, personality and friends	Before Focus Review 1, Speaking, ex. 8–10, p. 17	10
Unit 2 Science and technology			
7 Crazy calculator	Words related to science and technology	After 2.1 Vocabulary, pp. 18–19	20
8 Test yourselves (vocabulary)	Revising vocabulary from 2.1	After 2.1 Vocabulary, pp. 18–19	10
9 Test yourselves (grammar)	Past Continuous and Past Simple	After 2.2 Grammar, p. 20	10
10 When you were a child …	*Used to*	After 2.5 Grammar, p. 24	20
11 A story	Correcting and completing a story	After 2.7 Writing, pp. 26–27	15
12 A new sport	Describing photos and sports	Before Focus Review 2, Speaking, ex. 8–11, p. 31	13
Unit 3 The arts			
13 Quiz show	Words related to TV and films	After 3.1 Vocabulary, pp. 32–33	15
14 A brag battle	Comparative and superlative adjectives	After 3.2 Grammar, p. 34	15
15 Test yourselves (vocabulary)	Revising vocabulary from 3.1 and 3.4	After 3.4 Reading, pp. 36–37	10
16 A film review	Correcting and completing a film review	After 3.7 Writing, pp. 40–41	15
17 Teen talents	Describing photos, activities, cultural events and skills/talents	Before Focus Review 3, Speaking, ex. 8 and 9, p. 45	15
Unit 4 Home sweet home			
18 Ms Do and Mr Make	Collocations with *make* and *do*	After 4.1 Vocabulary, pp. 46–47	10
19 Test yourselves (vocabulary)	Revising vocabulary from 4.1	After 4.1 Vocabulary, pp. 46–47	10
20 Test yourselves (grammar)	Present Perfect with *for* and *since*	After 4.2 Grammar, p. 48	10
21 Party checklist	Future forms: Present Continuous, *going to* and *will*	After 4.5 Grammar, p. 52	15
22 A blog entry	Correcting and completing a blog entry about a trip	After 4.7 Writing, pp. 54–55	15
23 Accommodation	Describing photos and accommodation	Before Focus Review 4, Speaking, ex. 8 and 9, p. 59	15

Contents

Unit 5	**Time to learn**		
24 Mind your step!	Words related to school and education	After 5.1 Vocabulary, pp. 60–61	15
25 Test yourselves (vocabulary)	Revising vocabulary from 5.1	After 5.1 Vocabulary, pp. 60–61	10
26 An optimistic scenario	First Conditional	After 5.2 Grammar, p. 62	10
27 Test yourselves (grammar)	Defining relative clauses	After 5.5 Grammar, p. 66	10
28 An email of enquiry	Correcting and completing an email requesting information	After 5.7 Writing, pp. 68–69	15
29 Learning and teaching	Describing photos; phrases related to education, comparing and contrasting	Before Focus Review 5, Speaking, ex. 8 and 9, p. 73	15
Unit 6	**Just the job**		
30 What's my job?	Words related to work	After 6.1 Vocabulary, pp. 74–75	15
31 Test yourselves (vocabulary)	Revising vocabulary from 6.1	After 6.1 Vocabulary, pp. 74–75	10
32 Imagine	Second Conditional	After 6.2 Grammar, p. 76	15
33 Test yourselves (grammar)	Modal verbs for obligation and permission	After 6.5 Grammar, p. 80	10
34 A job application	Correcting and completing a job application	After 6.7 Writing, pp. 82–83	15
35 Work, work, work	Advantages and disadvantages of different jobs; describing photos; asking and answering questions	Before Focus Review 6, Speaking, ex. 10 and 11, p. 87	10
Unit 7	**Consumer society**		
36 A shopping crossword	Words related to shopping	After 7.1 Vocabulary, pp. 88–89	10
37 Test yourselves (vocabulary)	Revising vocabulary from 7.1	After 7.1 Vocabulary, pp. 88–89	10
38 Passive shopping	Active and passive verb forms	After 7.2 Grammar, p. 90	10
39 Test yourselves (grammar)	Active and passive verb forms	After 7.2 Grammar, p. 90	10
40 A formal written complaint	Correcting and completing a formal written complaint	After 7.7 Writing, pp. 96–97	15
41 Shopping for clothes	Words related to shopping for clothes	Before Focus Review 7, Speaking, ex. 8, p. 101	10
Unit 8	**Well-being**		
42 Medical diploma	Words related to health	After 8.1 Vocabulary, pp. 102–103	15
43 Test yourselves (vocabulary)	Revising vocabulary from 8.1	After 8.1 Vocabulary, pp. 102–103	10
44 If I remember correctly …	Past Perfect	After 8.2 Grammar, p. 104	15
45 Test yourselves (grammar)	Reported speech	After 8.5 Grammar, p. 108	10
46 A reader's comment	Correcting and completing a reader's comment about a TV programme	After 8.7 Writing, pp. 110–111	15
47 A teen health and fitness app	Describing photos, expressing opinions, asking and answering questions	Before Focus Review 8, Speaking, ex. 9–10 and p. 115	17
Units 1–8	**Use of English**		
48–49 Multiple-choice cloze		After Focus Review 3 (ex. 6), 5 (ex. 6), 6 (ex. 6) and 7 (ex. 6)	20
50–51 Gapped sentences		After Focus Review 2 (ex. 6) and 4 (ex. 6)	12
52–53 Multiple choice		After Focus Review 1 (ex. 5), 3 (ex. 5), 4 (ex. 5), 6 (ex. 5), 7 (ex. 5) and 8 (ex. 5)	12
54–55 Sentence transformation		After Focus Review 1 (ex. 6), 2 (ex. 5), 5 (ex. 5) and 8 (ex. 6)	15

Photocopiable resources

Instructions

Unit 1 Lives people live

1 What are they like?
(1.1 Vocabulary)

Aim: To practise personality adjectives.
Interaction: Pairs.
Type of activity: Information exchange.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. **(2)** Give Student A and B their worksheets. **(3)** Explain that students have to match the pictures of the people on their worksheets with the correct adjectives. Tell them that there are twice as many adjectives in their boxes as they need. Their partner will give them clues. They should: read the adjectives in the box, ask what a person is like, listen to the clue, check they have understood and write in the answer. **(4)** Choose a strong Student B and demonstrate the activity, e.g. *A: What is James like? B: He's afraid of everything new. He never says what he thinks to people because he doesn't want them to get angry with him. A: So … he's cowardly? B: That's right.* **(5)** If you like, elicit the useful phrases and write them on the board (*What's … like? So, he/she is …? That's right.*).

Optional follow-up: Students describe other people they know, e.g. *My aunt is very cheerful and generous. My brother is sensible, but sometimes he's uncommunicative. My mother is never miserable.*

Answers:
Student A: James – cowardly; Sara – dishonest; Pete – hard-working; Sylvia – sensible; Mark – mean; Olivia – caring
Student B: Lucy – miserable; Ben – generous; Fiona – disloyal; Dave – cheerful; Helen – outgoing; Rob – uncommunicative

2 Test yourselves
(1.1 Vocabulary)

Aim: To practise vocabulary from lesson 1.1.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

3 Ask me!
(1.2 Grammar)

Aim: To practise question forms in the Present Simple, Present Continuous and Present Perfect.
Interaction: Pairs or groups of three.
Type of activity: Information gap.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Divide students into pairs or groups of three. **(2)** Look at the question generators with the class. Point out that they can ask questions with question words (e.g. *Where do you …?*) or ask *Yes/No* questions (e.g. *Do you …?*). Explain that the words in brackets are optional and where they see an ellipsis (…) they can add their own ideas. **(3)** Elicit one or two more questions for each generator. **(4)** Give students ten minutes in their pairs/groups to write as many questions as they can. **(5)** Give students five minutes to ask each other their questions. **(6)** If you like, feed back with the class. Ask different students to say one thing they found out.

Optional follow-up: As students are working, walk round and note down any mistakes. Write the questions on the board and go through any mistakes. If you like, write a mix of correct questions and questions with mistakes on the board. The pairs/groups decide which are incorrect and try to correct them. Feedback with the whole class.

4 Test yourselves
(1.5 Grammar)

Aim: To practise verb + *-ing* or verb + to infinitive.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).
See instructions for Resource 2.

5 A personal email
(1.7 Writing)

Aim: To practise correcting and completing a personal email, following a checklist.
Interaction: Individual, pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the email, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are nine mistakes.

(4) Students work individually and then check the task in pairs. **(5)** Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes, you can write on the board: four pieces of missing information, two wrong prepositions, three wrong verb forms (infinitive vs. gerund).

6 A fictional character
(Focus Review 1, Speaking)

Aim: To revise vocabulary and phrases related to appearance, interests, personality and friends.
Interaction: Pairs.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per pair.

In class: (1) Tell students that they are going to work in pairs and hand out the worksheet. **(2)** Ask them to fill in the gaps with as many different ideas as possible and give them three minutes to complete the task. **(3)** Check it with the whole class. **(4)** Give students two minutes to describe a close friend or a family member in a similar way.

Unit 2 Science and technology

7 Crazy calculator
(2.1 Vocabulary)

Aim: To practise words related to technology
Interaction: Pairs.
Type of activity: Board game.
Time: 20 minutes.
Materials: Per pair: one worksheet, one set of cards, one dice and two coloured counters.

In class: (1) Tell students to work in pairs. **(2)** Give each pair a worksheet, two counters, a dice and a set of shuffled cards. The cards must be placed face down in a pile. Each student puts a different coloured counter (or a small object, e.g. a rubber, paper clip, pen top, etc.) on the ENTER square. Tell students that they will also have to keep their score in the game. The particular number of points they can win or lose is given on each square. **(3)** Students take turns to throw the dice. The one with the highest score starts – throws again and moves the counter forward the number of squares shown on the dice. When a player lands on a square with a question mark, the other player draws a card from the pile and asks the question. If the answer is correct, the first player adds the number of points shown on the square to their score. If the answer is wrong, the relevant number of points is deducted from their total score. When a player lands on a square with a task, they can gain additional points by completing the task. However, there are no penalty points for failing to do that. There is one bonus square, marked by the plus sign. There are also penalty squares: two called Backspace, which mean having to move back to the previous position, and two called Delete, which mean losing all or half of the player's score. The player who reaches the End square with a higher score is the winner. **(4)** Monitor the game and offer help if necessary.

8 Test yourselves
(2.1 Vocabulary)

Aim: To practise vocabulary from lesson 2.1.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

See instructions for Resource 2 on page 201.

9 Test yourselves
(2.2 Grammar)

Aim: To practise Past Continuous and Past Simple.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

See instructions for Resource 2 on page 201.

10 When you were a child …
(2.5 Grammar)

Aim: To practise *used to*.
Interaction: Groups of four.
Type of activity: Questionnaire.
Time: 20 minutes.
Materials: One worksheet per student.

In class: (1) Divide the class into groups of four and give out the worksheet. **(2)** Read out the questions and check any vocabulary problems. **(3)** Explain that students should take turns to ask each other the questions and take notes of the answers. If you like, demonstrate the activity by asking a strong student two to three questions and noting the answers on the board. Give groups ten minutes to complete the questionnaire. **(4)** Give students five minutes to write sentences with the results, individually or in their groups. **(5)** Feedback with the class. Ask different students to read out one or two of their sentences.

Optional follow-up: In their groups, students ask a question and try to find out one extra piece of information for each question in the questionnaire, e.g.

1 *Do you like spiders now? What do you do if you see a spider? Can you remember a time when you saw a big spider?*

2 *When did you have your hair cut? Do you like having long or short hair?*

3 *Where did you use to live? How long have you lived here? Have you always lived in the same house in this town/city?*

They report back to the class about the most interesting thing they found out.

11 A story
(2.7 Writing)

Aim: To practise correcting and completing a story, following a checklist.
Interaction: Individual, pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the email, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes, you can write on the board: one piece of missing information, two wrong linkers, one wrong tense, one wrong verb form, one wrong adverb form.

12 A new sport
(Focus Review 2, Speaking)

Part 1
Aim: To practise describing photos.
Interaction: Pairs.
Type of activity: Matching.
Time: 3 minutes.
Materials: One worksheet per student.

In class: (1) Tell students that they are going to work in pairs. Hand out the worksheet and tell them to look at the photo carefully and to match the parts of sentences describing it. **(2)** Then students may add more information about the photo.

Answers: 1 c **2** a **3** f **4** e **5** b **6** d

Part 2
Aim: To practise talking about trying a sport.
Interaction: Individual, pairs/groups of three or four.
Type of activity: Guided and free speaking.
Time: 10 minutes.
Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually. Hand out the worksheet and tell them to look at the information about Becky and the last time she tried kitesurfing. **(2)** Ask students to take a moment to read the information and to prepare to talk about Becky's experience. Give students about two minutes to tell the story in pairs (students are welcome to add any information to make the story more interesting). Monitor students' work. **(3)** Now tell students to look at the questions about Kurt and his horseback riding experience. Ask them to take two minutes to fill in the missing information about Kurt. Help where necessary. **(4)** When students are ready, ask them to work in larger groups (of three or four) and tell their stories about Kurt. Other students are welcome to ask questions about the events. **(5)** You may choose a few people to present their stories to the class.

Unit 3 The arts

13 Quiz show
(3.1 Vocabulary)

Aim: To practise vocabulary related to TV and films.
Interaction: Pairs.
Type of activity: Guessing game.
Time: 15 minutes.
Materials: One set of cards per pair.

In class: (1) Tell students they are going to play a guessing game in pairs. Give each pair a set of shuffled cards and place them face down in a pile. Explain that they will have to guess as many of the answers on the card as possible within 90 seconds. Ask students to have a timer ready to time each other during the game. Each answer is worth a different number of points. **(2)** Students take turns to guess the answers on the cards. After reading the task, Student A starts timing Student B. While Student B lists the guesses, Student A says whether they are correct or wrong. When the allotted time for each task is up, the student who guessed the answers looks at the card and keeps a record of the points they have won. **(3)** When all the cards have been used, ask students about their scores.

14 A brag battle
(3.2 Grammar)

Aim: To practise comparative and superlative structures.
Interaction: Pairs.
Type of activity: Card game.
Time: 15 minutes.
Materials: One set of cards per pair.

In class: (1) Tell students they are going to play a card game. Give each pair a set of shuffled cards and place them face down in a pile. Each student draws five cards from the pile. **(2)** Students think of one singer they admire. In order to place a card down they will have to praise their chosen artist and/or criticise the opponent's one. **(3)** The student with the longer surname starts the game. Students take turns to place one card down at a time and say a sentence using all the prompts from the card, e.g. *Rihanna's voice is more beautiful than Justin Bieber's*. Students can only place a matching card down, i.e. a card with the same adjective in bold or with the same picture. A joker card is a wild card and can be put on any other card provided the player says a sentence with a comparative construction about their chosen artists. When a player doesn't have a matching card, they must draw one card from the pile. When they (still) can't play any card, they pass. The winner is the first player to get rid of all their cards. **(4)** Encourage students to react to their opponent's sentences by saying, e.g. *Fair enough, but …/I don't think so./Oh, do you think so?*

15 Test yourselves
(3.1 Vocabulary and 3.4 Reading)

Aim: To practise vocabulary from lessons 3.1 and 3.4.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

See instructions for Resource 2 on page 201.

16 A film review
(3.7 Writing)

Aim: To practise correcting and completing a film review, following a checklist.
Interaction: Individual, pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the email, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes, you can write on the board: one missing part of the text, one wrong tense, one wrong adjective form, one wrong vocabulary item, one wrong verb form, one wrong preposition.

17 Teen talents
(Focus Review 3, Speaking)

Part 1
Aim: To practise describing a photo.
Interaction: Individual, pairs.
Type of activity: Gap filling.
Time: 5 minutes.
Materials: One worksheet per student.

In class: (1) Tell students to work individually. Give each student the worksheet and ask them to look at photo A and fill in the gaps with the correct words given next to it. Ask students to pay attention to the phrases in bold because they will need them soon. **(2)** Tell students to work in pairs and describe photo B together, using the vocabulary from the exercise. **(3)** When they have finished, you can ask each student to contribute one sentence to the description.

Answers: 1 playing **2** shows **3** probably **4** background **5** see **6** excited **7** is **8** sure **9** There

Part 2
Aim: To revise phrases used to talk about: activities we like and dislike, a cultural event we liked and a skill/talent we'd like to have.
Interaction: Pairs.
Type of activity: Jumbled sentences and classifying.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs. Give each student a worksheet and ask them to rearrange the words in the sentences. **(2)** Then ask them to put the sentences into the correct categories. **(3)** Ask one student to read their sentences to the other student, who has to agree or disagree with them and explain why. Students should take turns. **(4)** In the end, ask each student to complete the table with the sentences from the other student's handout.

Answers:
Student A: 1 A I love doing dance routines with my friends. **2 C** I'd like to be a professional swimmer. **3 D** The play was a bit boring but the lead actor was brilliant. **4 B** I can't stand exercising at the gym for hours.
Student B: 1 D Beyoncé's concert in Warsaw was unoriginal – just a collection of the singer's greatest hits. **2 A** I have a lot of fun when I do Zumba®. **3 B** I really don't like walking around shopping centres. **4 C** I would love to have artistic abilities.

Unit 4 Home sweet home

18 Ms Do and Mr Make
(4.1 Vocabulary)

Aim: To practise collocations with *make* and *do*.
Interaction: Individual, pairs.
Type of activity: Matching and information exchange.
Time: 10 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first. The students' task is to find out if Ms Do and Mr Make live next door by finding the paths leading to their houses through the maze. In order to find Ms Do's and Mr Make's houses, they have to follow the words that collocate with *do* and *make* respectively. Students can only move straight ahead or turn left/right in the maze. They cannot move diagonally. You may want to set a time limit of two minutes and turn this part of the exercise into a race. **(2)** When everyone has finished, give students the correct answers. **(3)** Tell students to work in pairs. Get them to choose one of the characters. Students follow the chosen path and tell each other which of these things they **did** or **made** yesterday. Encourage students to ask follow-up questions e.g. *What kind of shopping did you do yesterday?, How often do you do voluntary work?*

Answers:
They're not next-door neighbours. Ms Do lives at number 1. Mr Make lives at number 3.
Path to No 1 (collocations with *do*): voluntary work, a difficult task, some cooking, online research, the washing up, something crazy, my English homework, a jigsaw, sport.
Path to No 3 (collocations with *make*): new friends, a good impression, a mess in my room, a lot of noise, a complaint, breakfast, my bed, an important decision.

19 Test yourselves
(4.1 Vocabulary)

Aim: To practise vocabulary from lesson 4.1.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

See instructions for Resource 2 on page 201.

20 Test yourselves
(4.2 Grammar)

Aim: To practise Present Perfect with *for* and *since*.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

See instructions for Resource 2 on page 201.

21 Party checklist
(4.5 Grammar)

Aim: To practise future forms.
Interaction: Pairs.
Type of activity: Information exchange.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work in pairs. Explain that they have to plan a party together. **(2)** Hand out the worksheets. Each student should first tick five tasks from the list that they are willing to do and put a cross next to two tasks that they are reluctant to do. Explain that students should not look at each other's worksheets. Set a time limit of one minute. **(3)** Students take turns to say which tasks they are going to do. They can only talk about one task at a time. If one of the students has chosen the same task as the other, they have to choose a different one from the tasks they initially left out unmarked. In this situation students should use will, e.g. *I wanted to prepare snacks too, but because you're going to do it, I'll tell the neighbours about the party.* The aim of the exercise is to possibly assign every task from the list to someone. If there are any tasks left at the end of the exercise, students must negotiate who will do them. However, they cannot agree to do the tasks they marked with a cross. **(4)** Ask the class which pairs managed to plan all the tasks from the list.

22 A blog entry
(4.7 Writing)

Aim: To practise correcting and completing a blog entry, following a checklist.
Interaction: Individual, pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the entry, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes, you can write on the board: one missing piece of information, one spelling mistake, one wrong tense, one wrong verb form, one logical order mistake, one punctuation mistake.

23 Accommodation
(Focus Review 4, Speaking)

Part 1
Aim: To practise describing a photo.
Interaction: Individual, pairs.
Type of activity: Correcting.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Tell students that they are going to work individually. Hand out the worksheet and tell them to look carefully at the first photo of a teenager and read the sentences next to it. Explain that none of the sentences are exactly true and ask students to correct them by changing only ONE word in every sentence. Then tell students to check the task in pairs. **(2)** Ask students to work in AB pairs and look at the second photo. Tell them that they have similar photos but that there are some differences. Ask students to describe the photos to each other using the phrases given next to them and then find as many differences as possible. **(3)** When they have finished, students show the photos to each other and see how they did.

Example answers: The **photo** shows a teenage boy who's holding a plastic basket. There **are** a lot of dirty clothes in the basket. The boy is probably in the **bathroom** or a basement. He's wearing **a T-shirt** and a sweatshirt. In the **background**, I can see a window and many bottles with detergent for washing clothes. On the **left**, by the wall, there's a rack for drying clothes. The boy seems **happy** that he has to do the washing.

Part 2
Aim: To revise phrases used to talk about accommodation.
Interaction: Individual, pairs.
Type of activity: Gap filling, matching.
Time: 5 minutes.
Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually. Hand out the worksheet and tell them to fill in the gaps with suitable words to make questions about accommodation. Tell students that first letters of the words have been given. Give students three minutes to do this. **(2)** Then ask them to check the task in pairs. **(3)** Ask pairs of students to match answers a–i to questions 1–9.

Answers: **1** much i **2** What f **3** is c **4** from e **5** facilities d **6** there h **7** can a **8** have g **9** Do b

Unit 5 Time to learn

24 Mind your step!
(5.1 Vocabulary)

Aim: To practise vocabulary related to school and education.
Interaction: Pairs.
Type of activity: Gap filling and information finding.
Time: 15 minutes.
Materials: One worksheet and one set of cards per pair.

In class: (1) Tell students to work in pairs. **(2)** Give each pair a worksheet and place a set of shuffled cards face down in a pile. Explain that they will have to match the verbs from the cards to the questions on the plan by identifying the room where the questions are located. **(3)** Point at the two avatars on the plan and ask students to choose one for themselves. **(4)** Students take turns to draw a card. They read the verb on the card to the other student, who has to match it to the correct question. If the answer is wrong, the student shades in one of the footprints leading to the head teacher's office. When the student has made five mistakes, they land in the head teacher's office, which automatically means the end of the game for them. The other student continues the game until all the cards have been used, or until they have made the fifth mistake. **(5)** Explain that the student who does the matching task also has to answer the question, no matter whether they matched the verb to the question correctly or not. **(6)** When everyone has finished, ask students how many of them 'were called into the headteacher's office' (lost the game).

25 Test yourselves
(5.1 Vocabulary)

Aim: To practise vocabulary from lesson 5.1.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

See instructions for Resource 2 on page 201.

26 An optimistic scenario
(5.2 Grammar)

Aim: To practise First Conditional sentences.
Interaction: Pairs.
Type of activity: Information exchange.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Students A and Students B. Give students their worksheets. Tell them that they should not look at each other's worksheets. **(2)** Explain that Lisa is going to graduate from secondary school soon and the worksheet shows possible scenarios for her adult life. **(3)** Students take turns to ask each other about the missing information in their worksheets. Choose a strong student B and demonstrate the activity: *A: What will happen if Lisa doesn't get into university? B: If she doesn't (get into university), she'll do a gap year.* Ask student B to ask you a question: *B: And what will happen if Lisa gets into university? A: If she does, she'll study Physics.*

Optional follow-up:
When students have finished, ask them to think up an alternative scenario for Lisa's future with the same optimistic outcome.

27 Test yourselves
(5.5 Grammar)

Aim: To practise defining relative clauses.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

See instructions for Resource 2 on page 201.

28 An email of enquiry
(5.7 Writing)

Aim: To practise correcting and completing an email of enquiry, following a checklist.
Interaction: Individual, pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the email, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes, you can write on the board: one wrong tense, two wrong verb forms, one wrong formal expression, two unnecessary contractions.

29 Learning and teaching
(Focus Review 5, Speaking)

Part 1
Aim: To revise phrases connected with learning and education and practise describing a photo.
Interaction: Pairs.
Type of activity: Guided speaking, gap filling.
Time: 10 minutes.
Materials: One worksheet per pair.

In class: (1) Tell students that they are going to work in pairs. Hand out the worksheet and tell them to look at the two photos showing two methods of learning languages and answer the questions. **(2)** Then tell students to look at vocabulary connected with learning and fill in the gaps. **(3)** Ask them to look at four example sentences explaining which method of learning someone prefers. Ask pairs to talk and discuss which method they prefer and why. Encourage students to use vocabulary from the exercise.

Example answers:
Photo 1: In the photo, I can see a pretty girl wearing jeans and a top. She's probably in her bedroom or in the living room. The girl is sitting on a sofa with a laptop. She's wearing headphones. I think she's happy and excited. She's smiling.
Photo 2: I can see a group of young people and their teacher. They are in the classroom. The teenagers are students and they are listening to the teacher. He probably asked a question and they want to answer it. They seem interested in the lesson. They aren't bored.
1 make **2** revise **3** memorise **4** write **5** get **6** with **7** marks **8** discuss **9** exams **10** follow **11** flexible

Part 2
Aim: To practise comparing and contrasting two methods of teaching.
Interaction: Pairs.
Type of activity: Free speaking.
Time: 5 minutes.
Materials: One worksheet per pair.

In class: (1) Tell students that they are going to work in pairs. Hand out the worksheet and tell them to read about two different methods of teaching English used by two different teachers. **(2)** Ask students to think for a minute and note down the advantages and disadvantages of both methods. **(3)** Then tell students to discuss the methods in pairs and say which, for them, is better and more effective and why. Encourage students to use as many arguments as possible. **(4)** When they have finished, you may ask a few students to present their opinions in front of the class.

Unit 6 Just the job

30 What's my job?
(6.1 Vocabulary)

Aim: To practise work and job vocabulary.
Interaction: Groups of four.
Type of activity: Guessing game.
Time: 15 minutes.
Materials: One worksheet per group.

In class: (1) If you like, briefly brainstorm names of professions and words related to work. **(2)** Divide students into groups of four. Give each student a rolecard and tell them NOT to show it to the other students. **(3)** Students read their rolecards silently. Then they add two more things they do in their jobs. **(4)** Student A begins. He/She does NOT say his/her job. He/She reads out the information clues about his/her job point by point. After the other students in the group have listened to all the points, they try to guess the job. They can ask further questions, e.g. *Do you work in an office? Do you work with your hands?* However, Student A can only say *yes* or *no* in answer to the questions. If the group cannot guess, Student A tries to give more clues. Once the group has guessed, it is Student B's turn, then Student C's and finally Student D's.

Optional follow-up: Students choose another job and write a similar rolecard.

31 Test yourselves
(6.1 Vocabulary)

Aim: To practise vocabulary from lesson 6.1.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

See instructions for Resource 2 on page 201.

32 Imagine
(6.2 Grammar)

Aim: To practise Second Conditional questions and answers.
Interaction: Pairs.
Type of activity: Interview.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Give each student a copy of the worksheet. **(2)** Divide students into pairs. **(3)** Ask students to read the questions and answer for themselves. Then they interview their partner and take notes of their answers. **(4)** Feedback with the class.

Optional follow-up: Students write sentences about their partner.

33 Test yourselves
(6.5 Grammar)

Aim: To practise modal verbs for obligation and permission.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

See instructions for Resource 2 on page 201.

34 A job application
(6.7 Writing)

Aim: To practise correcting and completing a job application, following a checklist.
Interaction: Individual, pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the application, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes, you can write on the board: one missing piece

of information, one unnecessary piece of information, one sentence too informal, one spelling mistake, one wrong word form, one wrong pronoun.

35 Work, work, work
(Focus Review 6, Speaking)

Aim: To practise describing photos and answering detailed questions.
Interaction: Individual, pairs.
Type of activity: Gap filling, asking questions.
Time: 10 minutes.
Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually and hand out the worksheet. **(2)** Tell them to look at the photo carefully and then answer the questions on the basis of the photo by filling in the gaps with the correct words given above. **(3)** Then ask students to check the task in pairs. **(4)** Ask students to give their own answers to questions 3 and 4 in pairs.

Answers: 1 office **2** group **3** standing **4** look **5** arguing **6** mistake **7** happened **8** would **9** helping

Unit 7 Consumer society

36 A shopping crossword
(7.1 Vocabulary)

Aim: To practise words related to shopping.
Interaction: Pairs.
Type of activity: Crossword and guessing game.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. **(2)** Give Students A and Students B their worksheets and ask them not to show them to each other. **(3)** Students work individually at first and match the clues to the answers in their part of the crossword. Set a time limit of two minutes. **(4)** Write the correct sequence of clues for Students A and Students B on the board and get students to check their answers. **(5)** Students work in pairs. They take turns to read the definitions of the words they have in their crosswords so that the other student can guess and complete the missing words. **(6)** When they have finished, tell students to compare their answers.

Answers:
Student A: 6, 5, 3, 7, 10, 12, 2
Student B: 4, 3, 1, 13, 8, 11, 9

37 Test yourselves
(7.1 Vocabulary)

Aim: To practise vocabulary from lesson 7.1.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

See instructions for Resource 2 on page 201.

38 Passive shopping
(7.2 Grammar)

Aim: To practise the Passive voice.
Interaction: Individual and pairs.
Type of activity: Gap filling and information exchange.
Time: 10 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first. **(2)** Hand out the worksheets and tell students to complete sentences 1–4 with the verbs from the Fresh Verbs box and sentences 5–8 with the verbs from the Organic Verbs box. Remind them to change the verb forms. Set a time limit of three minutes. **(3)** Check answers with the whole class. **(4)** Tell students to read the sentences again and choose the ones they agree with. Explain that sentences 1–4 refer to their families, while 5–8 to their hometowns. **(5)** Ask students to work in pairs. Tell them to compare and discuss their choices. Encourage students to ask follow-up questions, e.g. *What do you buy online?, Are you given pocket money?, Do you know any shop assistants?, Why do you think they aren't paid enough?*

Answers: 1 done **2** bought **3** spent **4** given **5** sold **6** built **7** paid **8** advertised

39 Test yourselves
(7.2 Grammar)

Aim: To practise the Passive voice.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

See instructions for Resource 2 on page 201.

40 A formal written complaint
(7.7 Writing)

Aim: To practise correcting and completing a formal written complaint, following a checklist.
Interaction: Individual, pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the complaint, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are seven mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes, you can write on the board: two pieces of information presented too informally and/or impolitely, one wrong tense, one wrong verb form, one wrong preposition, one unnecessary contraction, one spelling mistake.

41 Shopping for clothes
(Focus Review 7, Speaking)

Part 1
Aim: To revise phrases used while shopping for clothes.
Interaction: Individual, pairs.
Type of activity: Gap filling.
Time: 5 minutes.
Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually. Hand out the worksheet and tell them to take two minutes to fill in the gaps in the sentences. **(2)** Then ask students to check the task in pairs and with the whole class. **(3)** When they have finished, you can ask students to name other clothes they can shop for.

Answers: scarf, pay, credit, like, looking, size, have, fit, give, exchange

Part 2
Aim: To revise phrases used while shopping for clothes.
Interaction: Pairs.
Type of activity: Gap filling.
Time: 5 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Ask students to read the conversation between a shop assistant and a customer. Students A and B have different words missing. Ask them to fill in the gaps with ONE suitable word. **(2)** When students are ready they work in AB pairs and read the conversation together. Student A reads lines A, while Student B reads lines B – that is how they check the task.

Optional follow-up: If time allows, you may ask pairs to choose a different item of clothing and act out a similar conversation.

Answers: **1** help **2** looking **3** size **4** am **5** try **6** changing **7** Does **8** much **9** take **10** would **11** return **12** refund

Unit 8 Well-being

42 Medical diploma
(8.1 Vocabulary)

Aim: To practise words related to health.
Interaction: Pairs.
Type of activity: Choosing the correct option and gap-filling game.
Time: 15 minutes.
Materials: One worksheet per student (A or B) and one set of cards per pair.

In class: (1) Divide students in pairs, Student A and Student B. Tell them to imagine that they are going to study at a medical school to become a doctor. **(2)** Give students their worksheets and place a set of shuffled cards face down in a pile. Explain that in order to get the school diploma, students have to complete all the tasks on their worksheets, from Level 0 to Level 7, and tick the boxes to mark tasks as completed. Their personal aim is to get the diploma as fast as possible. However, if a student makes a mistake, they miss a turn. To give the exercise a competitive edge, students can question the accuracy of their opponent's answer by referring to you as the adjudicator. **(3)** Students take turns to do their tasks, moving up one level at a time. For levels 0–3, they have to choose the correct options to complete the questions and then answer them. For levels 4–7, they have to draw a card from the pile and complete the sentence that describes the patient's symptoms. **(4)** Monitor the game, adjudicate any disputes and offer feedback.

Answers:
Student A
Level 0: out **Level 1:** cut **Level 2:** to **Level 3:** reduce

Student B
Level 0: out **Level 1:** rate **Level 2:** get **Level 3:** from

Cards: **1** a cough **2** a runny nose **3** a sore throat **4** dizzy **5** stomach ache **6** a temperature **7** in a rash **8** in his chest **9** his appetite **10** weight

43 Test yourselves
(8.1 Vocabulary)

Aim: To practise vocabulary from lesson 8.1.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

See instructions for Resource 2 on page 201.

44 If I remember correctly …
(8.2 Grammar)

Aim: To practise the Past Perfect.
Interaction: Pairs.
Type of activity: Information exchange.
Time: 15 minutes.
Materials: One worksheet per pair.

In class: (1) Tell students that they are going to work in pairs and make random sentences. Give each pair of students one set of narrow cards with sentence beginnings and one set of wide cards with sentences endings. Tell students to put the cards face down in two respective piles. The narrow cards should be placed on the left. **(2)** Students take turns to turn over one card from each pile at a time to make a random sentence. **(3)** Students read their sentences to each other and say whether the sentences about them are true or false. They should also explain why, e.g. *Yes, it's true that by the time I went to primary school, I'd started learning English because I learnt English in kindergarten.* or *Obviously, I hadn't failed a single test by the age of 3 because I hadn't started school yet.* Tell students to keep a record of how many true sentences about themselves they happened to make. **(4)** Encourage students to ask each other follow-up questions: *When exactly did you start learning English? Do you remember your first English teacher?* **(5)** Once students have finished, ask them about their score.

45 Test yourselves
(8.5 Grammar)

Aim: To practise Reported Speech.
Type of activity: Gap filling.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

See instructions for Resource 2 on page 201.

46 A reader's comment
(8.7 Writing)

Aim: To practise correcting and completing a reader's comment, following a checklist.
Interaction: Individual, pairs.
Type of activity: Correcting and completing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the comment, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are seven mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes you can write on the board: one logical order mistake, two wrong verb forms, one wrong quantifier, one spelling mistake, one wrong linker, one unnecessary contraction.

47 A teen health and fitness app
(Focus Review 8, Speaking)

Parts 1 and 2
Aim: To revise phrases connected with a healthy lifestyle.
Interaction: Pairs.
Type of activity: Information gap.
Time: 7 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Students A and B. Give each student a worksheet. **(2)** Explain that students have to find the beginnings or endings of the phrases. Student A reads a beginning from their handout and Student B finds an ending on their handout. Then they switch roles. Ask all students to write the phrases down. Check the answers with the whole class. **(3)** Tell Students that in Part 2 they have a description of a new health app for teenagers. Ask them to read it and fill in the gaps with the phrases from Part 1. Then check answers with the class. Encourage students to take a moment and tell their partner if they would like to use such an app or not and why.

Answers
Student A:
Part 1: be allergic to nuts and kiwi, work out regularly, cut sweets out of your diet, tests stress me out, make better diet choices, keep fit and healthy
Part 2: **1** keep fit and healthy; **2** work out regularly; **3** make better diet choices; **4** allergic to nuts and kiwi **5** cut sweets out of your diet

Student B:
Part 1: cut sweets out of your diet, tests stress me out, make better diet choices, keep fit and healthy, be allergic to nuts and kiwi, work out regularly
Part 2: **1** keep fit and healthy **2** work out regularly **3** make better diet choices **4** allergic to nuts and kiwi **5** cut sweets out of your diet

Part 3
Aim: To practise ways of expressing choices and justifying them.
Interaction: Pairs.
Type of activity: Guided speaking.
Time: 10 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into different pairs. **(2)** Explain that the company which makes the health app Teen FitKit wants to advertise it in your country and is asking the opinion of teenagers on which photo to choose for the campaign ad. **(3)** Ask Students to read some opinions (1–5) and decide which photo has a better chance of becoming the ad photo. Also ask them to complete the sentences using the words in brackets and any other words they might need. Check the task with the class. **(4)** Tell students that they are going to choose the best photo and express their opinion. They are also going to explain why they did not choose the other option. Ask them to use the phrases in bold and their own, fresh ideas. Let them make short notes and then have their discussions.

Optional follow-up: Students present their ideas to the class and have a short poll of which photo won.

Answers
Student A and B
Part 3: Photo B has a better chance of becoming the ad. **1** because it's more attractive and the girl looks more interesting, **2** it isn't very realistic, **3** a real, healthy teenager, **4** I want to work out now, **5** isn't as happy as the girl in Photo B

Units 1–8 Use of English

48–49 Multiple-choice cloze
(Focus Review 3, 5, 6 and 7; Use of English)

Aim: To practise Use of English tasks.
Interaction: Individual.
Type of activity: Multiple choice cloze (text).
Time: 20 minutes per worksheet.
Materials: One worksheet per student.

In class: (1) Copy the worksheets for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Ask them to read the gapped texts and to choose one correct answer (a, b or c) for each gap. **(4)** Give students twenty minutes to do the tasks on their worksheet. **(5)** Check the answers with the whole class.

Answers:

Worksheet 48:
1: 1 c, 2 b, 3 b, 4 c, 5 a
2: 1 b, 2 c, 3 a, 4 c, 5 b
3: 1 a, 2 b, 3 b, 4 a, 5 c
4: 1 a, 2 c, 3 a, 4 c, 5 b

Worksheet 49:
1: 1 a, 2 c, 3 b, 4 b, 5 a
2: 1 c, 2 b, 3 a, 4 b, 5 b
3: 1 c, 2 a, 3 c, 4 c, 5 b
4: 1 b, 2 b, 3 c, 4 c, 5 a

50–51 Gapped sentences
(Focus Review 2 and 4; Use of English)

Aim: To practise Use of English tasks.
Interaction: Individual.
Type of activity: Gapped sentences.
Time: 12 minutes per worksheet.
Materials: One worksheet per student.

In class: **(1)** Copy the worksheets for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Ask them to read the pairs of gapped sentences and to choose one answer (a, b or c) that completes both sentences in each pair correctly. **(4)** Give students twelve minutes to do the tasks on their worksheet. **(5)** Check the answers with the whole class.

Answers:

Worksheet 50:
1: 1 c, 2 c, 3 a, 4 b, 5 a
2: 1 a, 2 c, 3 b, 4 a, 5 c
3: 1 a, 2 b, 3 b, 4 c, 5 b
4: 1 a, 2 c, 3 b, 4 b, 5 c

Worksheet 51:
1: 1 a, 2 c, 3 b, 4 c, 5 c
2: 1 a, 2 b, 3 c, 4 b, 5 c
3: 1 a, 2 a, 3 c, 4 a, 5 b
4: 1 b, 2 c, 3 c, 4 b, 5 a

52–53 Multiple choice
(Focus Review 1, 3, 4, 6, 7 and 8; Use of English)

Aim: To practise Use of English tasks.
Interaction: Individual.
Type of activity: Multiple choice cloze (dialogues).
Time: 12 minutes per worksheet.
Materials: One worksheet per student.

In class: **(1)** Copy the worksheets for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Ask them to read the short gapped dialogues and to choose one answer (a, b or c) that completes each dialogue correctly. **(4)** Give students twelve minutes to do the tasks on their worksheet. **(5)** Check the answers with the whole class.

Answers:

Worksheet 52:
1: 1 c, 2 c, 3 b, 4 a, 5 c
2: 1 b, 2 a, 3 b, 4 a, 5 a
3: 1 b, 2 a, 3 c, 4 c, 5 b
4: 1 c, 2 b, 3 c, 4 b, 5 a

Worksheet 53:
1: 1 b, 2 b, 3 c, 4 b, 5 a
2: 1 c, 2 b, 3 c, 4 a, 5 b
3: 1 c, 2 b, 3 b, 4 a, 5 c
4: 1 a, 2 b, 3 c, 4 a, 5 c

54–55 Sentence transformation
(Focus Review 1, 2, 5 and 8; Use of English)

Aim: To practise Use of English tasks.
Interaction: Individual, groups of four.
Type of activity: Sentence transformation.
Time: 15 minutes per worksheet.
Materials: One worksheet per four students.

In class: **(1)** Copy the worksheet and cut it up so that each exercise is on a separate piece of paper. **(2)** Divide all students into groups of four and ask them to sit together. **(3)** Tell students that they are going to work individually first and hand out the worksheets. **(4)** Ask them to read the sentences on their worksheet and to choose one answer (a, b or c) that means the same as the words in bold. Give them five minutes to do the task. **(5)** Ask students to give their handout to the person on their right. The person on the right checks the transformations. If they think it is correct, they put a tick next to it. If it is wrong, they correct it, and if they are not sure, they put a question mark. **(6)** The students give their handout to the person on their right again. This person checks it again and makes necessary correction where there is a question mark. This continues until every person in the group has checked all four exercises. **(7)** Check the answers with the whole class. Groups keep a score of how many answers they had correct.

Optionally, you may give each student the whole handout with all four exercises at the end of the lesson and ask them to fill it in as homework.

Answers:

Worksheet 54:
1: 1 b, 2 a, 3 c, 4 a, 5 a
2: 1 b, 2 c, 3 b, 4 b, 5 a
3: 1 a, 2 b, 3 a, 4 a, 5 c
4: 1 c, 2 b, 3 a, 4 c, 5 b

Worksheet 55:
1: 1 a, 2 a, 3 c, 4 b, 5 a
2: 1 c, 2 b, 3 c, 4 b, 5 a
3: 1 c, 2 b, 3 a, 4 b, 5 b
4: 1 c, 2 b, 3 c, 4 a, 5 b

Resource 1

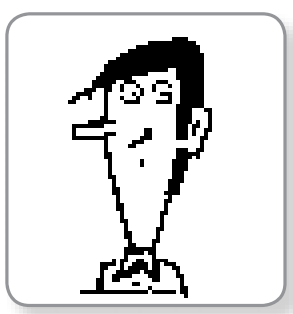
What are they like?

1.1 Vocabulary (personality)

Student A

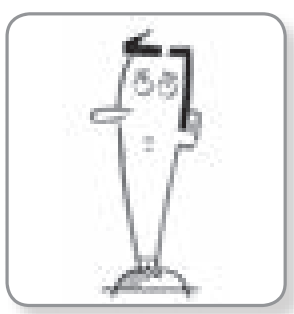
James is _____

Sara is _____



Pete is _____

Sylvia is _____



Mark is _____

Olivia is _____

hard-working cowardly sensible outgoing dishonest lazy
cheerful sensitive unkind caring mean irresponsible

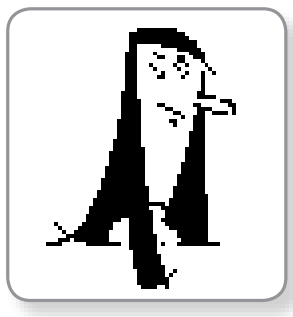
CLUES AND ANSWERS FOR STUDENT B

Name and description	Confirm
1 Lucy: She's extremely unhappy. She's always complaining or in a bad mood.	MISERABLE
2 Ben: He always gives people lots of time and money.	GENEROUS
3 Fiona: She talks badly about her friends when they are not there.	DISLOYAL
4 Dave: He always behaves in a happy, friendly way. He's always smiling.	CHEERFUL
5 Helen: She's friendly and she enjoys meeting people and talking to new people.	OUTGOING
6 Rob: He's not very willing to talk to people.	UNCOMMUNICATIVE

Student B

CLUES AND ANSWERS FOR STUDENT A

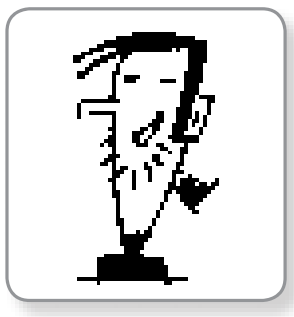
Name and description	Confirm
1 James: He's afraid of everything new. He never says what he thinks to people because he doesn't want them to get angry with him.	COWARDLY
2 Sara: She often tells lies and you can't trust her.	DISHONEST
3 Pete: He always puts a lot of effort into his work.	HARD-WORKING
4 Sylvia: She's very reasonable. She always does the most practical thing.	SENSIBLE
5 Mark: He's cruel and he doesn't like spending money – especially on other people.	MEAN
6 Olivia: She's kind, sympathetic and helpful to other people.	CARING



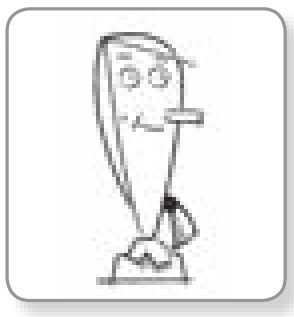
Lucy is _____

Ben is _____

Fiona is _____



Dave is _____



Helen is _____

Rob is _____

outgoing modest arrogant uncommunicative selfish generous
uncooperative disloyal grumpy cheerful lazy miserable

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Resource 2

Test yourselves
1.1 Vocabulary

Student A

1a Write the opposite of these adjectives.

1 shy ≠ _____
2 popular ≠ _____
3 caring ≠ _____
4 adventurous ≠ _____
5 responsible ≠ _____

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

1 hard-working
2 impolite
3 sensible
4 dishonest
5 miserable

2a Complete the sentences with the adjectives from the box. There is one extra word.

relaxed serious boring
responsible cheerful miserable

1 Mark is a _____ person – I don't think he ever stops smiling.
2 This film is so _____ I almost fell asleep. The plot does not change at all.
3 You want to go to Antarctica to see penguins? You can't be _____!
4 I want my parents to believe I am _____ so I am looking for a summer job this year.
5 John really needed holidays. Just look at him, he looks so _____.

2b Listen to Student B and check his/her answers.

1 I feel so lazy today. I could stay in bed all day and do absolutely nothing.
2 Our local football team and their fans are miserable because they have lost all their games this year.
3 Don't be so shy! You know you can always ask me for help with your homework.
4 Thank you for telling the truth. You are an honest person and I truly appreciate it.
5 I was unpopular at high school and I had only one friend. But now I go out more and I think this has changed.

2c Read your sentences to Student B.

Student B

1a Write the opposite of these adjectives.

1 lazy ≠ _____
2 polite ≠ _____
3 silly ≠ _____
4 honest ≠ _____
5 cheerful ≠ _____

1b Listen to Student A and check his/her answers.

1 outgoing
2 unpopular
3 selfish
4 unadventurous
5 irresponsible

1c Read your answers to Student A.

2a Complete the sentences with the adjectives from the box. There is one extra word.

shy lazy unpopular
miserable honest impolite

1 I feel so _____ today. I could stay in bed all day and do absolutely nothing.
2 Our local football team and their fans are _____ because they have lost all their games this year.
3 Don't be so _____! You know you can always ask me for help with your homework.
4 Thank you for telling the truth. You are an _____ person and I truly appreciate it.
5 I was _____ at high school and I had only one friend. But now I go out more and I think this has changed.

2b Read your sentences to Student A.

2c Listen to Student A and check his/her answers.

1 Mark is a cheerful person – I don't think he ever stops smiling.
2 This film is so boring I almost fell asleep. The plot does not change at all.
3 You want to go to Antarctica to see penguins? You can't be serious!
4 I want my parents to believe I am responsible so I am looking for a summer job this year.
5 John really needed holidays. Just look at him, he looks so relaxed.

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Resource 3

Ask me!

1.2 Grammar (present tenses – question forms)

Generator 1

(Where) (What) (Why) (When) (Who)	do does	you your parents your best friend your teacher your brother/sister people in your country	like admire live work study spend enjoy try	(new things) (famous people) (free time) (sports) (…)	?

Generator 2

(Where) (What) (Why) (When) (Who)	is are	you your parents your best friend your teacher your brother/sister people in your country	doing watching playing reading chatting eating thinking about	(online) (something good) (at the moment) (pizza) (TV) (…)	?

Generator 3

(What) (Why)	has have	you your parents your best friend your teacher your brother/sister people in your country	done tried watched met talked to read about	(something new) (anyone interesting) (…)	(this year) (today) (this week)	?

Generator 1

(Where) (What) (Why) (When) (Who)	do does	you your parents your best friend your teacher your brother/sister people in your country	like admire live work study spend enjoy try	(new things) (famous people) (free time) (sports) (…)	?

Generator 2

(Where) (What) (Why) (When) (Who)	is are	you your parents your best friend your teacher your brother/sister people in your country	doing watching playing reading chatting eating thinking about	(online) (something good) (at the moment) (pizza) (TV) (…)	?

Generator 3

(What) (Why)	has have	you your parents your best friend your teacher your brother/sister people in your country	done tried watched met talked to read about	(something new) (anyone interesting) (…)	(this year) (today) (this week)	?

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Resource 4

Test yourselves

1.5 Grammar (verb + *-ing* or verb + *to* infinitive)

Student A

1 Complete the sentences with the correct forms of the verbs in brackets. Use the *-ing* form or *to* infinitive.

1 Allan wants _____ (work) as a fashion designer in the future.
2 Sandra refuses _____ (wear) her school uniform because it's ugly.
3 Jack can't stand _____ (shop) for clothes with his mum.
4 Lisa has decided _____ (spend) £100 on a new dress.
5 Thomas spends a lot of time _____ (choose) his clothes for school.
6 Mary sometimes pretends _____ (be) a famous supermodel.

2 Read your sentences to Student B.

3 Listen to Student B and check his/her answers.

1 Wendy has agreed to make a long scarf for me.
2 Daniel avoids wearing the same clothes to school every day.
3 Olga can't afford to go to a fashion school in the USA.
4 Brian would like to change his attitude to clothes.
5 Sylvia hopes to meet some famous designers in London.
6 Patrick doesn't mind buying second-hand clothes.

Student B

1 Complete the sentences with the correct forms of the verbs in brackets. Use the *-ing* form or *to* infinitive.

1 Wendy has agreed _____ (make) a long scarf for me.
2 Daniel avoids _____ (wear) the same clothes to school every day.
3 Olga can't afford _____ (go) to a fashion school in the USA.
4 Brian would like _____ (change) his attitude to clothes.
5 Sylvia hopes _____ (meet) some famous designers in London.
6 Patrick doesn't mind _____ (buy) second-hand clothes.

2 Listen to Student A and check his/her answers.

1 Allan wants to work as a fashion designer in the future.
2 Sandra refuses to wear her school uniform because it's ugly.
3 Jack can't stand shopping for clothes with his mum.
4 Lisa has decided to spend £100 on a new dress.
5 Thomas spends a lot of time choosing his clothes for school.
6 Mary sometimes pretends to be a famous supermodel.

3 Read your sentences to Student A.

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Resource 5

A personal email
1.7 Writing

You have made a friend on the TeenTravel website. He/She is from from Wales, and is planning to visit you soon and stay for a week. Write an email to your friend including the following points:

- A description of your family and/or the people you live with.
- Information on your new hobby.
- Information on what you have planned for your friend's stay.
- Questions about your friend's ideas for spending his/her time.

My personal email:

- I have started with a friendly greeting e.g. *Dear Nick/Hi Jo*.
- In the first paragraph, I have explained why I am writing.
- In the second paragraph, I have described my family and/or the people I live with.
- In the third paragraph, I have included information on my new hobby (what? why? how often?)
- In the fourth paragraph I have described what I have planned for my friend's stay.
- In the fifth paragraph I have asked my friend how he/she would like to spend time.
- I have finished with a friendly goodbye, e.g. *All the best/Bye 4 now*.
- I have used contractions, e.g. *you're/I'm/that's*.
- I have included some questions to show that I want a reply, e.g. *What do you enjoy doing at weekends?, What about you?*.
- I have perhaps used some emoticons (☺) and abbreviations (*info/CU/gr8*), but not too many!
- I have checked my spelling and punctuation.
- My text is neat and clear.

Hi Harry,

How are you? It's GR8 you're coming here!

I live with my parents and my younger sister. She's twelve and she's mad on hip hop. She's sometimes selfish but she's OK. My parents are caring but ask too many questions. ☺

I've got a new hobby! I'm obsessed on skateboarding. I spend every weekend ride it at a skate park.

I've got lots of plans for us. We can go to the cinema when you come. We also need visiting the new water park.

What would you like to do? Have you any special ideas?

Adam

Hi Harry,

How are you? It's GR8 you're coming here! *I'm writing to tell you about my family*. [1]

I live with my parents and my younger sister. She's twelve and she's mad ~~on~~ *about* [2] hip hop. She's sometimes selfish but she's OK. My parents are caring but ask too many questions. ☺

I've got a new hobby! I'm obsessed ~~on~~ *with* [3] skateboarding now. I spend every weekend ~~ride~~ *riding* [4] it at a skate park. *It's great fun and all my friends are there!* [5] *Do you like skateboarding?* [6]

I've got lots of plans for us. We can go to the cinema when you come. We also need ~~visiting~~ *to visi*t [7] the new water park.

What would you like to do? ~~Have you~~ *Have you got* any special ideas? [8]

OK, that's all for now. Write back soon. [9]

Adam

[1] Missing information on reason for writing. [2] Wrong preposition. [3] Wrong preposition. [4] Wrong verb form. [5] Missing information on why you like it. [6] Missing questions. [7] Wrong verb form. [8] Wrong verb form. [9] Missing goodbye phrase.

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Resource 6

A fictional character

Focus Review 1, Speaking

Personality

He/She **is quite** shy/tolerant/…

He/She **can sometimes be** really arrogant/grumpy/…

Looks and clothes

He/She **is** tall/short/well-built/…

He/She **has got** long dark hair/ tattoos/…

He/She **usually wears** casual clothes/ jeans and a T-shirt/…

Interests and dislikes

He/She **is interested in** modern dance/…

He/She **is obsessed with** making amateur films/…

He/She **is involved in** preparing a school play/…

He/She **can't stand** pessimists/…

He/She **tries to avoid** volunteer work/…

Friends

He/She **has** a lot of/_____ **friends.**

_____ **is** his/her **closest friend.**

They **are best friends because** they have a lot in common/…

They **get on well because** they respect each other/…

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Crazy calculator

2.1 Vocabulary (online; phones and computers; word building)

TASK **+ 500** Talk about a famous scientist for 30 seconds and get 500 points.	**?** **+/–** the year when you were born	**DELETE** **–50%**	**?** **+/– 1000**	**END**
? **+/–** ten times the number of the windows in this classroom	**BACK-SPACE**	**?** **+/–** ten times the number of this classroom	**?** **+/–** ten times the number of boys in your class	**?** **+/– 500**
? **+/–** ten times your school's street number	**?** **+/– 250**	**DELETE** **–100%**	**?** **+/–** ten times the number of girls in your class	**+ 1000**
? **+/–** ten times the number of this classroom	**BACK-SPACE**	**TASK** **+ 500** Talk about your computer or mobile for 30 seconds and get 500 points.	**?** **+/–** ten times the number of chairs in this classroom	
? **+/–** ten times the number of desks in this classroom	**?** **+/– 100**	**?** **+/–** the last three digits of your/one of your parents' phone number	**BACK-SPACE**	**ENTER**
? **+/–** ten times the number of Maths lessons in a week	**?** **+/–** ten times your age in years	**?** **+/–** ten times the number of your house/flat	**?** **+/– 50**	

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Crazy calculator

2.1 Vocabulary (online; phones and computers; word building)

Do scientists **do** or **make** experiments? *Answer: do*	What do you call someone who is a specialist in biology? *Answer: biologist*
Do scientists **do** or **make** research? *Answer: do*	What do you call someone who is a specialist in chemistry? *Answer: chemist*
Do scientists **invent** or **collect** specimens? *Answer: collect*	What do you call the study of computers? *Answer: computer science*
Do scientists **discover** or **develop** a theory? *Answer: develop*	What do you call a computer program that helps you find information on the Internet? *Answer: search engine*
Do scientists **take** or **do** measurements? *Answer: take*	What do you call the type of computer that you don't normally carry with you? *Answer: desktop computer*
Did Columbus **discover** or **invent** America? *Answer: discover*	What do you call a program that lets you see a website on the computer screen? *Answer: web browser*
Did Bell **discover** or **invent** the telephone? *Answer: invent*	What do you call written information that you can send to someone from a mobile? *Answer: text message*
Do we **do** or **take** notes? *Answer: take*	What do you call a panel you use for typing information into a computer? *Answer: keyboard*
What do you call someone who is a specialist in astronomy? *Answer: astronomer*	What is the popular name for high-speed Internet? *Answer: broadband*
What do you call someone who is a specialist in mathematics? *Answer: mathematician*	What do you call a group of signs you use as your identification to log into a computer or system? *Answer: username*
What do you call someone who is a specialist in physics? *Answer: physicist*	What do you call a secret group of signs that you use to log into a computer or website? *Answer: password*

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Resource 8

Test yourselves
2.1 Vocabulary

Student A

1a Replace the underlined phrases with words from the box. There is one extra word.

follow laptop post smartphone
profile search engine username

1 I use my <u>phone with options similar to a computer</u> everyday for almost everything. I can call my parents, listen to music and check the map.

2 If you keep on forgetting your <u>name you use for logging in to a website</u> and password, the web browser can remember it for you. _____

3 Which <u>computer programme that can find information on the Internet</u> do you normally use? _____

4 Next month my dad wants to buy a <u>type of computer that you can carry with you because it's small</u>. _____

5 How many photos have you uploaded to your Facebook <u>website with information about you</u>? _____

6 I sometimes <u>place a piece of text on the internet</u> nice comments on other people's photos just to make them feel better. _____

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

1 If you don't remember the <u>password</u> and want to change it, click here.

2 It's difficult to type some letters because the <u>keyboard</u> is old and doesn't work well.

3 Do you ever <u>download</u> e.g. music or films from the Internet?

4 My mom gets angry if I don't send her at least one <u>text message</u> a day!

5 I easily get bored with my profile photo so I <u>update</u> it at least once a month.

6 I don't use <u>social media</u>. I prefer to meet my friends in real life, not on websites like Facebook.

Student B

1a Replace the underlined phrases with words from the box. There is one extra word.

broadband text message download update
keyboard password social media

1 If you don't remember the <u>secret group of letters that you need to log on</u> and want to change it, click here.

2 It's difficult to type some letters because the <u>computer equipment with a lot of buttons</u> is old and doesn't work well. _____

3 Do you ever <u>copy information onto your computer or disc</u>, e.g. music or films from the Internet? _____

4 My mom gets angry if I don't send her at least one <u>written message sent with a phone</u> a day! _____

5 I easily get bored with my profile photo so I <u>change to a new version</u> it at least once a month. _____

6 I don't use <u>websites which allow you to communicate with other people</u>. I prefer to meet my friends in real life, not on websites like Facebook. _____

1b Listen to Student A and check his/her answers.

1 I use my <u>smartphone</u> everyday for almost everything. I can call my parents, listen to music and check the map.

2 If you keep on forgetting your <u>username</u> and password, the web browser can remember it for you.

3 Which <u>search engine</u> do you normally use?

4 Next month my dad wants to buy a <u>laptop</u>.

5 How many photos have you uploaded to your Facebook <u>profile</u>?

6 I sometimes <u>post</u> nice comments on other people's photos just to make them feel better.

1c Read your answers to Student A.

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Resource 9

Test yourselves

2.2 Grammar (Past Continuous and Past Simple)

Student A

1 Complete the sentences with the verbs in brackets. Use the Past Simple or the Past Continuous.

1 Yesterday at 8 o'clock in the morning we _____ (wait) at the airport.
2 Sally _____ (take) a shower when she _____ (have) a great idea.
3 Where _____ (Mark/find) my mobile phone?
4 John _____ (not/drive) to the airport when we _____ (call) him.
5 I _____ (download) a new game for my mobile yesterday – it _____ (be) free.
6 _____ (you/visit) the Eiffel Tower when you _____ (live) in Paris?
7 It _____ (rain) when I _____ (want) to go out.
8 _____ (he/study) at Warsaw University in May 2016?

2 Listen to Student B and check his/her answers.

1 Yesterday Ann didn't go / did not go to school by bike.
2 We watched a film last night – it wasn't / was not very good.
3 I wasn't waiting / was not waiting for Tom in front of the library when my mum phoned.
4 When did Bill start his computer company?
5 When I saw Robert and Martin, they were watching TV.
6 Did the storm start when you were at work?
7 What were you doing on Friday 13th at 7 o'clock?
8 My family moved to the UK when I was young.

3 Read your answers to Student B.

Student B

1 Complete the sentences with the verbs in brackets. Use the Past Simple or the Past Continuous.

1 Yesterday Ann _____ (not/go) to school by bike.
2 We _____ (watch) a film last night – it _____ (not/be) very good.
3 I _____ (not/wait) for Tom in front of the library when my mum _____ (phone).
4 When _____ (Bill/start) his computer company?
5 When I _____ (see) Robert and Martin, they _____ (watch) TV.
6 _____ (the storm/start) when you _____ (be) at work?
7 What _____ (you/do) on Friday 13th at 7 o'clock?
8 My family _____ (move) to the UK when I _____ (be) young.

2 Read your answers to Student A.

3 Listen to Student A and check his/her answers.

1 Yesterday at 8 o'clock in the morning we were waiting at the airport.
2 Sally was taking a shower when she had a great idea.
3 Where did Mark find my mobile phone?
4 John wasn't driving / was not driving to the airport when we called him.
5 I downloaded a new game for my mobile yesterday – it was free.
6 Did you visit the Eiffel Tower when you were living in Paris?
7 It was raining when I wanted to go out.
8 Was he studying at Warsaw University in May 2016?

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Resource 10

When you were a child ...

2.5 Grammar (*used to*)

When you were a child ...

1 did you use to hate spiders?
2 did you use to have long hair?
3 did you use to live in a different town or city?
4 did you use to go on holiday to the same place every year?
5 did you use to watch a lot of TV?
6 did you often use to go to bed late?
7 did you use to listen to music?
8 did you use to have a mobile phone?
9 did you use to do a lot of sport?
10 did you use to have a pet animal?

Your notes:

When you were a child ...

1 did you use to hate spiders?
2 did you use to have long hair?
3 did you use to live in a different town or city?
4 did you use to go on holiday to the same place every year?
5 did you use to watch a lot of TV?
6 did you often use to go to bed late?
7 did you use to listen to music?
8 did you use to have a mobile phone?
9 did you use to do a lot of sport?
10 did you use to have a pet animal?

Your notes:

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Resource 11 A story
2.7 Writing

Your teacher has asked you to write a story ending with: *It was the happiest day of my life!*

- Give your story a title.
- Give information to set the scene.
- Describe what happened on that day using different past tenses and structures.
- Use different words and phrases to show the order of events and add interest.
- Give your story a strong ending.

In my story:

- I have given information to set the scene, e.g. *I was twelve years old …*
- I have used the Past Simple and Continuous, and used to to describe what happened, e.g. *I was listening to music when my phone rang*.
- I have used different words and phrases to make my story interesting for the reader, e.g. *What was going on? It was incredible!*
- I have included adverbs to add interest, e.g. *Luckily, surprisingly*.
- I have given my story a strong ending, e.g. *I'll never forget when I saw …, … was an event I'll never forget.*
- My text is neat and clear.
- I have checked my spelling and punctuation.

I was fourteen years old while my best friend Claire left England. Her dad had a new job in the USA and the family moved there. We were both sad when we said goodbye. In fact, we cried and promised to stay friends forever.

We sent emails and had video chats every week. We talked about school and life in general. I was happy that Claire had new friends, but I must admit, I felt a bit jealous too. We used to doing everything together and I really missed her.

Anyway, two years later, I had a big party at my house for my sixteenth birthday, because before people arrived, I went online and chatted with Claire. She wished me a happy birthday and we talked about our news. I was showing Claire my new clothes for the party when all the suddenly my bedroom door opened … and incredibly, Claire was there!

What has happened? I couldn't believe it! Claire and her family were in England for a holiday and she wanted to surprise me. I'll never forget how I felt when I saw her. We laughed and cried at the same time! It was the happiest day of my life!

The biggest surprise [1]

I was fourteen years old ~~while~~ *when* [2] my best friend Claire left England. Her dad had a new job in the USA and the family moved there. We were both sad when we said goodbye. In fact, we cried and promised to stay friends forever.

We sent emails and had video chats every week. We talked about school and life in general. I was happy that Claire had new friends, but I must admit, I felt a bit jealous too. We used to ~~doing~~ *do* [3] everything together and I really missed her.

Anyway, two years later, I had a big party at my house for my sixteenth birthday, ~~because~~ *but* [4] before people arrived, I went online and chatted with Claire. She wished me a happy birthday and we talked about our news. I was showing Claire my new clothes for the party when ~~all the suddenly~~ all *of a sudden/suddenly* [5] my bedroom door opened … and incredibly, Claire was there!

What ~~has happened~~ *was happening* [6]? I couldn't believe it! Claire and her family were in England for a holiday and she wanted to surprise me. I'll never forget how I felt when I saw her. We laughed and cried at the same time! It was the happiest day of my life!

[1] Missing title. [2] Wrong linker. [3] Wrong verb form. [4] Wrong linker. [5] Wrong adverb form. [6] Wrong tense.

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Resource 12 A new sport

Focus Review 2, Speaking

Part 1

1 In the photo **I can see** …
2 They ...
3 The boy in the dark helmet ...
4 The boy **on the right**, in the white shirt, ...
5 He's **probably** skating ...
6 The boy **in the middle seems** ...

a … **are playing** ice hockey.
b … very fast.
c … three young people on the ice.
d … very concentrated.
e … **is attacking** the goal.
f … is a goalkeeper.

Part 2

Becky: Tried kite surfing.
When was it? Last summer holiday.
What was the weather like? Cold and windy.
Who was she with? Her kite surfing coach.
What was she doing? She was trying to stand up on the board.
How was she doing? It wasn't easy/She had some problems holding the kite in her hands.
What happened? She fell many times/she tried again and again.
How did she feel in the end? Very tired but proud/ She wants to try again soon.

Kurt: Tried horse riding.
When was it?
What was the weather like?
Who was he with?
What was he doing?
How was he doing?
What happened?
How did he feel in the end?

Part 1

1 In the photo **I can see** …
2 They ...
3 The boy in the dark helmet ...
4 The boy **on the right**, in the white shirt, ...
5 He's **probably** skating ...
6 The boy **in the middle seems** ...

a … **are playing** ice hockey.
b … very fast.
c … three young people on the ice.
d … very concentrated.
e … **is attacking** the goal.
f … is a goalkeeper.

Part 2

Becky: Tried kite surfing.
When was it? Last summer holiday.
What was the weather like? Cold and windy.
Who was she with? Her kite surfing coach.
What was she doing? She was trying to stand up on the board.
How was she doing? It wasn't easy/She had some problems holding the kite in her hands.
What happened? She fell many times/She tried again and again.
How did she feel in the end? Very tired but proud/ She wants to try again soon.

Kurt: Tried horse riding.
When was it?
What was the weather like?
Who was he with?
What was he doing?
How was he doing?
What happened?
How did he feel in the end?

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Quiz show

3.1 Vocabulary (films, TV)

Name a factual TV programme.

5 news (bulletin)
4 documentary
3 weather forecast
2 cooking programme
1 travel show

Name a light entertainment programme.

5 talent show
4 reality show/TV
3 game show
2 chat show
1 sitcom

Name a positive adjective to describe a TV programme.

5 gripping
4 fascinating
3 engaging
2 imaginative
1 moving

Name a type of film you can watch at the cinema.

5 drama
4 (romantic) comedy
3 thriller
2 horror
1 musical

Name a type of TV series.

5 crime drama
4 period drama
3 soap opera
2 fantasy
1 science fiction

Name an important element of a good film.

5 acting
4 plot/storyline
3 special effects
2 soundtrack
1 costumes

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A brag battle

3.2 Grammar (comparative and superlative adjectives)

…'s voice is / **beautiful** / than …

…'s voice is / **warm** / than …

…'s concerts are much / **entertaining** / than …

…'s last album was far / **long** / than …

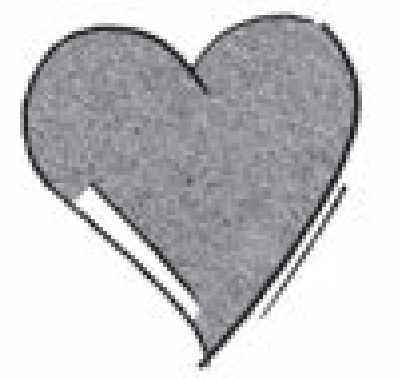
…'s last album was far / **popular** / than …

…'s concerts are much / **long** / than …

…'s lyrics are not as / **beautiful** / as …

…'s lyrics are / **imaginative** / than …

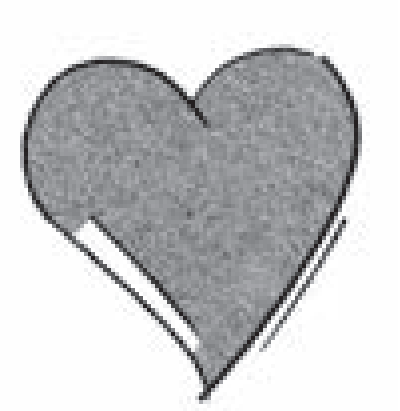
… has a / **warm** / personality than …



…'s songs are not as / **good** / as …

…'s songs are not as / **popular** / as …

… has a / **attractive** / personality than …



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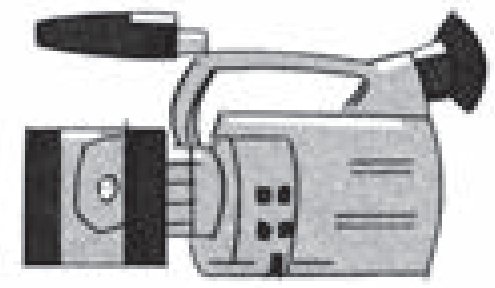
A brag battle

3.2 Grammar (comparative and superlative adjectives)

…'s interviews are not as / **entertaining** / as …

…'s interviews are not as / **exciting** / as …

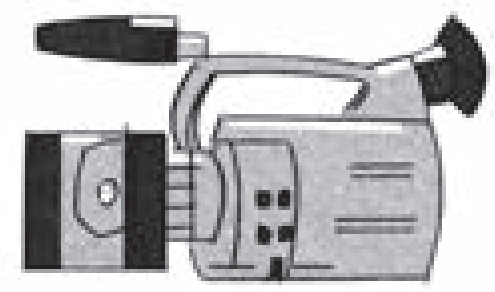
…'s music videos are far / **imaginative** / than …



… is / **popular** / artist in the world

… is / **imaginative** / artist in the world

…'s music videos are far / **good** / than …



… looks / **attractive** / than …

… looks / **beautiful** / than …

… has / **good** / ideas among all artists

… has / **exciting** / ideas among all artists

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Resource 15 Test yourselves

3.1 Vocabulary; 3.4 Reading

Student A

1 Complete the missing words. Each line is one letter. The first and last letters are given.

1 This TV show is **a** __ __ __ __ __ __ __ **e** – I watched all forty episodes in two days!

2 I love reading stories about the lives of other people so I usually buy a **b** __ __ __ __ __ __ __ **y** when I'm in a book shop.

3 You can see the last three episodes of your favourite **s** __ __ __ __ **m** online.

4 I don't watch **g** __ __ **e** **s** __ __ __ **s** too often because I feel sorry for the people who lose or give an incorrect answer.

5 You should listen to track twelve on this **s** __ __ __ __ __ __ __ __ **k** – it's a great song.

6 Her new film is a **c** __ __ __ __ **y** – it's very funny.

7 Which is your favourite **c** __ __ __ **e** **n** __ __ __ **l** by Agatha Christie?

8 It's always difficult to choose a film to watch – I like so many **g** __ __ __ __ **s**!

2 Read your answers to Student B.

3 Listen to Student B and check his/her answers.

1 The newest fantasy film is a real blockbuster – it earned ten million dollars this weekend!

2 *My life*, a new book by Michael Brown, is an autobiography.

3 Do you know any good fairy tales for small children?

4 Her latest book was very disappointing – I didn't even finish it.

5 Jane Austen is a classic novel writer – her books are still very popular.

6 I saw the trailer for the next film in the series and it looked amazing.

7 John would like to act in a Shakespeare play one day.

8 What happens in the last episode of the series?

Student B

1 Complete the missing words. Each line is one letter. The first and last letters are given.

1 The newest fantasy film is a real **b** __ __ __ __ __ __ __ __ __ **r** – it earned ten million dollars this weekend!

2 *My life*, a new book by Michael Brown, is an **a** __ __ __ __ __ __ __ __ __ __ **y**.

3 Do you know any good **f** __ __ __ **y** **t** __ __ __ **s** for small children?

4 Her latest book was very **d** __ __ __ __ __ __ __ __ __ __ **g** – I didn't even finish it.

5 Jane Austen is a **c** __ __ __ __ __ **c** **n** __ __ __ **l** writer – her books are still very popular.

6 I saw the **t** __ __ __ __ __ **r** for the next film in the series and it looked amazing.

7 John would like to act in a Shakespeare **p** __ __ **y** one day.

8 What happens in the last **e** __ __ __ __ __ **e** of the series?

2 Listen to Student A and check his/her answers.

1 This TV show is addictive – I watched all forty episodes in two days!

2 I love reading stories about the lives of other people so I usually buy a biography when I'm in a book shop.

3 You can see the last three episodes of your favourite sitcom online.

4 I don't watch game shows too often because I feel sorry for the people who lose or give an incorrect answer.

5 You should listen to track twelve on this soundtrack – it's a great song.

6 Her new film is a comedy – it's very funny.

7 Which is your favourite crime novel by Agatha Christie?

8 It's always difficult to choose a film to watch – I like so many genres!

3 Read your answers to Student A.

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Resource 16 A film review

3.7 Writing

A film review website has asked readers to write a review of their favourite film. Include and develop these points:

- An interesting title and background information on the film.
- The plot and main characters.
- Your opinion on different aspects of the film.
- A summary of your opinion and recommendations for potential viewers.

In my film review:

- I have used an interesting title.
- I have divided the review into paragraphs.
- I have given background information, e.g. *Directed by …*, *The action takes place in …*, etc.
- I have described the plot and the main characters, e.g. *At first/Then/Later on …*, *The acting is excellent/terrible*, etc.
- I have given my opinion, e.g. *The actors are amazing*, *It's the best film I've ever seen*, etc.
- I have given information about who should see the film, e.g. *The film is suitable for* ….
- I have used the phrases and vocabulary from the lesson to make my text interesting, e.g. *engaging*, *amusing*, *convincing*, etc.
- I have used some contractions (e.g. *I'm/aren't/that's*).
- I have checked my spelling and punctuation.
- My text is neat and clear.

Solo: A Star Wars Story

A sci-fi adventure you won't forget

This film starred Alden Ehrenreich as Han Solo doesn't disappoint. Directed from Ron Howard, it is an incredible addition to *Star Wars* – possibly the more famous film series ever. It was nominated for an Oscar, as well as seven other awards.

Solo: A Star Wars Story is set in a distant galaxy. It's the story of young Han before he becomes the character we know from the earlier films in the series. We follow his adventures as he joined a gang and then goes on a mission to find coaxium, an expensive starship fuel on the planet Kessel. Through his adventures he meets his future co-pilot, Chewbacca, and gets his famous starship, the Millennium Falcon.

Ehrenreich gives a great acting as Han Solo. In addition, the special effects are particularly well done and result in thrilling action scenes. They're a real pleasure to watch.

For me, the word that best describes this movie is exciting. It's an entertaining film and that's why it's my favourite.

Solo: A Star Wars Story

A sci-fi adventure you won't forget

This film ~~starred~~ *starring* [1] Alden Ehrenreich as Han Solo doesn't disappoint. Directed ~~from~~ *by* [2] Ron Howard, it is an incredible addition to *Star Wars* – possibly the ~~more~~ *most* [3] famous film series ever. It was nominated for an Oscar, as well as seven other awards.

Solo: A Star Wars Story is set in a distant galaxy. It's the story of young Han before he becomes the character we know from the earlier films in the series. We follow his adventures as he ~~joined~~ *joins* [4] a gang and then goes on a mission to find coaxium, an expensive starship fuel on the planet Kessel. Through his adventures he meets his future co-pilot, Chewbacca, and gets his famous starship, the Millennium Falcon.

Ehrenreich gives a great ~~acting~~ *performance* [5] as Han Solo. In addition, the special effects are particularly well done and result in thrilling action scenes. They're a real pleasure to watch.

For me, the word that best describes this movie is exciting. It's an entertaining film *that's suitable for both young and old fans of the series* [6] and that's why it's my favourite.

[1] Wrong verb form. [2] Wrong preposition. [3] Wrong adjective form. [4] Wrong tense. [5] Wrong vocabulary. [6] Missing information about who should see the film.

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Resource 17 Teen talents

Focus Review 3, Speaking

Part 1

Photo A

BACKGROUND
THERE
EXCITED
IS
PLAYING
PROBABLY
SEE
SHOWS
SURE

1 In the photo **I can see** a boy who is _____ the guitar.

2 This photo _____ a teenage music band.

3 Three boys are _____ singing, but I'm not sure.

4 There is a wall **in the** _____ .

5 **In the foreground** of the photo I can _____ four young men.

6 All the boys **seem** happy and _____ .

7 **On the left** on the wall **there** _____ a big circle.

8 **I'm** _____ the boys didn't paint the graffiti.

9 _____ **aren't** any girls in the photo.

Photo B

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Teen talents

Focus Review 3, Speaking

Part 2 – Student A

1 dance routines / my / doing / I / friends. / with / love

_____

2 swimmer. / like / 'd / professional / I / be / to / a

_____

3 a bit / The play / but / was / the lead actor / brilliant. / was / boring

_____

4 stand / at the gym / can't / exercising / I / for hours.

_____

A You enjoy an activity.	
B You don't enjoy an activity.	
C You want to have a talent or skill.	
D You describe a performance.	

Part 2 – Student B

1 unoriginal / Beyoncé's concert / – just a / the singer's / collection / was / of / greatest hits. / in Warsaw

_____

2 Zumba®. / fun / a lot of / have / when / I / do / I

_____

3 really / centres. / I / don't / walking around / like / shopping

_____

4 artistic / I / love / would / have / abilities. / to

_____

A You enjoy an activity.	
B You don't enjoy an activity.	
C You want to have a talent or skill.	
D You describe a performance.	

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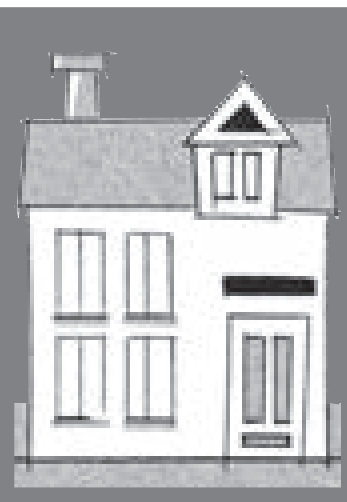
Resource 18

Ms Do and Mr Make

4.1 Vocabulary (*make* and *do*)

HOUSE No 1



HOUSE No 2

HOUSE No 3

HOUSE No 4

HOUSE No 5

SPORT	MONEY	AN IMPORTANT DECISION	THE HOUSEWORK	THE SHOPPING
A JIGSAW	MY ENGLISH HOMEWORK	MY BED	BREAKFAST	NOTHING INTERESTING
A DISCOVERY	SOMETHING CRAZY	THE WASHING-UP	A COMPLAINT	THE WASHING
A CAKE	SOME COOKING	ONLINE RESEARCH	A LOT OF NOISE	TEA
A GOOD JOB	A DIFFICULT TASK	DINNER	A MESS IN MY ROOM	A GOOD IMPRESSION
THE IRONING	VOLUNTARY WORK	A SPELLING MISTAKE	AN EXPERIMENT	NEW FRIENDS

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Resource 19 Test yourselves
4.1 Vocabulary

Student A

1a Write *do* or *make*.

1 ____ your bed
2 ____ the ironing
3 ____ a complaint
4 ____ the cooking
5 ____ a mess

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

1 make dinner
2 do the washing up
3 make a noise
4 make a decision
5 do the housework

2a Match the words from the box to the questions. There is one extra word.

brick cottage spacious
suburbs radiator

Which word is …

1 a type of house? _____
2 a building material? _____
3 the name of something you can see inside a house? _____
4 an adjective describing a house? _____

2b Listen to Student B and check his/her answers.

1 bungalow
2 concrete
3 stairs
4 cosy

2c Read your answers to Student B.

Student B

1a Write *do* or *make*.

1 ____ dinner
2 ____ the washing up
3 ____ a noise
4 ____ a decision
5 ____ the housework

1b Listen to Student A and check his/her answers.

1 make your bed
2 do the ironing
3 make a complaint
4 do the cooking
5 make a mess

1c Read your answers to Student A.

2a Match the words from the box to the questions. There is one extra word.

bungalow cosy concrete
countryside stairs

Which word is …

1 a type of house? _____
2 a building material? _____
3 the name of something you can see inside a house? _____
4 an adjective describing a house? _____

2b Read your answers to Student A.

2c Listen to Student A and check his/her answers.

1 cottage
2 brick
3 radiator
4 spacious

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Resource 20 Test yourselves

4.2 Grammar (Present Perfect with *for* and *since*)

Student A

1a Write *for* or *since*.

1 ____ Monday
2 ____ a few days
3 ____ yesterday morning
4 ____ last Christmas
5 ____ two years
6 ____ I was fifteen

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

1 for a few months
2 since he was born
3 for a long time
4 since last summer
5 for weeks
6 since 8 o'clock

2a Complete the sentences with the verbs in brackets. In each pair of sentences, use the Past Simple and the Present Perfect.

1 a I _____ (go) to Australia when I was ten years old.
b I _____ (not/be) to Australia since I was ten years old.
2 a He _____ (know) his wife since 1999.
b He _____ (meet) his wife in 1999.
3 a How long _____ (you/work) here?
b When _____ (you/start) working here?
4 a We _____ (buy) this car last year.
b We _____ (have) this car for a year.

2b Listen to Student B and check his/her answers.

1 a We sold our summer house two years ago.
b We haven't had / have not had our summer house for two years.
2 a How long have you lived in this city?
b When did you move to this city?
3 a John published his last book in 2010.
b John hasn't published / has not published a new book since 2010.
4 a I joined this swimming class in September.
b I have been / 've been in this swimming class since September.

2c Read your answers to Student B.

Student B

1a Write *for* or *since*.

1 ____ a few months
2 ____ he was born
3 ____ a long time
4 ____ last summer
5 ____ weeks
6 ____ 8 o'clock

1b Listen to Student A and check his/her answers.

1 since Monday
2 for a few days
3 since yesterday morning
4 since last Christmas
5 for two years
6 since I was fifteen

1c Read your answers to Student A.

2a Complete the sentences with the verbs in brackets. In each pair of sentences, use the Past Simple and the Present Perfect.

1 a We _____ (sell) our summer house two years ago.
b We _____ (not/have) our summer house for two years.
2 a How long _____ (you/live) in this city?
b When _____ (you/move) to this city?
3 a John _____ (publish) his last book in 2010.
b John _____ (not/publish) a new book since 2010.
4 a I _____ (join) this swimming class in September.
b I _____ (be) in this swimming class since September.

2b Read your answers to Student A.

2c Listen to Student A and check his/her answers.

1 a I went to Australia when I was ten years old.
b I haven't been / have not been to Australia since I was ten years old.
2 a He has known / 's known his wife since 1999.
b He met his wife in 1999.
3 a How long have you worked here?
b When did you start working here?
4 a We bought this car last year.
b We have had / 've had this car for a year.

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Party checklist

4.5 Grammar (Present Continuous, *going to* and *will*)

✓ *I'm going to do it.*

✗ *I'm **not** going to do it.*

My checklist

1 ☐ *buy food*

2 ☐ *buy drinks*

3 ☐ *blow up one hundred balloons*

4 ☐ *create a five-hour playlist*

5 ☐ *bake one hundred muffins*

6 ☐ *prepare snacks*

7 ☐ *decorate the room*

8 ☐ *send invitations by text message*

9 ☐ *clean the house before the party*

10 ☐ *clean up after the party*

11 ☐ *tell the neighbours about the party*

12 ☐ *find someone to look after the cat*

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Resource 22 A blog entry

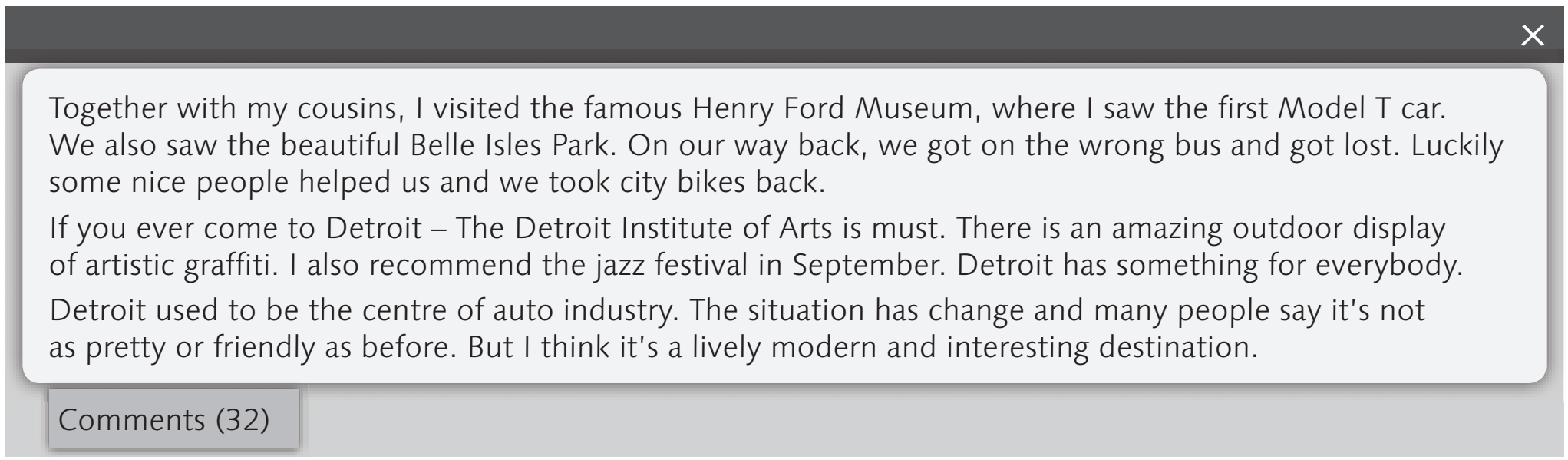
4.7 Writing

You have recently visited your family in the USA. Write a blog entry describing a city/town you have visited. Include the following points:

- The name of the place and the date of your visit.
- Describe your activities and a problem you had.
- Express your opinion on this location.
- Recommend some places worth visiting in this city/town.

In my blog entry:

- In the first paragraph, I have introduced the place, said when and/or why I visited it and stressed it will be the topic of my entry.
- In the second paragraph, I have written about what I did and saw while I was there, what problem I had and how it was solved.
- In the third paragraph, I have expressed my opinion on the place and given reasons for it.
- In the fourth paragraph I have recommended places to visit.
- I have used phrases such as *It is a busy place/Most people tend to …/I thought it was great/The food was delicious!* to give my opinion of the city.
- I have used phrases such as *I would (definitely) recommend (doing something)./ For visitors*, … is a must to make recommendations.
- I have used appropriate vocabulary for describing a destination, e.g. *historic sites*, *local specialities*.
- I have perhaps used some emoticons (☺) and abbreviations (*info/CU/gr8*), but not too many!
- I have checked my spelling and punctuation.
- My text is neat and clear.



Together with my cousins, I visited the famous Henry Ford Museum, where I saw the first Model T car. We also saw the beautiful Belle Isles Park. On our way back, we got on the wrong bus and got lost. Luckily some nice people helped us and we took city bikes back.

If you ever come to Detroit – The Detroit Institute of Arts is must. There is an amazing outdoor display of artistic graffiti. I also recommend the jazz festival in September. Detroit has something for everybody.

Detroit used to be the centre of auto industry. The situation has change and many people say it's not as pretty or friendly as before. But I think it's a lively modern and interesting destination.

Comments (32)

Last month I visited Detroit, Michigan. Today's blog entry is about that visit. [1]

Together with my cousins, I visited the famous Henry Ford Museum, where we saw the first Model T car. We also saw the beautiful Belle Isle Park. On our way back, we got on the wrong bus and got lost. Luckily some nice people helped us and we took city bikes back.

Detroit used to be the centre of auto industry. The situation has ~~change~~ changed [2] *and many people say it's not as pretty or friendly as before. But I think it's a lively,* [3] *modern and interesting destination.* [4]

If you ever come to Detroit – The Detroit Institute of Arts is ~~must~~ a must [5]*. There is an amazing outdoor display of artistic graffiti. I also ~~recomend~~ recommend* [6] *the jazz festival in September. Detroit has something for everybody.*

[1] Missing information about the place. [2] Wrong tense. [3] Missing comma. [4] Wrong paragraph order. [5] Wrong verb form. [6] Wrong spelling.

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Accommodation

Focus Review 4, Speaking

Student A
Part 1

The drawing shows a teenage boy who's holding a plastic basket.

There aren't a lot of dirty clothes in the basket.

The boy is probably in the hall or a basement.

He's wearing glasses and a sweatshirt.

In the foreground, I can see a window and many bottles with detergent for washing clothes.

On the right, by the wall, there's a rack for drying clothes.

The boy seems worried that he has to do the washing.

In the photo I can see …

The photo shows ...

There is/There are ...

In the foreground/In the background ...

Next to/Behind/In front of ...

Probably ...

He seems/He looks ...

Part 2

PRICE
1 How **m**_____ is one night at your hostel?
2 **W**_____'s the price of a single room?

LOCATION
3 Where **i**_____ the hostel?
4 How far is it **f**_____ the city centre?

FACILITIES
5 What **f**_____ are there?
6 Is **t**_____ Wi-Fi?
7 What facilities **c**_____ we use there?

RESPONSIBILITIES
8 What do I **h**_____ to do?
9 **D**_____ I have to help clean the room?

a You can use the bathrooms, the kitchenette and laundry room for free.
b No, you don't.
c The hostel is in Prescott Street.
d There's a washing machine, a hairdryer and a computer with paid Internet access.
e It's a ten-minute walk from the centre.
f It's the most expensive room and it's £35.
g You must change the sheets before you check out.
h Yes, there is. But you need to take a password at reception to connect.
i A bed in a six-bed room costs £17.

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Accommodation

Focus Review 4, Speaking

Student B
Part 1

The drawing shows a teenage boy who's holding a plastic basket.

There aren't a lot of dirty clothes in the basket.

The boy is probably in the hall or a basement.

He's wearing glasses and a sweatshirt.

In the foreground, I can see a window and many bottles with detergent for washing clothes.

On the right, by the wall, there's a rack for drying clothes.

The boy seems worried that he has to do the washing.

In the photo I can see …

The photo shows ...

There is/There are ...

In the foreground/In the background ...

Next to/Behind/In front of ...

Probably …

He seems/He looks ...

Part 2

PRICE
1 How **m**_____ is one night at your hostel?
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g You must change the sheets before you check out.
h Yes, there is. But you need to get a password at reception to connect.
i A bed in a six-bed room costs £17.

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Mind your step!

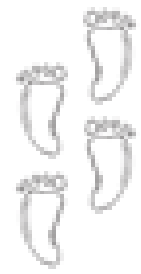
5.1 Vocabulary (places in school; education)

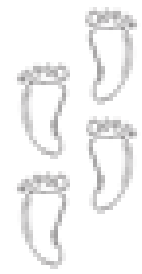
STAFF ROOM
Which **subject** would you like to ____ because you think it's not useful?

HEADTEACHER'S OFFICE

GYM
What usually happens when you don't ____ **in your homework** on time?

STUDENT A





STUDENT B

LAB
When you don't ____ **an English test** at the first attempt, how many times can you retake it?

LIBRARY
Do schools in your country ____ **up for winter holidays** at the same time?

Classroom 9
Do you often ____ **English sentences by heart**?

Classroom 10
Do you find it hard to ____ **up with your homework**?

Classroom 11
What **problems** does your school have to ____ **with**?

Classroom 6
Were you happy to ____ **up to secondary school**?

Classroom 7
How do you react when your teachers ____ **mistakes**?

Classroom 8
What do you have to do to ____ **into your dream university**?

Classroom 3
How long did you ____ **for your last test**?

Classroom 4
Which of your teachers ____ **too much homework**?

Classroom 5
Do many students ____ **PE lessons** at your school?

Classroom 1
How can teachers help students ____ **attention** in class?

Classroom 2
Are you planning to go to university and ____ **a degree**?

CANTEEN
Did any of your classmates ____ **the same primary school** as you?

pay	**do**	**revise**	**set**	**skip**	**move**	**make**	**get**
Classroom 1	Classroom 2	Classroom 3	Classroom 4	Classroom 5	Classroom 6	Classroom 7	Classroom 8
learn	**keep**	**cope**	**pass**	**break**	**drop**	**hand**	**attend**
Classroom 9	Classroom 10	Classroom 11	LAB	LIBRARY	STAFF ROOM	GYM	CANTEEN

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Resource 25 Test yourselves
5.1 Vocabulary

Student A

1a Complete the sentences with the words/phrases from the box. There is one extra word/phrase.

academy by heart do a degree
compulsory after-school hand in
pay attention get on well with subject

1 I think it should be _____ to study three languages at school.
2 Please _____ to the instructions or you will fail the exam!
3 She has many _____ activities so she doesn't have much time for her friends.
4 I learnt this poem _____ when I was at school but I don't remember it now.
5 I didn't use to _____ Scott when I was a teenager.
6 In the future I want to _____ in English so I can become an English teacher.
7 Yesterday I sent an email to my teacher to _____ my homework.
8 Which _____ would you like to do next year?

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

1 How do you cope with so much studying to do? Do you even have time for yourself?
2 Simon Green was my classmate – I haven't seen him for a long time.
3 Janet wants to stay at home tonight and revise for her French exam.
4 At my university, you can only drop one subject per year.
5 We decided to skip lessons on Thursday and work on the final project.
6 It's important to learn from mistakes and get better every day.
7 I try to keep up with every subject at school but sometimes it is difficult.
8 To study at this univerisity you need to pass the entrance exam.

Student B

1a Complete the sentences with the words/phrases from the box. There is one extra word/phrase.

classmate learn from mistakes drop
keep up with entrance exam skip
revise for cope with university

1 How do you _____ so much studying to do? Do you even have time for yourself?
2 Simon Green was my _____ – I haven't seen him for a long time.
3 Janet wants to stay at home tonight and _____ her French exam.
4 At my university, you can only _____ one subject per year.
5 We decided to _____ lessons on Thursday and work on the final project.
6 It's important to _____ and get better every day.
7 I try to _____ every subject at school but sometimes it is difficult.
8 To study at this univerisity you need to pass the _____.

1b Listen to Student A and check his/her answers.

1 I think it should be compulsory to study three languages at school.
2 Please pay attention to the instructions or you will fail the exam!
3 She has many after-school activities so she doesn't have much time for her friends.
4 I learnt this poem by heart when I was at school but I don't remember it now.
5 I didn't use to get on well with Scott when I was a teenager.
6 In the future I want to do a degree in English so I can become an English teacher.
7 Yesterday I sent an email to my teacher to hand in my homework.
8 Which subject would you like to do next year?

1c Read your answers to Student A.

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Resource 26 An optimistic scenario

5.2 Grammar (First Conditional)

Student A

After leaving school Lisa will probably get into university.

1 If she doesn't, she will _____

2 If she does, _____

3 If she doesn't, _____

4 If she does _____

5 If she does, _____

6 If she does, _____

7 If she does, she'll study Physics.

8 If she does, she'll probably become a scientist.

9 If she does, she'll work in a laboratory.

10 If she does, she'll make an important discovery.

11 If she doesn't, she'll become a teacher.

12 If she does, she'll help children understand the world.

If that happens, the world will be a better place.

Student B

After leaving school Lisa will probably get into university.

1 If she doesn't, she'll do a gap year.

2 If she does, she'll go to Australia.

3 If she doesn't, she'll go to Africa.

4 If she does, she'll meet the love of her life.

5 If she does, she'll do voluntary work.

6 If she does, they'll start a family.

7 If she does, she will _____

8 If she does, _____

9 If she does, _____

10 If she does, _____

11 If she doesn't, _____

12 If she does, _____

If that happens, the world will be a better place.

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Resource 27 Test yourselves

5.5 Grammar (defining relative clauses)

Student A

1 Match the sentence beginnings 1–5 to their endings a–e. Use *who, which* or *where.*

1	This is the restaurant …	**a**	some schools have.
2	A canteen is a type of restaurant …	**b**	we watched yesterday.
3	The Italians are people …	**c**	are famous for their food.
4	I didn't like the cooking show …	**d**	my uncle works as a waiter.
5	The girl …	**e**	is wearing a white hat is a great cook.

who
which
where

2 Listen to Student B and check his/her answers.

1 This is the street **where** my old school used to be.

2 A uniform is a special type of clothes **which** you wear at school.

3 An illiterate person is someone **who** can't read and write.

4 I don't remember the title of the book **which** you bought yesterday.

5 Here's the clever boy **who** has won the spelling competition.

3 Read your answers to Student B.

Student B

1 Match the sentence beginnings 1–5 to their endings a–e. Use *who, which* or *where.*

1	This is the street …	**a**	you wear at school.
2	A uniform is a special type of clothes …	**b**	can't read and write.
3	An illiterate person is someone …	**c**	you bought yesterday.
4	I don't remember the title of the book …	**d**	my old school used to be.
5	Here's the clever boy …	**e**	has won the spelling competition.

who
which
where

2 Read your answers to Student A.

3 Listen to Student A and check his/her answers.

1 This is the restaurant **where** my uncle works as a waiter.

2 A canteen is a type of restaurant **which** some schools have.

3 The Italians are people **who** are famous for their food.

4 I didn't like the cooking show **which** we watched yesterday.

5 The girl **who** is wearing a white hat is a great cook.

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Resource 28 An email of enquiry

5.7 Writing

During the winter break, you'd like to take part in a two-week dance course in the USA.
Write an email to the company organising the workshops including the following points:

- Introduce yourself and explain what workshops you are interested in.
- Describe your dance experience.
- Describe the problems you had when signing up for the course and ask about the payment options.
- Ask for information on the accommodation available and its cost.

In my email of inquiry:

- The beginning matches the end (*Dear Mr Smith → Yours sincerely; Dear Sir or Madam → Yours faithfully*),
- In the first paragraph, I have introduced myself and explained which workshops I am interested in.
- In the second paragraph, I have described my dance experience (how long? what style category?) and explained why this course is important to me.
- In the third paragraph, I have described a problem I had when signing up online and asked for help resolving it. I have also asked about the cost and payment methods.
- In the fourth paragraph I have explained why I require accommodation during my stay and asked about its cost.
- I have not abbreviations (*info/CU/gr8*) or contractions (*I'm/He's*).
- I have asked indirect questions, not direct questions.
- I have checked my spelling and punctuation.
- My text is neat and clear.

Dear Mrs Bennington,

I am a sixteen-year-old dancer from Italy. I'm writing to enquire about the dance workshop at your centre – the two-week hip-hop dance course this February.

I have been a dancer since I was six. I mostly do electric boogie. If I learn hip-hop, I become a better dancer.

I tried to book the workshop online but I haven't received any confirmation. Could you check everything is alright? Could you also tell me the cost of the course and how should I make the payment?

I have no family in the USA, so I would be grateful if you could send me information about possible accommodation and how much does it cost.

I look forward to hearing from you,

Yours faithfully,

Sara Mokka

Dear Mrs Bennington,

I am a sixteen-year-old dancer from Italy. ~~I'm writing~~ *I am writing* [1] to enquire about the dance workshop at your centre – the two-week hip-hop dance course this February.

I have been a dancer since I was six. I mostly do electric boogie. If I learn hip-hop, I ~~become~~ *will become* [2] a better dancer.

I tried to book the workshop online but I ~~haven't received~~ *have not receive*d [3] any confirmation. Could you check everything is alright? Could you also tell me the cost of the course and how ~~should I make~~ *I should make* [4] the payment?

I have no family in the USA, so I would be grateful if you could send me information about possible accommodation and how much ~~does it cost~~ *it costs* [5].

I look forward to hearing from you,

~~Yours faithfully~~ *Yours sincerely* [6],

Sara Mokka

[1] Contraction. [2] Wrong tense. [3] Contraction. [4] Wrong verb form. [5] Wrong verb form. [6] Incorrect ending.

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Learning and teaching

Focus Review 5, Speaking

Part 1

Photo 1: Studying languages on a computer, on your own.

Who do you see in the photo?
Where is she?
What is the girl doing?
How does she feel, in your opinion?

Photo 2: Learning languages in a group, with a teacher.

Who are the people in the photo?
Where are they?
What are they doing?
How do you think they feel?

VOCABULARY

1 _ _ k _ notes
2 _ _ v _ _ _ vocabulary
3 mem _ _ _ s _ a lot of words from lesson to lesson
4 w _ _ _ e tests
5 _ _ t stressed
6 compete _ _ _ _ others
7 get good/bad m _ r _ _
8 dis _ _ _ s different topics
9 have oral e _ _ ms
10 fol _ _ _ your interests
11 hours are flex _ _ _ e

Method 1 **is better than** Method 2 because you can study when you want to.
Method 2 **is more effective** because you can talk to real people.
Method 2 **is less attractive** because teachers rarely discuss interesting topics.
Method 1 **is worse** because it's difficult to be motivated when you work alone.

Part 2

Method 1
Doing a lot from the coursebook/Exercises from the workbook as homework/Having short tests every two weeks and large tests after every unit/Students preparing presentations for the class every month

Method 2
Using the coursebook but not too often/Watching a lot of TV series and films during lessons/Getting parts of books to read at home and discuss during lessons/Having one huge test a semester

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PHOTOCOPIABLE

What's my job?

6.1 Vocabulary (work)

Student A

You are a … swimming instructor.

YOU

- do physical work,
- work inside,
- help people,
- don't earn much,
- make people happy,
- work flexible hours,
- work with people of different ages,
-
-

Student B

You are a … receptionist.

YOU

- work long hours,
- work at the weekend,
- get four weeks' paid holiday a year,
- get a low salary,
- work shifts,
- work inside,
- deal with people every day,
-
-

Student C

You are a … flight attendant.

YOU

- deal with emergencies,
- work in a team,
- work long hours,
- get a lot of days off,
- often do overtime,
- get a pay rise most years,
- travel a lot,
-
-

Student D

You are an … accountant.

YOU

- work regular office hours,
- get a bonus every year,
- earn a good salary,
- are responsible for your department,
- get five weeks' paid holiday a year,
- have a full-time job
- deal with numbers,
-
-

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Resource 31 Test yourselves

6.1 Vocabulary

Student A

1a Write *in* if necessary. If the preposition is not necessary, write Ø.

1 work __ long hours
2 work __ a team
3 work __ outside
4 work __ advertising
5 work __ overtime

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

1 work in a hospital
2 work Ø shifts
3 work in marketing
4 work in an office
5 work Ø regular office hours

2a Choose the correct answers. Sometimes both answers are correct.

1 Sarah Connor *is* / *works* in IT.
2 Mike *takes* / *earns* an average salary.
3 My father *is* / *does* self-employed.
4 We often *do* / *work* overtime in the summer.
5 Olaf hasn't *had* / *got* a pay rise for many years.

2b Listen to Student B and check his/her answers.

1 My mother doesn't have to work / do shifts.
2 Paula is well-paid in her new job.
3 Many people in Asia get / earn low wages.
4 Last year I didn't get a bonus.
5 My older brother is a plumber.

2c Read your answers to Student B.

Student B

1a Write *in* if necessary. If the preposition is not necessary, write Ø.

1 work __ a hospital
2 work __ shifts
3 work __ marketing
4 work __ an office
5 work __ regular office hours

1b Listen to Student A and check his/her answers.

1 work Ø long hours
2 work in a team
3 work Ø outside
4 work in advertising
5 work Ø overtime

1c Read your answers to Student A.

2a Choose the correct answers. Sometimes both answers are correct.

1 My mother doesn't have to *work* / *do* shifts.
2 Paula *does* / *is* well-paid in her new job.
3 Many people in Asia *get* / *earn* low wages.
4 Last year I didn't *get* / *earn* a bonus.
5 My older brother *is* / *works* a plumber.

2b Read your answers to Student A.

2c Listen to Student A and check his/her answers.

1 Sarah Connor is / works in IT.
2 Mike earns an average salary.
3 My father is self-employed.
4 We often do / work overtime in the summer.
5 Olaf hasn't had / got a pay rise for many years.

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Imagine

6.2 Grammar (Second Conditional)

1 If you could travel to any country in the world, where would you go?

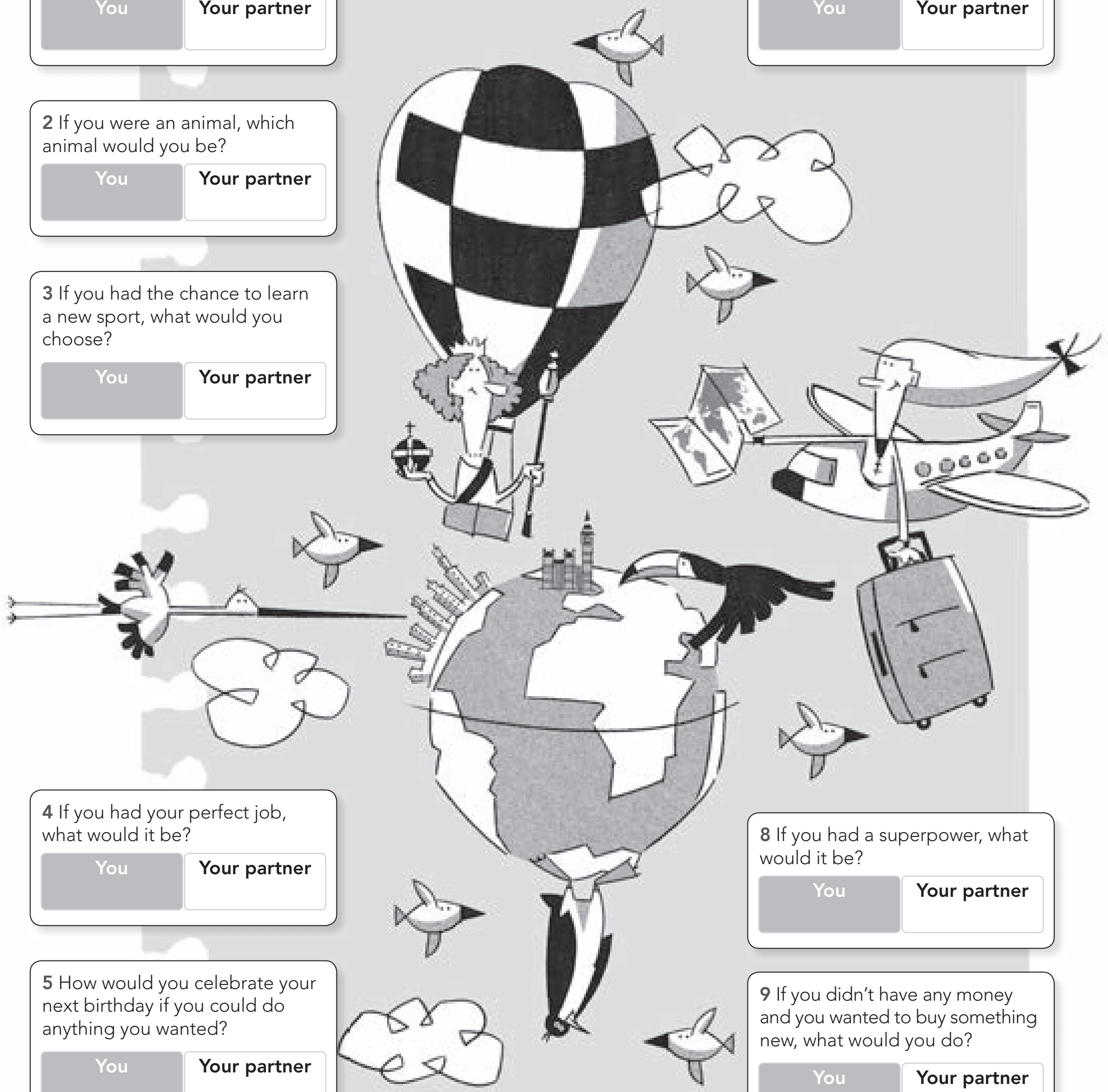
You	Your partner

2 If you were an animal, which animal would you be?

You	Your partner

3 If you had the chance to learn a new sport, what would you choose?

You	Your partner



4 If you had your perfect job, what would it be?

You	Your partner

5 How would you celebrate your next birthday if you could do anything you wanted?

You	Your partner

6 What would you buy first if you won the lottery?

You	Your partner

7 If you could meet a famous person, who would you want to meet?

You	Your partner

8 If you had a superpower, what would it be?

You	Your partner

9 If you didn't have any money and you wanted to buy something new, what would you do?

You	Your partner

10 If you had to learn another foreign language, which one would you learn?

You	Your partner

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Resource 33 Test yourselves

6.5 Grammar (modal verbs for obligation and permission)

Student A

1 Choose the correct words to complete the sentences.

1 A tourist guide *has to* / *doesn't have to* find solutions to problems quickly.

2 You *can* / *can't* wait for me here – I'll be right back.

3 He *mustn't* / *doesn't have to* wear suits every day but he likes smart clothes.

4 We *need to* / *needn't* hurry up – we're late.

5 *Can you* / *Do you have to* do your homework now? I need your help.

6 I *must* / *mustn't* forget to phone John this afternoon.

7 You *mustn't* / *don't need to* wear a suit if you don't want to.

8 You *mustn't* / *have to* eat or drink in the library.

2 Read your answers to Student B.

3 Listen to Student B and check his/her answers.

1 I must remember to take my laptop to school tomorrow.

2 You need to wear special clothes – it's obligatory.

3 A rock musician doesn't have to shave every morning.

4 Can you call your brother now? I want to ask him a question.

5 We needn't tell your father about it – it will be our secret.

6 You mustn't leave now – the class hasn't finished yet.

7 I'm sorry but you can't park here.

8 You don't have to pay to visit the museum – it's free for students.

Student B

1 Choose the correct words to complete the sentences.

1 I *must* / *mustn't* remember to take my laptop to school tomorrow.

2 You *need to* / *don't have to* wear special clothes – it's obligatory.

3 A rock musician *has to* / *doesn't have to* shave every morning.

4 *Can you* / *Do you have to* call your brother now? I want to ask him a question.

5 We *need to* / *needn't* tell your father about it – it will be our secret.

6 You *mustn't* / *don't have to* leave now – the class hasn't finished yet.

7 I'm sorry but you *can* / *can't* park here.

8 You *don't have to* / *mustn't* pay to visit the museum – it's free for students.

2 Listen to Student A and check his/her answers.

1 A tourist guide has to find solutions to problems quickly.

2 You can wait for me here – I'll be right back.

3 He doesn't have to wear suits every day but he likes smart clothes.

4 We need to hurry up – we're late.

5 Do you have to do your homework now? I need your help.

6 I mustn't forget to phone John this afternoon.

7 You don't need to wear a suit if you don't want to.

8 You mustn't eat or drink in the library.

3 Read your answers to Student A.

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Resource 34 A job application
6.7 Writing

You are on holiday, staying with your family in Dublin. You have seen an ad for a dog walker in a local newspaper. Write an email in reply to the advert, including the following points:

- Explain why you are writing and how you found out about the job offer.
- Describe your current situation and why you are interested in the job.
- Mention your work experience and why you are the perfect candidate for the post.
- State your availability to attend a job interview at any time

In my letter of application:

- The beginning matches the end (*Dear Mr Smith → Yours sincerely; Dear Sir or Madam → Yours faithfully*),
- In the first paragraph, I have said where I saw the job advert, explained what I am doing now and why I am writing.
- In the second paragraph, I have given reasons why I am interested in the job, I have mentioned my attached CV and any relevant work experience.
- In the third paragraph, I have said I am available for an interview at any time and mention the contact details in your CV.
- I have used polite formal language, e.g. *free → available*, *the right person → a suitable candidate*,
- I have not used emoticons (☺), abbreviations (*info/CU/gr8*) or contractions (*I'm/He's*).
- I have checked my spelling and punctuation.
- My text is neat and clear.

Dear Sir or Madam,

I would like to aply for the position of a dog walker. I am seventeen and I am staying in Dublin for the summer, so I could start any time to help the family I am staying with.

I am particular interested in the position you offer because I love animals and I can deal with them. In the attached CV you will see I have had summer jobs in retail, which taught me responsibility. I taught children swimming too. I also helped my uncle – a dog behaviourist, who makes me the ideal candidate for the job.

I am free any time, you can invite me for an interview. Please find contact details in my CV.

Yours faithfully,

Robert Kern

Dear Sir or Madam,

With reference to your advertisement in Echo local newspaper from 7th June [1], I would like to ~~aply~~ *apply* [2] for the position of a dog walker. I am seventeen and I am staying in Dublin for the summer, so I could start any time to help the family I am staying with.

I am ~~particular~~ *particularly* [3] interested in the position you offer because I love animals and I can deal with them. In the attached CV you will see I have had summer jobs in retail, which taught me responsibility. ~~I taught children swimming too.~~ [4] I also helped my uncle – a dog behaviourist, ~~who~~ *which* [5] makes me the ideal candidate for the job.

~~I am free any time, you can invite me for an interview.~~ *I am available for an interview at any time.* [6] Please find my contact details in my CV.

Yours faithfully,

Robert Kern

[1] Missing information where the advert was. [2] Wrong spelling. [3] Incorrect word form (adjective instead of adverb). [4] Irrelevant information. [5] Incorrect relative pronoun. [6] Informal language.

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Resource 35 Work, work, work

Focus Review 6, Speaking

(arguing group happened helping look mistake office standing would)

1 What do you see in the photo?

It's in an [1]_____ . I see a [2]_____ of four young people. Three of them are sitting at a table and one is [3]_____ , showing some documents.

2 How do the people feel and why?

All the people [4]_____ nervous and angry. I think they are [5]_____ . Maybe one of them has made a [6]_____ and the boss is angry.

3 What would you do if your boss started to shout at you angrily in front of everybody?

First, I would ask what has [7]_____ . Maybe my boss thinks I did something which I didn't do. I would try to explain the situation first. I don't think I [8]_____ shout at him.

4 Have you ever made a serious mistake that caused a lot of problems? Talk about it.

Yes, I have. Two years ago, when I was [9]_____ my dad in his office, I put some very important documents into the wrong file and nobody could find them for a long time. My dad lost some money because of that. I never helped my dad in the office again.

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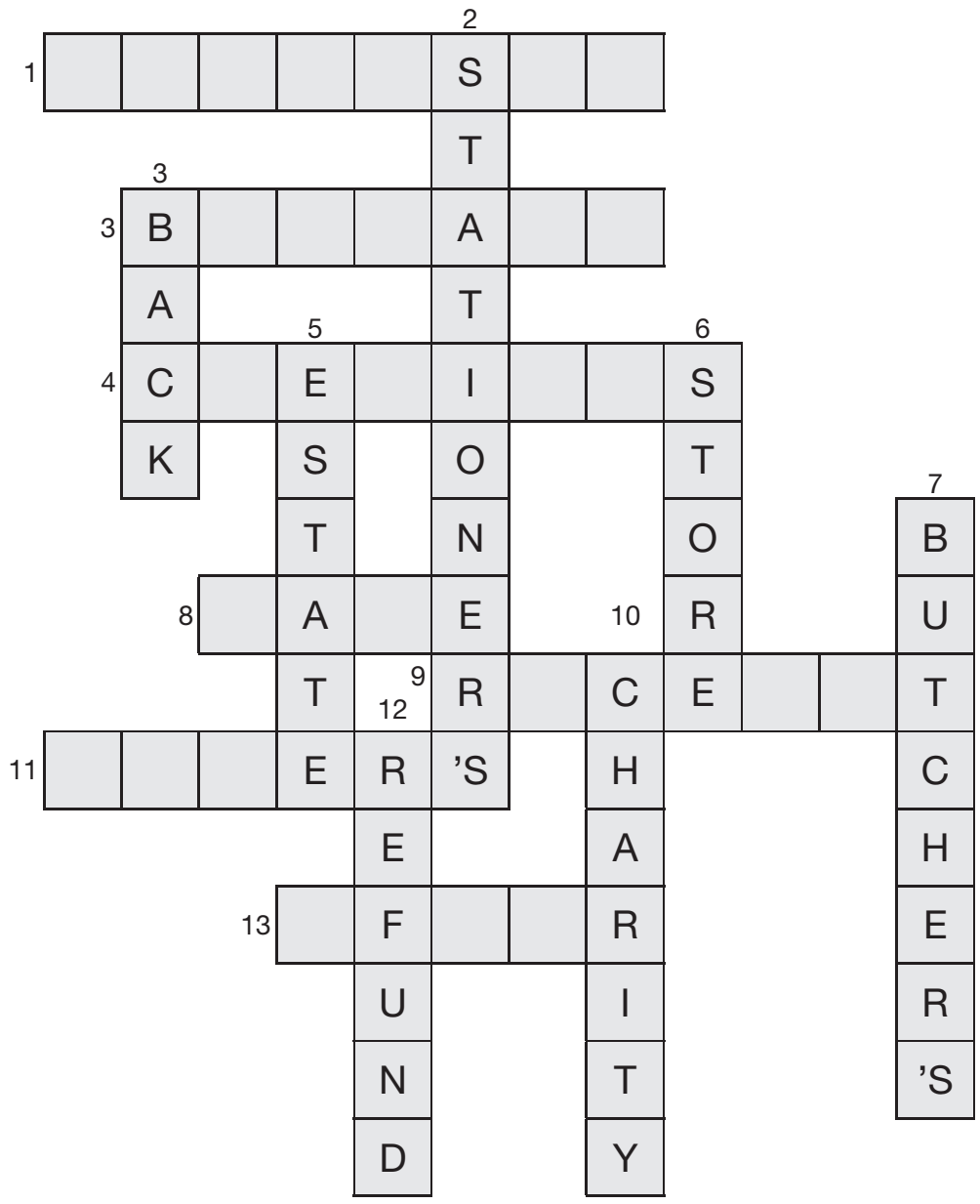
Resource 36 A shopping crossword

7.1 Vocabulary (shops and services)

Student A



DOWN:

___ A big shop with departments that sells different products is called a department _____ .

___ What kind of agent buys and sells houses and land for people?

___ If you return a product you bought to the shop, you take it _____ .

___ A shop where you can buy meat.

___ What kind of shop sells second-hand things to earn money for people in need?

___ The money that you get when you aren’t satisfied with something you paid for.

___ A shop where you can buy things you use for writing, e.g. paper and pens.

Student B

ACROSS:

___ A shop that sells medicine and cosmetics.

___ When you buy something much cheaper than normal, you pick up a _____ .

___ A shop where you can buy flowers.

___ If you buy something on promotion at a low price, you buy it on special _____ .

___ What do you call the time when shops sell their products at lower prices?

___ A shop where you can buy bread.

___ What do you call a piece of paper that shows you’ve paid for something?

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Resource 37 Test yourselves
7.1 Vocabulary

Student A

1a Complete the sentences with the phrases from the box.

the baker's the post office the chemist's
the newsagent's the florist's

1 You buy newspapers at _____.
2 You send letters at _____.
3 You buy bread at _____.
4 You buy flowers at _____.
5 You buy medicine at _____.

1b Read your answers to Student B.

1c Listen to Student B and check his/her answers.

1 You buy ham at the butcher's.
2 You buy pencils at the stationer's.
3 You buy a basketball in the sports shop.
4 You buy food for your dog in the pet shop.
5 You buy a tie in the clothes shop.

2a Complete the sentences with the words/phrases from the box. There is one extra word/phrase.

afford worth it receipt
sale swimwear

1 Here's your _____ . Remember to keep it in a safe place.
2 I can't _____ these trousers – they are too expensive for me.
3 We're having a _____ this week. Everything is cheaper till Sunday.
4 These shoes are not _____! Look, they have a hole here and they're too big for you.

2b Listen to Student B and check his/her answers.

1 We can change this T-shirt for you or give you a refund.
2 This pair of skis was just £100 – it was a real bargain.
3 My mum wants to buy a cashmere sweater for herself because she's always cold.
4 I can only go window shopping – I haven't got any money.

2c Read your answers to Student B.

Student B

1a Complete the sentences with the phrases from the box.

the pet shop the sports shop the stationer's
the butcher's the clothes shop

1 You buy ham at _____.
2 You buy pencils at _____.
3 You buy a basketball in _____.
4 You buy food for your dog in _____.
5 You buy a tie in _____.

1b Listen to Student A and check his/her answers.

1 You buy newspapers at the newsagent's.
2 You send letters at the post office.
3 You buy bread at the baker's.
4 You buy flowers at the florist's.
5 You buy medicine at the chemist's.

1c Read your answers to Student A.

2a Complete the sentences with the words/phrases from the box. There is one extra word/phrase.

bargain cashmere denim
refund window shopping

1 We can change this T-shirt for you or give you a _____ .
2 This pair of skis was just £100 – it was a real _____ .
3 My mum wants to buy a _____ sweater for herself because she's always cold.
4 I can only go _____ – I haven't got any money.

2b Read your answers to Student A.

2c Listen to Student A and check his/her answers.

1 Here's your receipt. Remember to keep it in a safe place.
2 I can't afford these trousers – they are too expensive for me.
3 We're having a sale this week. Everything is cheaper till Sunday.
4 These shoes are not worth it! Look, they have a hole here and they're too big for you.

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PHOTOCOPIABLE

FRESH VERBS

SPEND DO BUY GIVE

Change the verbs into the correct forms before use.

Buy four IN MY FAMILY products and get a packet of FRESH VERBS for free.

1 Most shopping is _____ at weekends.

2 Food has never been _____ online.

3 Too much money is _____ on clothes.

4 Children are not _____ pocket money.

ORGANIC VERBS

ADVERTISE SELL PAY BUILD

Change the verbs into the correct forms before use.

Buy four IN MY HOME TOWN products and get a packet of ORGANIC VERBS for free.

5 Local products are _____ in a street market.

6 Another shopping centre has been _____ lately.

7 Shop assistants are not _____ enough.

8 Special offers are _____ everywhere.

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Resource 39 Test yourselves

7.2 Grammar (The Passive)

Student A

1 Complete the sentences with the correct present or past forms of the verbs in brackets. Use passive or active forms.

1 We _____ (use) *walk* as a verb or a noun in English.

2 The flat _____ (not/clean) yet and it looks very dirty.

3 _____ (Thomas Edison/invent) the first light bulb?

4 Last year the British Museum _____ (visit) by 6 million people.

5 In my city rubbish _____ (not/collect) on Sundays.

6 The children _____ (not/eat) anything for eight hours.

2 Read your answers to Student B.

3 Listen to Student B and check his/her answers.

1 This simple idea has improved the lives of many people since 1998.

2 How many languages do you speak?

3 Some farmers aren't paid / are not paid very well for their products.

4 This book was published in Scotland in the nineteenth century.

5 Don't worry. Your letter has already been posted.

6 When did Steven Spielberg direct *Jaws*?

Student B

1 Complete the sentences with the correct present or past forms of the verbs in brackets. Use passive or active forms.

1 This simple idea _____ (improve) the lives of many people since 1998.

2 How many languages _____ (you/speak)?

3 Some farmers _____ (not/pay) very well for their products.

4 This book _____ (publish) in Scotland in the nineteenth century.

5 Don't worry. Your letter _____ (already/post).

6 When _____ (Steven Spielberg/direct) *Jaws*?

2 Read your answers to Student A.

3 Listen to Student A and check his/her answers.

1 We use *walk* as a verb or a noun in English.

2 The flat hasn't been cleaned / has not been cleaned yet and it looks very dirty.

3 Did Thomas Edison invent the first light bulb?

4 Last year the British Museum was visited by 6 million people.

5 In my city rubbish isn't collected / is not collected on Sundays.

6 The children haven't eaten / have not eaten anything for eight hours.

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Resource 40 A formal written complaint

7.7 Writing

Some time ago you ordered a personalised jigsaw puzzle for your friend's birthday. Write an email of complaint to the company with the following points:

- Information on the order details and date.
- A description of the problem with your order.
- Your dissatisfaction with the late delivery of the order.
- Your further expectations.

In my written complaint:

- The beginning matches the end (*Dear Mr Smith → Yours sincerely; Dear Sir or Madam → Yours faithfully*),
- In the first paragraph, I have given my reason for writing.
- In the second paragraph, I have describe what I ordered giving details (what? where? when? how was it personalised?) and explained the problem with product delivery and quality.
- In the third paragraph, I have expressed my dissatisfaction with late order delivery and explain why delivery on time was especially important.
- In the fourth paragraph I have told the recipient what I expect them to do (and asked for something fair)
- I have used polite formal language, e.g. *I am angry → I am disappointed, I want my money back → I would like you to send me a full refund*.
- I have not used emoticons (☺), abbreviations (*info/CU/gr8*) or contractions (*I'm/He's*).
- I have checked my spelling and punctuation.
- My text is neat and clear.

Hi puzzle shop,

The service your company offers is very bad!

Two weeks ago, I ordered a photo jigsaw puzzle on your website. I uploaded a good quality photo, paid and received a confirmation that the finished product would arrive within three–five working days. After five days I wrote to you twice but my emails ignored. Finally, the delivery came today and when I opened the box, it turned out that the quality of image is poor and two pieces are missed.

I am extremely disappointed at your service. It was a present and it came a week too late, not to mention the product's incomplete.

I would be gratefull if you could send me a full refund.

Yours faithfully,

Karina Bel

~~Hi puzzle shop~~ *Dear Sir or Madam* [1],

~~The service your company offers is very bad!~~ *I am writing to complain about the service provided by your company.* [2]

Two weeks ago, I ordered a photo jigsaw puzzle on your website. I uploaded a good quality photo, paid and received a confirmation that the finished product would arrive within three–five working days. After five days I wrote to you twice but my emails ~~ignored~~ *were ignored/have been ignored* [3]. Finally, the delivery came today and when I opened the box, it turned out that the quality of image is poor and two pieces are ~~missed~~ *missing* [4].

I am extremely disappointed ~~at~~ *with* [5] your service. It was a present and it came a week too late, not to mention the ~~product's~~ *product is* [6] incomplete.

I would be ~~gratefull~~ *grateful* [7] if you could send me a full refund.

Yours faithfully,

Karina Bel

[1] Informal language/incorrect beginning. [2] Impolite language. [3] Wrong tense. [4] Wrong verb form. [5] Wrong preposition. [6] Contraction. [7] Wrong spelling.

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Resource 41 Shopping for clothes

Focus Review 7, Speaking

Part 1 – Students A and B

Items of clothing	a dress/a top/a sc _ _ f/a hoodie/shorts/a coat/a cap /…
Ways of paying	How would you like to _ a _ ? Can I pay by _ _ e _ _ _ card? I'd _ _ _ e to pay in cash.
Style and size of clothes	Are you _ _ _ k _ _ _ for something elegant or casual? I am a _ i _ _ 38. Do you _ a _ _ this in a smaller size?
Terms of return and refund	If it doesn't _ i _, can I return it? Can I g _ _ _ it back if she doesn't like it? Can I ex _ _ _ _ _ _ it if it's the wrong size?

Part 1 – Students A and B

Items of clothing	a dress/a top/a sc _ _ f/a hoodie/shorts/a coat/a cap /…
Ways of paying	How would you like to _ a _ ? Can I pay by _ _ e _ _ _ card? I'd _ _ _ e to pay in cash.
Style and size of clothes	Are you _ _ _ k _ _ _ for something elegant or casual? I am a _ i _ _ 38. Do you _ a _ _ this in a smaller size?
Terms of return and refund	If it doesn't _ i _, can I return it? Can I g _ _ _ it back if she doesn't like it? Can I ex _ _ _ _ _ _ it if it's the wrong size?

Part 1 – Students A and B

Items of clothing	a dress/a top/a sc _ _ f/a hoodie/shorts/a coat/a cap /…
Ways of paying	How would you like to _ a _ ? Can I pay by _ _ e _ _ _ card? I'd _ _ _ e to pay in cash.
Style and size of clothes	Are you _ _ _ k _ _ _ for something elegant or casual? I am a _ i _ _ 38. Do you _ a _ _ this in a smaller size?
Terms of return and refund	If it doesn't _ i _, can I return it? Can I g _ _ _ it back if she doesn't like it? Can I ex _ _ _ _ _ _ it if it's the wrong size?

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Resource 41 Shopping for clothes

Focus Review 7, Speaking

Part 2 – Student A

A: Can I [1]_____ you?

B: Yes, I'm looking for a cotton top in black. Have you got something like this?

A: Of course, here are all our tops. What [3]_____ do you need?

B: I am a size 38.

A: Here it is. Would you like to [5]_____ it on?

B: Sure. Where are the changing rooms?

A: Over there. (...) So, how is it? [7]_____ it fit?

B: It's great. How much is it?

A: $10.50.

B: I'll take it.

A: How [10]_____ you like to pay?

B: By credit card. And if there's something wrong with it, can I return it?

A: Yes. I'm afraid we can't give you a [12]_____ but we can exchange it for something else. But you must keep the receipt.

B: Of course. Thank you. Goodbye.

Part 2 – Student B

A: Can I help you?

B: Yes, I'm [2]_____ for a cotton top in black. Have you got something like this?

A: Of course, here are all our tops. What size do you need?

B: I [4]_____ a size 38.

A: Here it is. Would you like to try it on?

B: Sure. Where are the [6]_____ rooms?

A: Over there. (...) So, how is it? Does it fit?

B: It's great. How [8]_____ is it?

A: $10.50.

B: I'll [9]_____ it.

A: How would you like to pay?

B: By credit card. And if there's something wrong with it, can I [11]_____ it?

A: Yes. I'm afraid we can't give you a refund but we can exchange it for something else. But you must keep the receipt.

B: Of course. Thank you. Goodbye.

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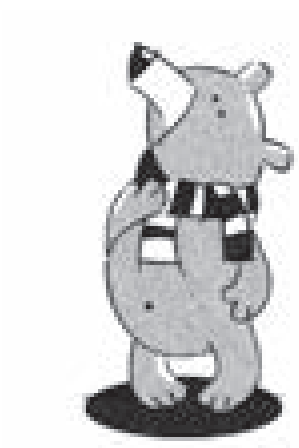
Resource 42 Medical diploma

8.1 Vocabulary (body parts; symptoms; health)

1 The patient has got …

2 The patient has got …

3 The patient has got …

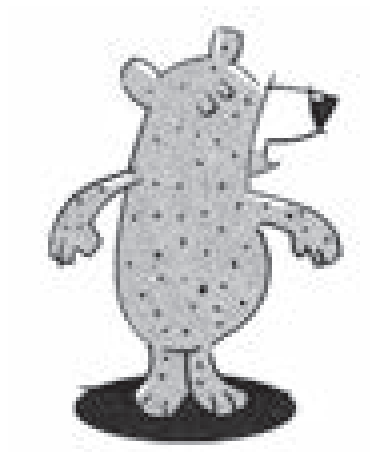


4 The patient feels …

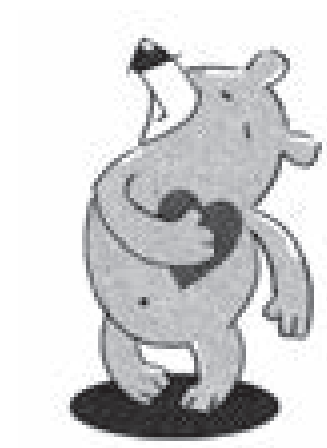
5 The patient has got …

6 The patient has got …

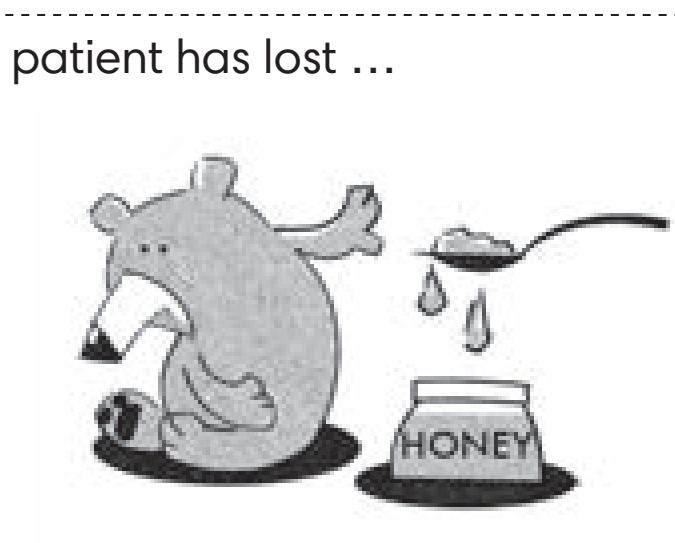
7 The patient has come out …



8 The patient has got a pain …



9 The patient has lost …



10 The patient has lost …

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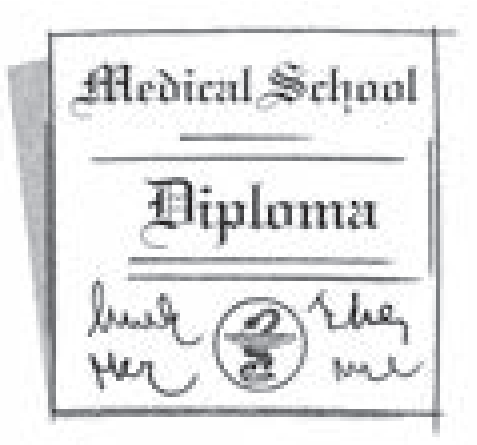
Medical diploma

8.1 Vocabulary (body parts; symptoms; health)

Student A



LEVEL 7 ☐
Examine the patient.

LEVEL 6 ☐
Examine the patient.

LEVEL 5 ☐
Examine the patient.

LEVEL 4 ☐
Examine the patient.

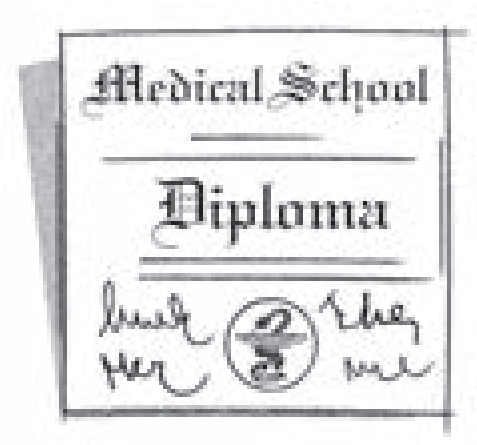
LEVEL 3 ☐
What can a doctor do to *reduce / lose* the patient's anxiety?

LEVEL 2 ☐
Can you name a type of food that people are often allergic *on / to*?

LEVEL 1 ☐
Is it true that a woman who's going to have a baby must *take / cut* out coffee?

LEVEL 0 ☐
Have you ever passed *out / on* at the sight of blood?

Student B



LEVEL 7 ☐
Examine the patient.

LEVEL 6 ☐
Examine the patient.

LEVEL 5 ☐
Examine the patient.

LEVEL 4 ☐
Examine the patient.

LEVEL 3 ☐
What would you advise a patient who is suffering *on / from* poor sleep?

LEVEL 2 ☐
Can you name something that can help you to *come / get* over a cold?

LEVEL 1 ☐
Is it true that you can check someone's heart *track / rate* at their neck?

LEVEL 0 ☐
Does working with people stress you *out / off*?

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Resource 43 Test yourselves
8.1 Vocabulary

Student A

1 Complete the sentences with the words/phrases from the box. There is one extra word/phrase.

sick reduce keep track come out in
passed temperature make allergic to

1 Michael is _____ cats and flowers so he can't come and visit my home.

2 Can you check my forehead? I think I've got a _____.

3 It's important to _____ stress when you have a lot of work to do.

4 You can use smartphone applications to _____ of your physical activity.

5 Oh my, your face has _____ a rash. It seems you can't eat seafood.

6 He _____ out after he exercised for too long.

7 I've been feeling _____ ever since we left home. I think I'll go back.

2 Listen to Student B and check his/her answers.

1 I am still recovering from the flu. I'm too weak to even get up from bed.

2 Many people decide to start working out at the beginning of a new year.

3 It's important to make healthy choices every day to stay fit.

4 I don't think ship cruises are good for me. I feel really dizzy.

5 Remember to cover your mouth when you have a cough.

6 John took up sport last month and he's already feeling much better.

7 If you want to lose weight, remember to eat more fruit and vegetables.

3 Read your answers to Student B.

Student B

1 Complete the sentences with the words/phrases from the box. There is one extra word/phrase.

lose weight dizzy healthy choices
lose appetite took working out
cough recovering

1 I am still _____ from the flu. I'm too weak to even get up from bed.

2 Many people decide to start _____ at the beginning of a new year.

3 It's important to make _____ every day to stay fit.

4 I don't think ship cruises are good for me. I feel really _____.

5 Remember to cover your mouth when you have a _____.

6 John _____ up sport last month and he's already feeling much better.

7 If you want to _____, remember to eat more fruit and vegetables.

2 Read your answers to Student A.

3 Listen to Student A and check his/her answers.

1 Michael is allergic to cats and flowers so he can't come and visit my home.

2 Can you check my forehead? I think I've got a temperature.

3 It's important to reduce stress when you have a lot of work to do.

4 You can use smartphone applications to keep track of your physical activity.

5 Oh my, your face has come out in a rash. It seems you can't eat seafood.

6 He passed out after he exercised for too long.

7 I've been feeling sick ever since we left home. I think I'll go back.

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If I remember correctly …

8.2 Grammar (Past Perfect)

By the age of three,	I'd created my first email account.
By the age of five,	I'd learnt how to ride a bike.
When I went to primary school,	I'd never drunk coffee.
When I met my best friend,	I'd never been ice-skating.
At age of ten,	I hadn't flown.
By the age of twelve,	I'd been to three countries.
By the age of fourteen,	I'd travelled by train alone.
When I left primary school,	I hadn't failed a single test.
When I went to secondary school,	I'd never had a pet.
When we moved into our current home,	I hadn't seen an elephant.
By the time my sister/brother was born,	I'd started learning English.
By the time I went on my last holiday,	I'd slept in a tent.

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Resource 45 Test yourselves

8.5 Grammar (Reported Speech)

Student A

1 Rewrite the sentences in reported speech.

1 'I've never been to Scotland,' the patient said.

The patient said that _____.

2 'I woke up at 6 o'clock on Monday,' the student said.

The student said that _____.

3 'I hate reading news about pollution,' my mum said.

My mum said that _____.

4 'Mr Smith is allergic to dogs,' the doctor said.

The doctor said that _____.

5 'I'm writing an article about famous football players,' the journalist said.

The journalist said that _____.

2 Read your answers to Student B.

3 Listen to Student B and check his/her answers.

1 The journalist said that he/she was sure that the President was recovering.

2 My sister said that she was watching a new TV series.

3 The doctor said that he/she had never seen such a difficult case.

4 The patient said that he/she hadn't gone/had not gone to the doctor on Saturday.

5 The woman said that she could see their garden from her flat.

Student B

1 Rewrite the sentences in reported speech.

1 'I am sure that the President is recovering,' the journalist said.

The journalist said that _____.

2 'I'm watching a new TV series,' my sister said.

My sister said that _____.

3 'I've never seen such a difficult case,' the doctor said.

The doctor said that _____.

4 'I didn't go to the doctor on Saturday,' the patient said.

The patient said that _____.

5 'I can see their garden from my flat,' the woman said.

The woman said that _____.

2 Listen to Student A and check his/her answers.

1 The patient said that he/she had never been to Scotland.

2 The student said that he/she had woken up at 6 o'clock on Monday.

3 My mum said that she hated reading news about pollution.

4 The doctor said that Mr Smith was allergic to dogs.

5 The journalist said that he/she was writing an article about famous football players.

3 Read your answers to Student A.

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Resource 46 A reader's comment

8.7 Writing

You have recently watched an online programme on influencing healthy lifestyles in teenagers. Write a comment on the programme including the following points:

- Describe the programme.
- Summarise its content.
- Express your opinion on the information presented.
- Encourage others to join the discussion.

In my reader's comment:

- In the first paragraph, I have described the programme, where I saw it and when.
- In the second paragraph, I have shortly summarised two opinions from the programme.
- In the third paragraph, I have said what I disagree with and why.
- In the fourth paragraph, I have summed up the programme in one sentence and encouraged others to watch it and share their opinions.
- I have used phrases such as *However*, … or *On the other hand*, … to give opposite opinions.
- I have used phrases such as *Therefore* … or *That's why* … to give a conclusion
- I have not used emoticons (☺), abbreviations (*info/CU/gr8*) or contractions (*I'm/He's*).
- I have checked my spelling and punctuation.
- My text is neat and clear.

Yesterday a programme *How to 'teach' teens a healthy lifestyle* posted on *UsTeens* blog. It was an interesting lesson.

The authors say parents should make their lifestyles an example for kids and they should treat every activity as an opportunity to talk about the body and how does it work. What is more, parents should show teens that caring for their health with apps is fun.

I belive in good examples. However adults should eat healthily and be active. I also agree that teens will do anything if there's a super-cool app for that.

I recommend this programme – it has lots information and humour. Watch it and post your comments.

However, discussing health non-stop is too much! Young people want education, but sometimes they just want a burger!

Yesterday a programme *How to 'teach' teens a healthy lifestyle* ~~posted~~ *was posted* [1] on *UsTeens* blog. It was an interesting lesson.

The authors say parents should make their lifestyles an example for kids and they should treat every activity as an opportunity to talk about the body and how ~~does it work~~ *it works* [2]. What is more, parents should show teens that caring for their health with apps is fun.

I ~~belive~~ *believe* [3] in good examples. ~~However~~ *Therefore* [4] adults should eat healthily and be active. I also agree that teens will do anything if ~~there's~~ *there is* [5] a super-cool app for that.

However, discussing health non-stop is too much! Young people want education, but sometimes they just want a burger! [6]

I recommend this programme – it has ~~lots~~ *lots of* [7] information and humour. Watch it and post your comments.

[1] Wrong verb form. [2] Wrong verb form. [3] Wrong spelling. [4] Wrong linker. [5] Contraction. [6] Wrong paragraph order. [7] Wrong quantifier.

Resource 47 A teen health and fitness app

Focus Review 8, Speaking

Student A

Part 1

be allergic …

… out regularly

cut sweets …

… stress me out

make better …

… fit and healthy

Part 2

Teen FitKit

A new, revolutionary teen health and fitness app. Check out what it can do!

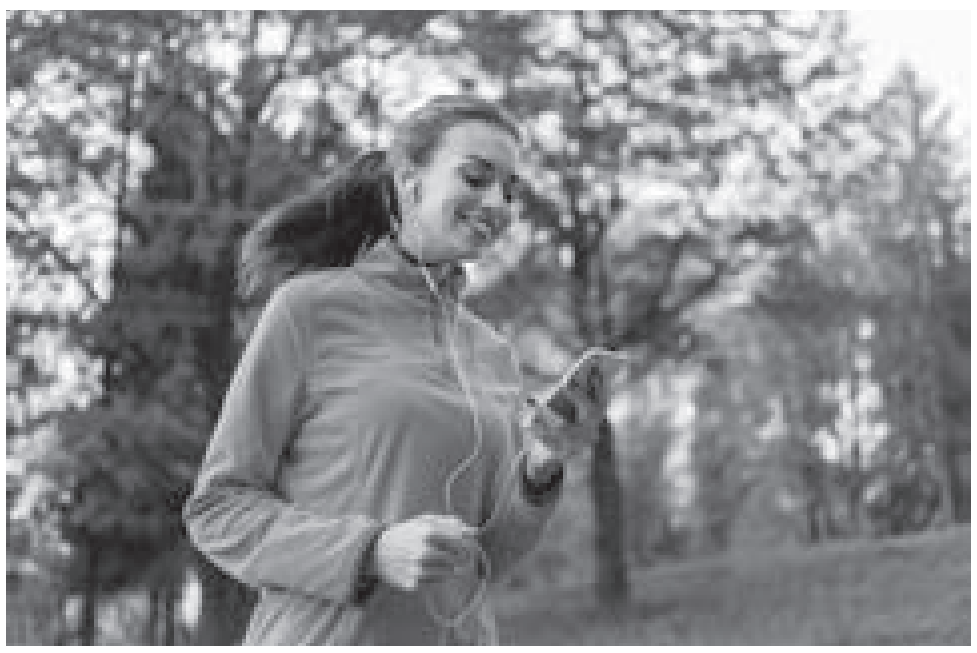
- It helps teens [1]_____. It shows them how to eat better and be more physically active!
- It helps teens remember to [2]_____. You note down how much you've exercised and the app tells you if it's enough.
- It helps you [3]_____. You type in what you've eaten and the app gives you ideas for simple, fit food you can buy or make.
- It keeps you safe. When you type in you're [4]_____ the app will tell you which snacks you shouldn't eat.
- It motivates you! To help you [5]_____, it sends you warning texts like: 'Sugar is bad for the skin' or 'This cake is two hours in the gym'.

Be a smart teen – your phone is already smart! ☺

Part 3

Photo A

Photo B



1 **Personally, I think that Photo A is better** for the ad (because/more attractive/and/girl/look/more interesting.)
2 **I don't think Photo A is a good choice** because (it/not very realistic) – not many teens eat sushi.
3 **In my opinion, Photo B best shows** (real/healthy teenager).
4 **I would choose Photo B because** when I look at it (I want/work out now).
5 The girl in Photo A (be/not as happy as/girl in Photo B). **That's why I would use Photo B.**

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Resource 47 A teen health and fitness app

Focus Review 8, Speaking

Student B

Part 1

… out of your diet

tests …

… diet choices

keep …

… to nuts and kiwi

work …

Part 2

Teen FitKit

A new teen health and fitness app. Check out what it can do!

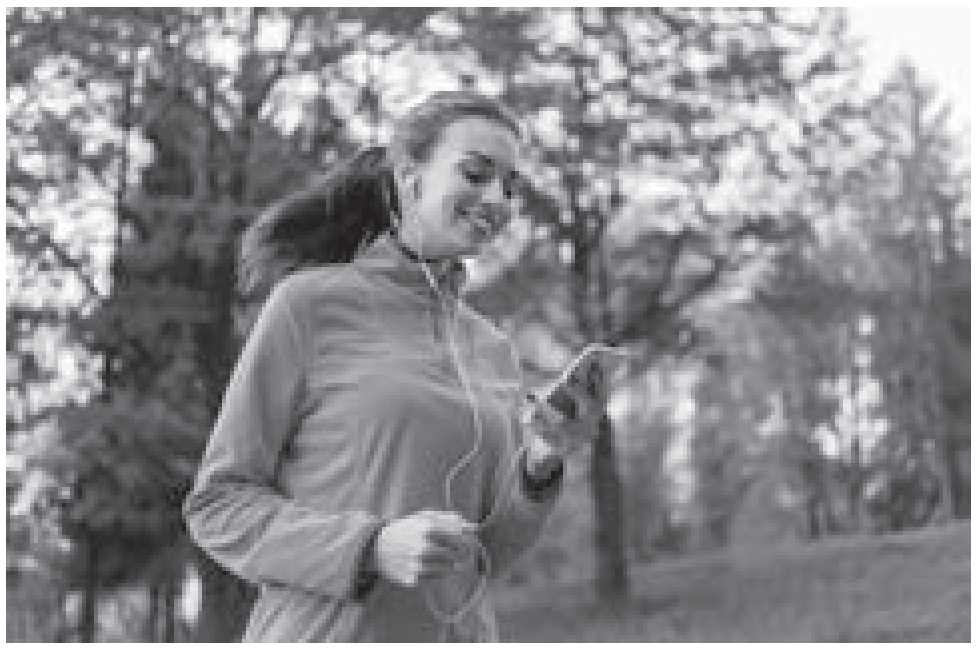
- It helps teens [1]_____. It shows them how to eat better and be more physically active!
- It helps teens remember to [2]_____. You note down how much you've exercised and the app tells you if it's enough.
- It helps you [3]_____. You type in what you've eaten and the app gives you ideas for simple, fit food you can buy or make.
- It keeps you safe. When you type in you're [4]_____ the app will tell you which snacks you shouldn't eat.
- It motivates you! To help you [5]_____, it sends you warning texts like: 'Sugar is bad for the skin' or 'This cake is two hours in the gym'.

Be a smart teen – your phone is already smart! ☺

Part 3

Photo A

Photo B



1 **Personally, I think that Photo A is better** for the ad (because / more attractive / and / girl / look / more interesting.)
2 **I don't think Photo A is a good choice** because (it / not very realistic) – not many teens eat sushi.
3 **In my opinion, Photo B best shows** (real / healthy teenager).
4 **I would choose Photo B because** when I look at it (I want / work out now).
5 The girl in Photo A (be / not as happy as / girl in Photo B). **That's why I would use Photo B.**

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Resource 48 Multiple-choice cloze

Focus Review 3, 5, 6 and 7; Use of English

Read texts 1–4. Choose the correct answer, a, b or c.

TEXT 1

IT'S AS EASY AS APP

What are the basic skills that [1]_____ child starting school should learn? For many centuries the obvious answer was: reading, writing and arithmetic. Quite recently computer classes (ICT) have been made an obligatory part of national curriculums to teach students how to use basic programmes. These days, [2]_____, more and more countries are starting to realise that to succeed in the twenty-first century pupils should be able to create their own software.

In fact, some schools in the UK are planning to get rid of ICT lessons and replace them [3]_____ programming classes that would involve building websites, designing games and mobile phone apps. They hope that today's generation of children, who are already familiar with using smartphones and practically living in the world of social media, will soon become the designers of the future.

Education authorities have no problem convincing students' parents that [4]_____ skills are important. A recent survey shows that 94 percent of them believe that computer skills are [5]_____ for the job market. Examples of British teenagers who have managed to sell their apps to big corporations also help make the decision easy. After all, who wouldn't want their child to become a millionaire?

1 a some	**b** all	**c** any
2 a although	**b** however	**c** despite
3 a for	**b** with	**c** from
4 a so	**b** this	**c** such
5 a essential	**b** unnecessary	**c** modern

TEXT 2

THE ZEBRA MYSTERY

For many years scientists have wondered [1]_____ zebras have black and white stripes. Some believe that the stripes create an optical illusion which hides a zebra's movements and in this way protect it from being attacked. When lions see a group of zebras, the stripes make it difficult for them to assess the zebras' size and speed. However, one study has found that lions are particularly good [2]_____ catching zebras.

There have been other popular theories too. One claims that each zebra has a unique pattern of stripes so [3]_____ one individual can recognise another. There is also a theory that suggests that the stripes help zebras with thermoregulation and protect them from the strong African sun.

A team of US researchers has [4]_____ found evidence that the zebra got its stripes for different reasons. The zebra's short hair makes it easy for dangerous African flies to bite and infect the animal with different [5]_____. It seems that flies find it harder to land on stripes and during their evolution zebras have developed a perfect way to keep the flies away. The stripes are narrow on the lower legs and on the head, the areas which attract flies the most.

1 a which	**b** why	**c** what
2 a in	**b** for	**c** at
3 a that	**b** as	**c** to
4 a never	**b** ever	**c** recently
5 a allergies	**b** diseases	**c** vaccines

TEXT 3

RUTH FLOWERS: AGE IS NO EXCUSE

When you think of your grandparents' hobbies, gardening, knitting or Nordic walking come to mind. [1]_____ Ruth Flowers was not your average grandmother. When she was in her late sixties, she became a world-famous DJ working under the name Mamy Rock.

She was brought [2]_____ in a very musical family and for many years worked as a singer and singing teacher. It was only when she got invited to her grandson's birthday party at a club that she [3]_____ in love with dance music. Ruth said that at first the security didn't want to let her in because of her age, but she insisted and she enjoyed it very much.

She was [4]_____ in touch with a young French producer who helped her develop her sound and image. In her mixing, she used her favourite artists like the Rolling Stones or Freddie Mercury together with electro music. As for clothes, she loved colourful outfits and cool sunglasses. Ruth gave her first gig during the 2009 Cannes Film Festival, after which she became internationally known. [5]_____ then she has played in major clubs throughout the world and even had her own reality show called *Rock It Granny*.

1 a Yet	**b** Although	**c** In spite of
2 a back	**b** up	**c** over
3 a falls	**b** fell	**c** has fallen
4 a put	**b** stayed	**c** kept
5 a From	**b** Until	**c** Since

TEXT 4

WHERE ARE YOUR MANNERS?

While it is true that mobile devices are convenient and help us stay better connected, our social skills seem to be getting worse and worse. According to a recent survey, the majority of people [1]_____ that smartphones, laptops, tablets and social media have made us ruder.

People texting in public places or shouting into their phones on public transport are a common [2]_____. Very often we pay more attention to our Facebook account than the person sitting in front of us. This obsession with digital devices and the need to stay online all the time make people start phone conversations while watching a film at the cinema or forget [3]_____ off their mobile in the theatre, at school or even in church.

Many institutions are trying to bring good old etiquette back. Shops across the UK are putting up signs informing customers that they won't be served while talking [4]_____ the phone. Banks and post offices forbid the use of mobile phones too. There are also numerous online campaigns that make people aware of the basic rules of polite behaviour. All of them come down to a simple fact: use your common sense and [5]_____ you think it will be rude, don't do it.

1 a think	**b** have thought	**c** are thinking
2 a view	**b** picture	**c** sight
3 a to switch	**b** switching	**c** about switching
4 a by	**b** through	**c** on
5 a unless	**b** if	**c** provided

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Resource 49 Multiple-choice cloze

Focus Review 3, 5, 6 and 7; Use of English

Read texts 1–4. Choose the correct answer, a, b or c.

TEXT 1

SUPERMARKET MIND GAMES

We all know it too well, we go to a supermarket and we often end [1]_____ buying more than we planned. Having a shopping list in your hand doesn't always help because supermarkets use all kinds of psychological tricks aimed at making us [2]_____ up our trolleys.

It all starts in the car park where potential customers see red signs advertising discounts and bargains. As soon as they see this colour inside, they will automatically associate it with low prices [3]_____ some red labels will only be used to confuse them. Then it's the usual: background music will get shoppers in the right frame of mind and so will the artificial smell of [4]_____ baked bread. Shelves with basic products, such as meat, bread and butter, are situated far away from each other so that you have to walk through many aisles and, on the way, be tempted to get items you don't need.

And just when you think it's over, there are so-called *golden zones*, displays with all kinds of sweets located near checkouts that encourage customers and their children to think that they deserve a reward while they [5]_____ to pay for their shopping.

1	**a** up	**b** with	**c** about
2	**a** filling	**b** to fill	**c** fill
3	**a** despite	**b** even though	**c** therefore
4	**a** hardly	**b** freshly	**c** quickly
5	**a** are waiting	**b** will be waiting	**c** have been waiting

TEXT 2

DON'T WASTE IT

Statistics show that US households throw away a shocking 40 percent of perfectly good food. At the same time about fifty million Americans don't have [1]_____ to eat and many suffer from hunger. However, if US families managed to [2]_____ food waste by 15 percent, it would help feed twenty-five million people.

The big question is: what can be done to solve the problem? To start with, you should plan your meals well ahead, make use of shopping lists and avoid buying on impulse. If you don't know what to do with the leftovers in your fridge, check online guides for suggestions on how to waste less. Alternatively, you can get a useful mobile app which will provide you with creative [3]_____.

Some people get rid of food because the sell-by date has passed and they are afraid they might get sick. [4]_____ they don't realise is that most food products can be safely eaten past these dates. If you know you won't have the chance to eat something, you can always freeze it [5]_____ it goes bad.

There's also an option of donating food to local food banks. Remember that lots of people need the food you throw away.

1	**a** plenty	**b** little	**c** enough
2	**a** fed up with	**b** cut down on	**c** take away
3	**a** recipes	**b** receipts	**c** prescriptions
4	**a** That	**b** What	**c** Which
5	**a** after	**b** before	**c** while

TEXT 3

Do U hav a job 4 me?

Believe it or not, but many employers nowadays do get letters of application written in 'text speak'. And it is not the only reason why more and more employers [1]_____ that the recruitment process is a nightmare.

Many young applicants fail to understand the requirements for the jobs they apply [2]_____. They send off identical CVs regardless of the post. In addition, they find it difficult to show up punctually for a job interview, have [3]_____ idea what to wear on formal occasions and lack basic social skills, e.g. they are unable to make eye-contact with the interviewer or explain why they want a given job. And that's not to mention their poor knowledge of the company they want to work for.

It doesn't prevent young people from [4]_____ unrealistic expectations of the job market. They are mostly interested in professions related to popular culture, the media and sport. Moreover, they just think they can walk into their dream job, because they believe they deserve only the best. [5]_____, all of the above greatly limit young people's working opportunities and contribute to the high rates of youth unemployment.

1	**a** accuse	**b** deny	**c** complain
2	**a** for	**b** to	**c** about
3	**a** some	**b** any	**c** no
4	**a** have	**b** to have	**c** having
5	**a** Previously	**b** Unfortunately	**c** Eventually

TEXT 4

HUNGER FOR POWER

If you think that politics is boring, you haven't watched *House of Cards*, an American political drama. It is directed by David Fincher, who is known [1]_____ *Seven* and *Fight Club*, among others. This TV series is set in the capital of the USA and tells the story of Francis Underwood, a fictional Democratic congressman.

The main actor [2]_____ the role of a ruthless politician who wants to take revenge on the people that have betrayed him, including the President of the United States himself. He is very cynical and uses a young political reporter to reveal his rivals' dark secrets to the press. His power-hungry wife is no angel [3]_____. They both stop at nothing to reach their goals and destroy their enemies.

The series is a remake of the 1990s British political miniseries and has become a great success, receiving many [4]_____ for excellent acting and directing. Viewers around the world seem to appreciate the fact that it presents the reality of political life as many people suspect it to be: [5]_____ cruel world of empty promises and corruption, with no place for idealism.

1	**a** from	**b** for	**c** about
2	**a** stars	**b** plays	**c** acts
3	**a** too	**b** also	**c** either
4	**a** prizes	**b** rewards	**c** awards
5	**a** a	**b** an	**c** the

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Resource 50 Gapped sentences

Focus Review 2 and 4; Use of English

Choose the correct answer, a, b or c, to complete both sentences.

EXERCISE 1

1 I must stop eating sweets. I've put _____ too much weight recently.
I think that, _____ average, girls are better at academic subjects than boys.
a in
b off
c on

2 We're _____ rid of our old suitcase.
Unfortunately, his parents are _____ a divorce.
a becoming
b taking
c getting

3 They live in a terraced _____ in Green Street.
Could you tell us when you are moving _____?
a house
b flat
c home

4 To get this job, you must have a _____ in Economics.
Last night the temperature was one _____ Celsius below zero.
a title
b degree
c grade

5 When you _____ the end of the street, turn left.
The jury couldn't _____ a verdict for two days.
a reach
b get
c arrive

EXERCISE 2

1 What do you do to _____ fit?
Your son finds it hard to _____ up with the rest of the class.
a keep
b stay
c get

2 We're in our final year so we don't have much _____ time.
You should always carry a _____ tyre in your car in case you have a puncture.
a free
b leisure
c spare

3 We're planning to _____ this hotel for three more years.
I don't think this software will _____ on my old computer.
a operate
b run
c go

4 We were brought _____ by our grandmother.
The price of petrol has gone _____ recently.
a up
b in
c on

5 Next summer I want to _____ a Spanish course in Alicante.
I promise you I'll try to _____ my best.
a take
b make
c do

EXERCISE 3

1 I've _____ this exam three times but failed each time.
I don't recognise the place. Where was this photo _____ ?
a taken
b passed
c made

2 Don't worry, son! You have to keep _____ trying.
The best way to travel around this city is _____ foot.
a at
b on
c by

3 Excuse me, sir! I think you've _____ something!
The temperature _____ suddenly this morning.
a cut
b dropped
c lost

4 The man was quite tall and of _____ build.
I'll have a _____ rare steak, please.
a middle
b mild
c medium

5 My favourite band _____ in my city last week.
The surgeon _____ an emergency operation on the accident victim.
a played
b performed
c made

EXERCISE 4

1 She played the leading _____ in our school play.
Teenagers need positive _____ models that they can look up to.
a role
b part
c example

2 It is commonly known that World War II _____ out in 1939.
Somebody _____ into our flat when we were on holiday.
a came
b burgled
c broke

3 Are you _____ any sharp objects with you, sir?
They're _____ out the experiment in the school lab.
a taking
b carrying
c hiding

4 In British schools, parents pay a fine if their children _____ classes.
I've been away for so long that I'm beginning to _____ my country.
a skip
b miss
c leave

5 He tends to spend most of his free time _____ the Internet.
They've just bought a house _____ the outskirts of London.
a in
b by
c on

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PHOTOCOPIABLE

Resource 51 Gapped sentences

Focus Review 2 and 4; Use of English

Choose the correct answer, a, b or c, to complete both sentences.

EXERCISE 1

1 Just _____ on! I'll be back in a second.
Where shall we _____ the still life? Below your portrait?
a hang
b put
c take

2 I'm going in your direction, so I'll _____ you home.
This noise from the street is beginning to _____ me mad.
a take
b drop
c drive

3 I got up, _____ the bed and took a shower.
The customer was dissatisfied so he _____ a complaint.
a laid
b made
c tidied

4 I'm not interested _____ anything you have to say.
When does the next train get _____ ?
a about
b by
c in

5 I know her phone number by _____.
We found a perfect house in the _____ of New York.
a memory
b centre
c heart

EXERCISE 2

1 Can you give me a recipe for a traditional British main _____?
Eight students from my class have signed up for an evening History _____.
a course
b meal
c dish

2 The music's too loud. Can you _____ the volume down a little bit?
Don't _____ around! Your ex-girlfriend is sitting behind you in the corner.
a put
b turn
c make

3 I'm really fed _____ with this weather. It's been raining for two weeks.
Peter, can you tidy _____ your room today?
a at
b out
c up

4 Could I borrow your phone? Mine's got a _____ battery.
The countryside was completely _____. There were no mountains in sight.
a dead
b flat
c clean

5 You can use that bottle _____ to get rid of empty bottles.
Let's have a picnic by the river _____ on Saturday!
a bin
b coast
c bank

EXERCISE 3

1 If we want to have dinner there, we need to _____ for a table in advance.
Could you stop talking? You must _____ attention in class.
a pay
b draw
c book

2 What's that actor's name? It's on the _____ of my tongue.
We gave the waiter a big _____ for his excellent service.
a tip
b end
c top

3 When will you make up your _____ ?
To my _____, this plan won't succeed.
a opinion
b belief
c mind

4 All the paparazzi knew the actress had _____ in at the Ritz Hotel.
Have you _____ that all the doors are locked?
a checked
b stayed
c ensured

5 Poland is trying to _____ up with the biggest EU countries.
He didn't _____ the 7.15 bus so he had to take a taxi to work.
a put
b catch
c take

EXERCISE 4

1 There isn't enough _____ in the wardrobe for this suitcase.
The changing _____ is in the back of the shop.
a place
b room
c space

2 She works as a personal _____ at the local gym.
Mum, have you seen my other red _____? I can't find it in my room.
a coach
b assistant
c trainer

3 His latest album goes on _____ next week.
I've heard that our neighbours' house is for _____.
a offer
b rent
c sale

4 We'd like to start the meeting so could you please _____ your seats?
How long does it _____ you to get to school?
a have
b take
c get

5 How are you _____ on with your new classmates?
My brother and his fiancée are _____ married soon.
a getting
b becoming
c doing

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Resource 52 Multiple choice

Focus Review 1, 3, 4, 6, 7 and 8; Use of English

Choose the correct answer, a, b or c.

EXERCISE 1

1 **X:** Listen, I really _____ be going now.
Y: OK, let's keep in touch.
a could
b might
c must

2 **X:** Could I have my keys back, please?
Y: _____
X: Thanks.
a Don't mention it.
b Go ahead, I'll wait.
c Here you are.

3 **X:** All the tickets have sold out.
Y: Let's go to the park _____.
X: Good idea. Let me change into something more comfortable.
a though
b instead
c either

4 **X:** Who does this car belong to?
Y: _____
X: Well, whose is it, then?
a Don't look at me. It's not mine.
b It's the latest model.
c She's had it for less than a year.

5 **X:** What's on TV tonight?
Y: _____
a Have you got any interesting news for me?
b It's an amazing story. I heard it on the news.
c Nothing interesting. Let's just watch the news.

EXERCISE 2

1 **X:** You look great!
Y: Thanks. I _____ twice a week.
a eat out
b work out
c hang out

2 **X:** How about visiting her together?
Y: _____
a Sounds fantastic!
b Of course, what is it?
c Thanks, I'm OK.

3 **X:** How long have you known her?
Y: _____
a I knew her for a long time.
b Since December, I think.
c Until recently if you ask me.

4 **X:** What's the point in telling the boss about it?
Y: We'll be in trouble _____.
X: OK. Do what you have to do.
a if we don't
b if we aren't
c if we won't

5 **X:** I wonder if you could help me.
Y: _____
a What would you like me to do?
b The same to you.
c You're welcome.

EXERCISE 3

1 **X:** Let's use dad's computer for this.
Y: But what if he finds out?
X: _____
a I'm afraid he will.
b He won't, trust me.
c I think so, too.

2 **X:** What time should we _____?
Y: The plane leaves at midnight, so we have to be at the airport at about 10 pm.
a check in
b move out
c sign up

3 **X:** Would you like to come to our wedding?
Y: _____
a All the best!
b It doesn't sound very good.
c I'd love to.

4 **X:** Why did you take his toys? You should be ashamed of yourself!
Y: I really regret _____.
X: So apologise to your brother now!
a do it
b to do it
c doing it

5 **X:** _____
Y: Gladly.
a Where are your manners?
b Can you give this package to him?
c What will you say to their proposal?

EXERCISE 4

1 **X:** I'll be back tomorrow at five.
Y: Shall I _____ from the airport?
X: That would be nice.
a drop you off
b ask you out
c pick you up

2 **X:** I'm afraid my mobile phone is faulty. Could you please replace it?
Y: Could I see the _____, please?
a recipe
b receipt
c reception

3 **X:** It's the third time _____ of our mother's birthday!
Y: Don't get angry! I'm so absent-minded.
a I will remind you
b I remind you
c I have reminded you

4 **X:** Why do you keep biting your fingernails?
Y: _____
a I can't stand it.
b I can't help it.
c I can't do it.

5 **X:** Do you want another sandwich?
Y: _____
a No, thanks. I'm on a diet.
b Please do.
c Help yourself.

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Resource 53 Multiple choice

Focus Review 1, 3, 4, 6, 7 and 8; Use of English

Choose the correct answer, a, b or c.

EXERCISE 1

1 **X:** Would you like to join us?
Y: _____
X: Be ready tomorrow at 7, then.
a How come?
b Why not?
c Wouldn't I?

2 **X:** What's her phone number?
Y: _____ . Let me check in my mobile.
a Hang up
b Hold on
c Look out

3 **X:** How long have you known each other?
Y: Let me think. We've been friends since the moment we _____ introduced.
a are
b have been
c were

4 **X:** I hope it's not too much trouble for you.
Y: _____
a I apologise for all the trouble.
b Not at all.
c That's a good point.

5 **X:** Excuse me, have you got change for five pounds?
Y: _____
X: Thanks, I need it for the parking meter.
a Certainly, here you are.
b I'm afraid not.
c Sorry to trouble you.

EXERCISE 2

1 **X:** Which one do you prefer: the blue one or the red one?
Y: _____
X: Let me check.
a I don't like either of them.
b Neither, actually.
c Have you got any green ones?

2 **X:** I've got a sore throat.
Y: _____
a What's the matter?
b How long have you been like this?
c What do you think I should do?

3 **X:** Who's the _____ behaved student in your class?
Y: Unfortunately it's me. My parents are not happy about it.
a least
b best
c worst

4 **X:** Do you _____ sugar in your tea?
Y: Just one spoonful, please.
a take
b drink
c avoid

5 **X:** What do you think of our new Maths teacher?
Y: _____
a I'd rather he didn't.
b I believe he's very strict.
c Not very well.

EXERCISE 3

1 **X:** Whose house is it?
Y: _____.
a My cousin
b My cousins
c My cousin's

2 **X:** It's very kind of you.
Y: Don't _____ it.
a prove
b mention
c predict

3 **X:** Could I speak to Mark, please?
Y: _____
a Put him on the phone.
b I'll just see if he's in.
c I'd be glad to.

4 **X:** Do you need my help?
Y: _____
X: OK, I'll be in my office in case you need me.
a No thanks, I think I can manage.
b Are you sure it's not too much trouble?
c That's very kind. I'll pass it on.

5 **X:** Happy Easter!
Y: _____
a I beg your pardon!
b Thanks, me too!
c The same to you!

EXERCISE 4

1 **X:** I'd like to book a single room for next weekend, please.
Y: _____
X: Oh dear, let me think about it then.
a There are only double rooms available.
b Certainly, single rooms overlook the sea.
c I don't think you need to book it.

2 **X:** Stop _____ me!
Y: I'm sorry. Please carry on.
a interrupt
b interrupting
c to interrupt

3 **X:** Is a window seat OK with you?
Y: _____
a I don't mind sharing.
b I'd rather take a seat.
c By the aisle would be better.

4 **X:** I'd like to make _____ for tomorrow, please.
Y: Certainly, would 10 o'clock be convenient?
X: That would suit me fine.
a an appointment
b a complaint
c an excuse

5 **X:** Do you mind if I open the window?
Y: _____
X: Well, it is rather hot in here, isn't it?
a It's my pleasure.
b Thanks a lot.
c OK, if you insist.

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Resource 54 Sentence transformation

Focus Review 1, 2, 5 and 8; Use of English

Choose the answer, a, b or c that is closest in meaning to the words in bold.

EXERCISE 1

1 We'**d better** get going.
a can
b should
c may

2 **Can I buy this magazine** here?
a Is this magazine sold
b Do you buy this magazine
c Who can sell this magazine

3 She normally **turns up** at 8 a.m.
a calls
b leaves
c arrives

4 **The last time I spoke to Alexandra was two months ago.**
a We haven't spoken for two months.
b We didn't speak for two months.
c We hadn't spoken for two months.

5 **I wish I could dance** well.
a If only I danced
b I regret not dancing
c Imagine I could dance

EXERCISE 2

1 Why are you **wearing smart clothes**?
a in casual clothes
b dressed up
c wearing designer clothes

2 Let me know **as soon as** you see him.
a provided that
b as long as
c the moment

3 My uncle Jack doesn't smoke and **his wife doesn't smoke either**.
a so does his wife
b nor does his wife
c also his wife

4 For the past three weeks George has been **off work** because of flu.
a unemployed
b on sick leave
c looking for a job

5 **It isn't necessary to** wear a tie.
a You don't have to
b You had better not
c You ought not to

EXERCISE 3

1 Their son **was too short** to go on some of the rides at the funfair.
a wasn't tall enough
b wasn't so tall
c wasn't too tall

2 How can I **get in touch with** your cousin?
a remind
b contact
c appreciate

3 **Having realised** he was late, Michael texted his girlfriend.
a After realising
b Before realising
c While realising

4 My mum **took up** yoga last year.
a started doing
b preferred doing
c enjoyed doing

5 **Shall I get you something to drink?**
a Will you order something to drink?
b Let's prepare something to drink, shall we?
c Would you like something to drink?

EXERCISE 4

1 Has she **got over** her illness?
a cut out
b suffered from
c recovered from

2 **I hardly know you.**
a I know a lot about you.
b I know very little about you.
c I know nothing about you.

3 **As far as I'm concerned,** you should do it.
a To my mind,
b To start with,
c To be honest,

4 I know the man with glasses but I don't recognise **the rest of the people**.
a the other
b another
c the others

5 **Her car has been repaired** by a mechanic.
a She has her car repaired
b She has had her car repaired
c She had her car repaired

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Resource 55 Sentence transformation

Focus Review 1, 2, 5 and 8; Use of English

Choose the answer, a, b or c that is closest in meaning to the words in bold.

EXERCISE 1

1 Jake **is almost as tall** as his sister.
a is about the same height
b isn't quite as short
c is taller than

2 **Could you say that again, please?**
a Sorry?
b Repeat!
c Again!

3 **They say he moved house.**
a He is said to move
b He is said to be moving
c He is said to have moved

4 **The trip was so amazing** that we recommended it to all our friends.
a It was a very amazing trip
b It was such an amazing trip
c The trip was amazing enough

5 **May** I open the window?
a Do you mind if
b Are you in favour of
c Do you approve of

EXERCISE 2

1 I need to **go through my notes again** before the Biology exam.
a register
b retake
c revise

2 **Even though** he likes me, he doesn't respect me.
a Despite
b Although
c Nevertheless

3 **If you ask me**, I think he's honest.
a You should ask me
b If I may add something
c If you want to know my opinion

4 **She can't have done it alone.**
a She must have done it on her own.
b It's impossible that she did it alone.
c She might do it with somebody else.

5 In our Chemistry lessons we often **focus on** interesting experiments.
a concentrate on
b join in
c deal with

EXERCISE 3

1 **'I know you did it,' he said to me.**
a He persuaded me to do it.
b He warned me against doing it.
c He accused me of doing it.

2 She'll fire him **unless he apologises** to her.
a on condition that he apologises
b if he doesn't apologise
c by the time he apologises

3 We can **go to Greece or we can go to Croatia** for our summer holiday.
a either go to Greece or to Croatia
b neither go to Greece nor to Croatia
c go to both Greece and Croatia

4 **We have never visited this place before.**
a We've already been to this place.
b It's the first time we have visited this place.
c We've just visited this place.

5 I thought the book was quite **gripping.**
a entertaining
b engaging
c moving

EXERCISE 4

1 She asked me **'Are you OK?'**
a was I OK
b I am OK
c whether I was OK

2 They **set up** the company in 2010.
a closed
b started
c sold

3 **It's high time you talked** to him.
a I'd rather you talked
b Suppose you talk
c You'd better talk

4 The film **is about to begin**.
a is going to start shortly
b ought to start soon
c must have just started

5 **Actually**, I disagree.
a All in all
b In fact
c Also

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Life skills photocopiable resources

Life skills 1 Giving presentations **278**
Teacher's notes and audioscript **275–276**

Life skills 2 How to choose a future career **280**
Teacher's notes and audioscript **276**

Life skills 3 How to use online resources **282**
Teacher's notes and audioscript **277**

The Life skills audio recordings can be found in the Resources section on Pearson English Portal.

Life skills teacher's notes

Life skills 1

Extra activity in class

Invite students to tell the class about a presentation they found interesting. Why was it interesting? What did they like about it? Was there anything they didn't like? What do they think makes a presentation interesting?

If there is time, let them discuss in pairs or groups first, then share their ideas with the class.

Next class

Students think about their classmates' feedback from Exercise 9 and prepare a new presentation. They record it and play it for the class in the next lesson or, if time allows, they give their new presentations in front of the class. Have a brief feedback session: was their classmates' feedback helpful? Did it help them improve? How?

Answer key

Exercise 2

1 different from
2 good
3 can
4 not OK
5 with someone else
6 not OK

Exercise 5

1 Is competition good for children? Should students take a break before going to university?

2

Is competition good for children?

Pros: competition is part of our academic and working lives; thanks to competition, we can improve our skills; it can be motivating for those students who are able to win because they are very good at maths or sports and enjoy taking part in school contests.

Cons: there are some students who are just not good at competing; They often forget things which normally they would remember. Losing in competitions can cause them to feel less talented than others and less confident; Experts say that it is better to compete with ourselves rather than with other people.

Should students take a break before going to university?

Pros: you're used to studying – you're in the 'learning zone', and if you take time off, it may be harder to get back into studying habits; it might be more difficult to get a place at university; if you finish education earlier, you can start your career earlier too.

Cons: some students decide to take a break for a year and travel to other countries to do some part time work; you can get different types of work experience and learn about your strengths and weaknesses; you can become more responsible and mature so that when you return to studying you have a better attitude.

Exercise 7

E, B, B, E, E, B, E, B

Audio/Videoscript

T = Teacher J = Jenny

1

T: Good morning everyone! Jenny is giving her presentation this morning, so I'd like you all to listen and then give us some feedback. Good luck, Jenny!

J: Yes. The topic of my presentation today is competition. Is competition good for students? I would like to start by pointing out that today students are obliged to compete a lot. There are class tests, exams, sports competitions at school almost every week.
Parents and teachers want students to compete and win all the time. Some people think this is a good thing as competition is part of our academic and working lives. They get nervous and do not do their best. Sorry. Competition is part of our academic and working lives. In the future, we will have to compete for places at a university and jobs. We shall have to prove that we are better than others. Thanks to competition, we can improve our skills. But other people do not agree that competition has a positive effect on students. It can be motivating for those students who are able to win because they are very good at Maths or sports and enjoy taking part in school contests. However, there are some students who are just not good at competing. When they have to take exams, they get nervous and do not do their best. They often forget things which normally they would remember. Losing in competitions can cause them to feel less talented than others and less confident. That is why it is certainly not encouraging for them. It is also important for children to learn to cooperate. Experts say that it is better to compete with ourselves rather than with other people. As we all know, in our future lives we shall have to work in teams and then it will be important for us to work together. Competition in a team is not a good thing because we end up fighting, which is …

T: I'm going to have to stop you there, I'm afraid, Jenny. Your time is up. Any comments?

2

T: So, Jenny! Time for your next presentation. So, listen up everyone and good luck!

J: Today I'd like to talk about the question: should students take a break before going to university? Let me begin by saying that lots of students go straight to university when they finish secondary school. It's expected, it's normal, it's what their parents did and what most of their friends are planning to do. But just because everyone else does something, that doesn't necessarily mean it's right for you, does it? Imagine we all do the same as everyone else. That sounds very boring, doesn't it? So, let's have a look at the pros and the cons. Yes, of course, there are lots of reasons why going straight to university is a good idea. Firstly, you're used to studying. When you're a student, you develop useful study skills – for example, you learn how to manage your time, make notes and remember things best. If you like – we're in the 'learning zone', and if we take time off, it may be harder to get back into studying habits. It might even be more difficult to actually get a place at university. Secondly, if you finish education earlier, you can start your career earlier. That's got to be good thing! However, some students decide to take

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a break for a year and travel to other countries to do some part-time work. For example, my brother took a year's break and worked in Australia. He picked oranges! He loved it! He met some great people and saw lots of beautiful places, and he earned some money to help support himself at university. The only problem is that now he hates oranges! Students who take a break also mention the value of getting different types of work experience and learning about their strengths and weaknesses. They become more responsible and mature so that when they return to studying they have a different, a better attitude. So, to conclude, the decision to take a gap year is not an easy one for a young person to make, so take the time to think what's right for you. OK, that's it from me today. Thanks for listening. Any questions?

T: Great! Thanks very much, Jenny.

Life skills 2

Extra activity in class

- Students practise the collocations in Exercises 1 and 2. They choose 6–8 collocations and write example sentences. Encourage them to record the collocations in their vocabulary notebooks.
- Students copy the diagram from Exercise 9 onto coloured paper and complete it in order to create a poster for their chosen career. They can also include any other interesting information about the job they can think of. The posters are then displayed around the classroom.

Next class

Students choose a person they admire and write a short text about their 'Road to success', using the texts as models.

Answer key

Exercise 1

work on your own, work in a team, wear a uniform, work in an office, work outdoors, work part-time, work full-time work with children, work with animals, manage people

Exercise 3

a 5
b 1
c 3
d 4
e 6
f 2

Exercise 6

1 B, C
2 B
3 C
4 B
5 A, B, C
6 C

Exercise 7

A Harrison Ford,
B J.K. Rowling
C Steve Jobs

Audioscript

J = Jenny GL = Graham Long

J: With me today is careers adviser, Graham Long, and he's here to give us some tips on choosing careers. Welcome, Graham.
GL: Hi Jenny.
J: Tell us, what's a good first step?
GL: Well, first I always advise students to try and get to know themselves better. Keep asking yourself the questions: what kind of person am I, what things do I enjoy doing, what really interests me.
For example, people who are imaginative, original in their thinking and like solving problems often work in education or the media. Those who are good at multi-tasking, like complex ideas and enjoy working with people often find careers in health care or human resources.
J: That makes sense. But what if you really don't have any idea?
GL: The best thing to do then is to speak to a professional and ask to take a specialised personality test. There are also some online personality tests which may help you learn a little more about yourself and may even suggest possible professions for you. But if there's still a few years before you leave school, it's enough to just start thinking about this for now.
J: Right. So, it's not about choosing a career early and following that path?
GL: Definitely not. The jobs today are completely different than ten years ago. There might not be a future for the job you have in mind now.
J: Ah ha.
GL: Use this time instead to research jobs you are interested in. Speak to people that do those jobs, try to get some work experience, for example, working part time or just offering to help out in a job related to your interests. This will help you become more confident and meet professionals in that field. Then you can see if a job is really what you believe it to be.
J: That all sounds sensible. And then, when you've got some idea? What next?
GL: Well, then you can start planning for the future. What skills or qualifications will you need? Look at some courses and think about which ones would be the best for you. And think about how you like to learn – this will help you choose between a practical college course or an academic course at university. Also, remember it's good to have a plan B in case things don't work out the way you'd hoped. This may be a different career choice or a different way leading to your dream job.
J: Choosing your future career is a BIG decision. What advice can you give to someone worried about making this choice?
GL: Take your time, be open to new ideas and experiences. It's much better to make a good decision later than a bad decision now! Also, make your own choices. Doing what your friends or parents want you to do can result in a lifetime of unhappiness …

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Life skills teacher's notes

Life skills 3

Extra activity in class

If your students have Internet access, do some more examples of citing sources before they do the project in Exercise 9. Ask them to look for quotes and/or photos on a given subject (e.g. quotes by/photos of English artists) and get them to cite their source for each one.

Culture notes

Hamlet (ca. 1601) is a tragedy written by William Shakespeare, considered one of the most influential works of world literature. It tells the story of Hamlet, prince of Denmark, who is called by his father's ghost to avenge his murder by his brother, now King of Denmark. The play focuses on Hamlet's search for the truth, as he decides whether or not to take revenge on his uncle. **Polonius** is the advisor to Hamlet's father, the King of Denmark, and father to Ophelia, Hamlet's love. Hamlet mistakenly kills Polonius, thinking he is killing a spy. This then leads to the death of Ophelia, who loses her mind and drowns.

Leicester Square is a square in the West End of London, laid out in 1631 and opened to the public in 1750. It is one of London's busiest hotspots, with over 2.5 million visitors each week.

Answer key

Exercise 3

1 C
2 D
3 A

Exercise 5

2 school
3 resources
4 copyright
5 licence
6 sources

Exercise 8

All the information is to be included.

Audioscript

1

I don't think it's a problem that other people use my work. As a professional musician, part of what I hope to do is to inspire other people. What is important, though, is that they ask me for permission when they want to use a piece of music I wrote and mention my name. I never ask for money for something small or personal like using my song in an amateur film or college presentation but I think it's only fair that people know that what they hear is the result of my hard work.

2

I work as a travel journalist and blogger. For me, writing is not just about earning money, but a way to be creative and to share my ideas with other people. As a writer, I'm often inspired by something I've read or seen. I might read an article and want to write about the same topic, or write what I think about that article. But taking parts of someone's text word-for-word, or pretending the ideas from that are your own is something very different. That's just copying! It's actually illegal and something I would never allow.

3

I'm a film maker and I make documentaries. When I make something original, I am proud of it and I feel that I own it, so it's important I get paid for my films. This is not a hobby for me but a career. Many people just don't seem to understand that when they share my work or copy it without paying, they are actually stealing from me. When you use something created by an artist, you should actually pay for it.

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1 LIFE SKILLS

Giving presentations

1 In pairs, answer the questions.

1 Describe the last time you gave a presentation. What was it about? How did you feel?
2 In which situations in your life could public speaking skills be useful? Say why.

2 In pairs, discuss the opinions about giving presentations. Choose the options that you think are correct. Say why.

1 Giving an exam presentation is *different from / similar to* a classroom presentation.
2 It is a *good / bad* idea for a speaker to start a presentation by saying something funny.
3 The way a presenter uses their body during a talk *can / cannot* change the message.
4 It is *OK / not OK* for a presenter to speak longer than scheduled.
5 The best way to prepare for a presentation is to practise it *alone / with someone else*.
6 It is *OK / not OK* for presenters to read from a page so they don't forget what to say.

3 Read the text and check your answers to Exercise 2.

4 Which three tips from the text do you think are the most useful? In pairs, explain why.

5 Watch or listen to a student giving two presentations and answer the questions.

1 What are the topics of Jenny's presentations?
2 What pros and cons does she mention about the issues?

LIFE SKILLS VIDEO 1

6 Watch or listen again and look at photos 1–2. For each presentation (P1 and P2), rate aspects A–E below from 1 to 5 (1 = poor, 5 = excellent).

	P 1	P 2
Ideas and organisation		
A The beginning of the presentation was interesting		
B The presentation had a clear structure.		
Presenting		
C The presenter communicated his ideas in an effective way (eye contact, body language, facial expression.)		
D The presenter spoke strongly and clearly.		
E The presenter looked confident and relaxed.		

7 Study the box below. Which of the phrases could you use to begin a presentation (B) and which to end it (E)?

SPEAKING Giving presentations

- [E] Do you have any questions?
- [ ] The subject/topic of my talk today is …
- [ ] I'd like to start by talking about ...
- [ ] That brings me to the end of my presentation.
- [ ] To summarise, …/To conclude, …
- [ ] Before I start, it might surprise you to learn that …
- [ ] Well, that's it from me. Thank you for listening.
- [ ] Today I'd like to talk about ... But first, did you know that ...?

8 Read the quote. In pairs, explain what it means using your own words.

> All great speakers were bad speakers at first.
> *Ralph Waldo Emerson (American poet)*

9 Do the task below.

LIFE SKILLS Project

Prepare a two-minute presentation on a subject you find interesting.

- Follow the tips from this lesson (Plan, Prepare, Practise, Present). Use some of the phrases from Exercise 7 to help you.
- Give your presentation in front of the class and listen to presentations from other students.
- Give each other feedback. Say what you liked about the presentation and what you could improve.

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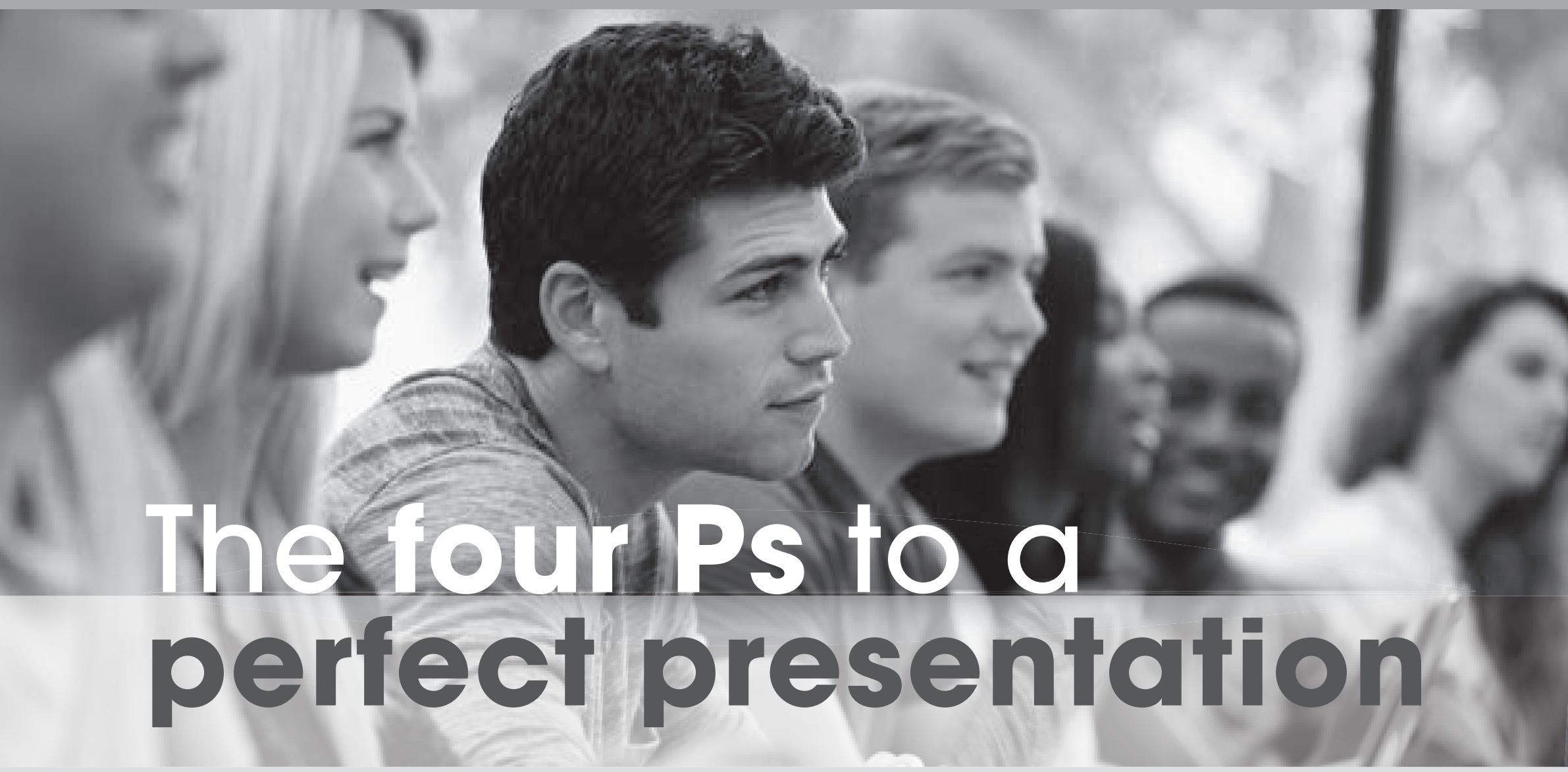

The four Ps to a perfect presentation

At some point in life, everyone has to stand up and speak in front of a group of people. For most of us this can be extremely stressful, but there's some good news. Although not everyone can be a great public speaker like Barack Obama or Oprah Winfrey, giving a presentation is definitely a skill you can learn. Here are four steps to a successful presentation.

1 PLAN

When you first start to plan a presentation, ask yourself these questions:

- Who is your audience? At school, you're talking to your teacher and classmates, but an official exam is a more serious and formal situation.
- Why are you giving the presentation? What is the message of your speech? Decide if you want to make the listeners laugh, inform them about something, or maybe persuade them to agree with your ideas.
- How much time have you got? This will help you decide how much information to share with your audience.

2 PREPARE

At this stage you should:

- Research your topic. Make sure you understand your subject well. Decide what you want to say and try to make it interesting for your audience.
- Organise your ideas into a clear introduction, main body and conclusion. You can start with a joke, some surprising facts, a personal anecdote or a question to get the listeners' attention.
- Create note cards to help you remember what to say. Don't try to learn your presentation by heart word for word. Instead, put two or three key points on note cards and follow your plan.

3 PRACTISE

Practising helps you feel more confident when you speak in public. It's a good idea to:

- Practise in front of a mirror and watch your body language. Remember that you can use your body and facial expressions to help the audience understand your message. It is also a good idea to move during the presentation to keep the audience's attention.
- Time your speech. Read through your presentation and see if you can keep to the time limit. You can also record yourself speaking to observe how you use your voice.
- Practise in front of an audience, for example family and friends. This will help you deal with stress and prepare to answer any questions.

4 PRESENT

The big day is now here. For your actual presentation:

- Wear clothes which are comfortable but appropriate for the occasion. Think about whether your audience will wear formal or informal clothes and wear something similar.
- Look at the listeners as you speak. Smile at the audience and breathe deeply as this will help you feel less nervous. Never read the presentation from a page but speak directly to the people in your audience.
- Use your own words and don't speak too fast. Speak clearly and try to sound confident.

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2 LIFE SKILLS

How to choose a future career

1 Look at photos A–E of people at work. Tick the things below that the people have to do in their jobs. Would you like to have any of these jobs? Say why.

- ☐ work on your own
- ☐ work in a team
- ☐ use a foreign language
- ☐ go on business trips
- ☐ wear a uniform
- ☐ work from home
- ☐ work in an office
- ☐ work outdoors
- ☐ do physical work
- ☐ work part-time
- ☐ work full-time
- ☐ work with children
- ☐ work with animals
- ☐ manage people

2 In pairs, say which three of the things below would be the most important to you in your future job. Say why.

doing what you like fast promotion flexible hours
friendly colleagues high salary long holidays
on-the-job training opportunity to travel

3 Listen to an interview with a careers adviser and match the advice for choosing a career 1–6 with extra tips a–f.

LIFE SKILLS How to choose a future career

1 Get to know yourself.
2 Visit a professional adviser.
3 Research jobs you are interested in.
4 Check what skills and qualifications you need to do this job.
5 Consider other career options if necessary.
6 Make your own decisions.

a ☐ Be ready to adapt your plans.
b ☐ What are you like? What interests do you have?
c ☐ Get some work experience and meet people who do your dream job.
d ☐ What courses do you need to complete?
e ☐ Choose a job that makes you happy.
f ☐ Take a personality test to find a possible future job.

4 In pairs, ask and answer the questions below. Note down your partner's answers.

1 What are your hobbies? What do you enjoy doing in your free time?
I'm keen on … I spend a lot of time …

2 What are you good at? What school subjects do you like?
People say I'm good at … I really enjoy …

3 What are your strengths and weaknesses?
I sometimes find it hard to …

4 What are you like? Write down five adjectives to describe you.
I'd describe myself as … I'd say I'm …

5 Use your notes from Exercise 4 to suggest at least three possible jobs which would be a good choice for your partner. Justify your choices.

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6 **Read the biographies of three successful people below. Match texts A–C with questions 1–6. Each question can be matched with one, two or three texts.**

Which person …

1 chose a career related to something they liked to do as a child?
2 completed his/her university education?
3 received advice to quit his/her job?
4 followed his/her parents' advice?
5 was not discouraged in spite of difficulties?
6 was interested in a number of different subjects?

ROADS TO SUCCESS

A In high school he worked as a presenter on the school radio because he had a good voice. While at college, he signed up for a drama course and first got interested in acting. However, he wasn't a very strong student and quit university before graduation. He moved to Los Angeles to look for a job on the radio, but couldn't find one. Instead, he got small roles in film productions. Although he was once told that he would probably never be a successful actor, he continued to go to auditions. Seven years after his first acting job, he got a big role in a hit film and became a Hollywood star.

B She wrote her first story when she was only six years old. Her parents wanted her to study French, so she chose this subject at university, even though deep down she wanted to study English. After graduation, she had a few different jobs in London, but still had an ambition to write books. One day during a long train journey, she had an idea that would change her life: she decided to write a book for children. However, it took her a few years to finish the book. The first twelve publishers that read the story didn't like it, but finally she found one that decided to publish it. Seven years later, she became the first woman to make a million pounds from writing books.

C As a child, he had original and unusual ideas and was interested in electronics. He went to college to study Law, but was not really sure what he wanted to do. Soon, he quit and instead began attending different courses he found interesting, such as Art and Calligraphy. When he was just twenty, together with a friend he built his first computer in his family's garage. They started a new company, which became quite successful. However, success did not last long and after some time he lost his job as the director of the company. He was a bit upset to begin with, but after some time he decided to continue doing what he loved and opened two new technology companies. These companies have later become one of the best known and successful businesses in the world.

7 **In pairs, try to guess who the people described in the texts are. What do you think helped them become successful? Use the prompts below or your own ideas.**

determination education hard work
interests/skills luck passion self-belief talent

8 **In pairs, read the quotes and explain what they mean.**

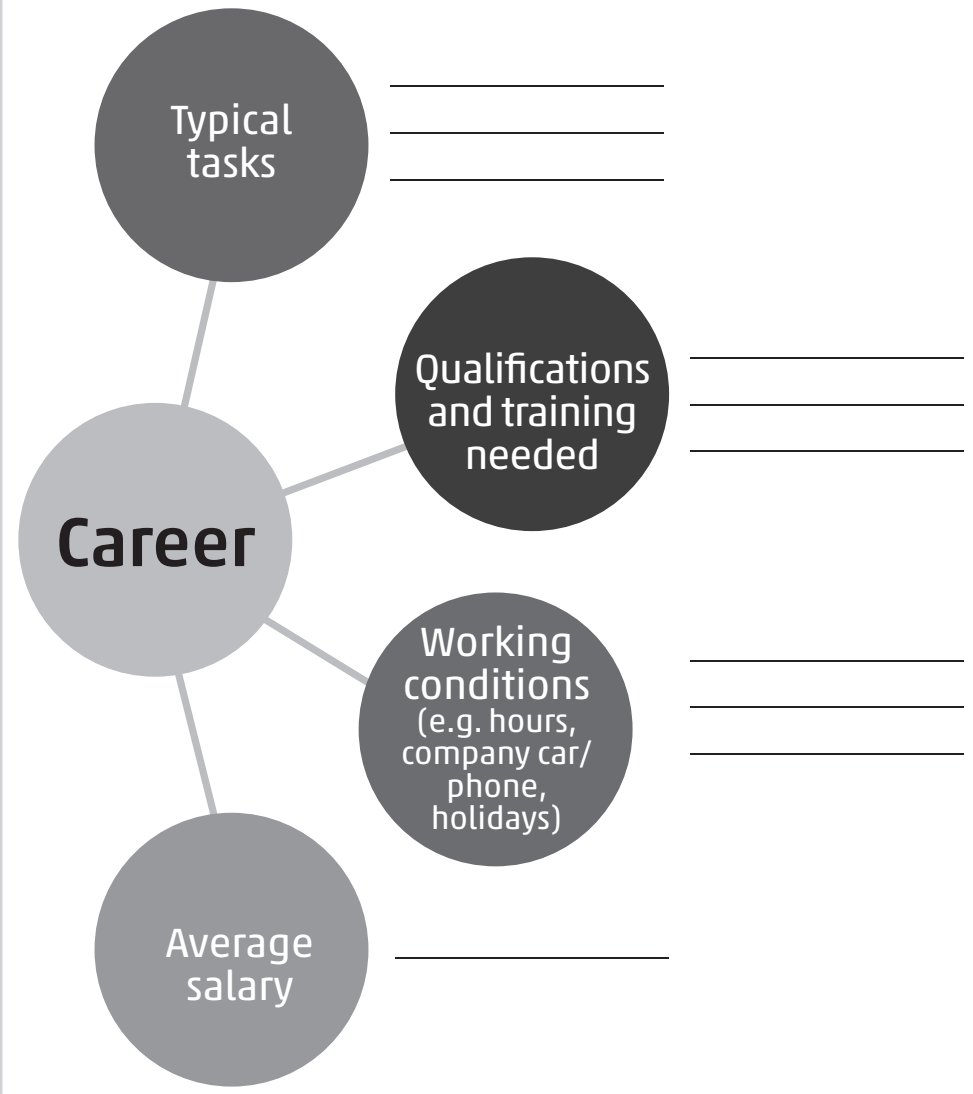
> The only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle.
>
> *Steve Jobs (American businessman)*

> Let the beauty of what you love be what you do.
>
> *Rumi (thirteenth-century Persian philosopher and poet)*

9 **Do the task below.**

LIFE SKILLS Project

A Choose one of the jobs your partner suggested for you in Exercise 5. Use the Internet to find more information about it. Complete the diagram below.



B In small groups, share your findings. Explain why the job is suitable for you. Does your group agree? Say why.

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3 LIFE SKILLS

How to use online resources

1 In pairs, discuss the questions.

1 When was the last time you used photos, videos or text fragments from the Internet? How did you use them?
2 Do you think the people who created these resources would allow you to use them? Say why.
3 How would you feel if someone used your work and didn't tell you about it?

2 In pairs, read the definition below. Why do you think people break the copyright law?

> Copyright is a law which says that a creator owns the work he or she creates, for example a photo, a piece of music or a written text. This means that other people have to ask for permission to copy, share or perform any part of that work.

3 Listen to three artists talking about copyright. Match artists 1–3 with statements A–D. There is one extra statement.

This speaker

A ☐ expects to receive money for all of his/her creative work.
B ☐ lets everybody use his/her work for free.
C ☐ stresses the importance of saying who created a piece of work.
D ☐ explains how he/she uses other people's work.

4 In pairs, discuss the situations below. Which things are OK and not OK to do?

1 You share some interesting photos you found online on your social media account.
2 In your school essay, you quote some fragments from an interesting article you found online. You do not say where the fragments come from.
3 You are working on a presentation for a History class. In the presentation, you use clips from famous historical films.
4 You write a post for a book club forum. In the post you copy large fragments from a famous nineteenth-century horror novel *Dracula*.
5 Together with your classmates, you made a funny video as part of a school project. In the film you play the latest pop hits. You think the video is great and would like to upload it to YouTube to earn some money from ads if possible.

5 Read the text on page 2 and complete the advice below with the words from the box.

copyright licence resources school ~~small portion~~ sources

LIFE SKILLS How to use online resources

When you use media for a school project or homework, think about the following:

• Is this Fair Use?
Under fair use, you don't need permission to use a [1] *small portion* of copyright materials for [2] _____ work.

• Do you want to share your work outside of school?
Instead of copying, create your own [3] _____ .

If that's not possible,

Search for public domain
Public domain works are no longer protected by [4] _____ , so you can use them in any way you want.

Search for Creative Commons
A Creative Commons [5] _____ explains how you can use someone's work.

• Always cite your [6] _____ – give credit to the authors.

6 In pairs, read the situations in Exercise 4 again. Do you want to change any of your answers now?

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COPYRIGHT BASICS FOR SCHOOL PROJECTS

Imagine you've just got a new school assignment: you have to prepare a project or a presentation. You will probably want to use some photos, music files, artwork, videos, or fragments of literary works from the Internet. But what about copyright laws? Do you have to ask the people who created these works for permission? As it turns out, you can legally draw from online resources as long as you follow some rules.

FAIR USE

Sometimes it's acceptable to copy a small amount of someone's work without asking the copyright owner for permission, but it can only be used in certain ways. An example of fair use is when students and teachers use copyrighted materials in the classroom for educational purposes. For example, you can use images from the web for a Geography presentation, include a quote from a novel in your essay or copy the lyrics of an English song for a language class. However, you cannot play songs or movies at school if it's just for entertainment. Also, remember that it is never fair to use someone's creative work without permission in order to make money.

But what if you want to upload your academic work online for the whole world to see? In most cases, you cannot distribute copyright materials outside of school. So first of all, think about creating your own media for the project: maybe you can take some photos or make a video clip. In fact, this may be a great opportunity to show your talent and skills. If that isn't possible, use public domain or open licensed materials.

PUBLIC DOMAIN

If something is public domain, it belongs to all people in general, so you can use it without breaking any laws. As a rule, any work becomes public domain after copyright has ended (in many countries, it's seventy years after the creator's death). The works of Shakespeare and Mozart fit into this category, for instance. Also, official documents, facts, ideas, film and book titles are in the public domain. You can easily find such materials online, for example on Wikimedia Commons or various government websites, such as NASA or the Metropolitan Museum of Art.

CREATIVE COMMONS

Some authors and artists make their work 'open' – they want others to reuse their work without having to ask for permission. They use a licence which is a set of rules explaining how you may use the work created by someone else. For example, it explains if it's OK to adapt the work, share it with others or if you have to mention the author. One example of a popular free copyright licence is offered by an organisation called Creative Commons. You can use the search tool on their website to look for pictures, music and videos that you can legally use.

Finally, when you work on any school assignment, remember to make a list of all the books, websites, images or articles that you used. Include a bibliography in your work and give credit to the authors: say who took the pictures or where your quotes come from. In this way, you show respect to the people who created them.

7 DEBATE **In groups, discuss the questions. Use the arguments below to help you.**

What are the pros and cons of copyright? Should we have the right to use other people's work available online for free?

For copyright:

- Thanks to copyright, artists can make money from the work they create.
- Copyright encourages people to be creative and innovative.

Against copyright:

- It's important that everyone has free access to works of culture.
- Copyright laws are not up-to-date: they do not really work in a digital world.

8 **Read the guidelines and look at the quote and the image. Then tick the guidelines which have been used for the sources below.**

Citing your sources

When listing your digital sources, include the following information:

- ☐ the author
- ☐ the title of the work
- ☐ the type of medium (e.g. online image, video, podcast)
- ☐ the date when it was created or posted
- ☐ the organisation which published the information
- ☐ the URL address
- ☐ the date when you accessed the information

Polonius What do you read, my lord?
Hamlet Words, words, words.
(William Shakespeare, *Hamlet*)

Sources:

- *Hamlet*, Wikiquote (last modified 5 Jan. 2018), https://en.wikiquote.org/wiki/Hamlet, accessed 4 April 2018
- Claudio Divizia, 'Statue of Shakespeare in Leicester Square', [online image], Shutterstock, https://www.shutterstock.com/image-photo/statue-william-shakespeare-year-1874-leicester-54705139, accessed 4 April 2018

9 **Do the task below.**

LIFE SKILLS Project

Prepare one of the following: a short presentation, a poster, an essay, a blog entry, a meme, a song remix or a video clip. Choose a topic you find interesting. In your project:

- use your own media (a picture, piece of music, short text)
- use some media from public domain or licensed under Creative Commons
- include a bibliography and cite all your sources

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FOCUS SECOND EDITION

WORD STORE

Pearson

WORD BUILDING

PREFIXES

Common prefixes

Prefix	Examples
co- (=with, together)	cooperate, coordinate
inter- (=between)	international, intercontinental
multi- (=many)	multinational, multi-tasking
pre- (=before)	prehistoric, pre-school
re- (=again)	rewrite, retake
semi- (=half)	semi-detached, semi-final

Prefixes that give an opposite meaning

Prefix	Examples
dis-	dishonest, disagree
il-	illegal, illogical
im-	impossible, impatient
in-	insensitive, inexpensive
ir-	irresponsible, irregular
non-	nonsense, non-stop
un-	unpopular, unfit

SUFFIXES

Noun suffixes

Suffix	Examples
-ment	government, employment
-ion/-tion/-sion	protection, decision
-ation/-ition	exploration, pronunciation
-ence/-ance	confidence, entrance
-ity	activity, reality
-ness	weakness, illness
-ing	setting, acting
-al	musical
-age	percentage
-y	difficulty, discovery
-sis	analysis, diagnosis
-ure	culture, architecture
-hood	neighbourhood, childhood
-dom	freedom
-er/-or	producer, sculptor
-ist	journalist, receptionist
-ant/-ent	assistant, student
-an/-ian	electrician, mathematician
-ee	employee

Adjective suffixes

Suffix	Examples
-al	environmental, traditional
-ic	energetic, pessimistic
-ive	sensitive, imaginative
-ful	successful, cheerful
-less	homeless, useless
-ous	ambitious, generous
-y	healthy, crazy
-ly	elderly, friendly
-able/-ible	adaptable, responsible
-ed	interested, crowded
-ing	boring, hard-working

Adverb suffixes

Suffix	Examples
-ly	badly, eventually

Verb suffixes

Suffix	Examples
-ise/ize (Am.E.)	realise, memorise
-en	shorten, frighten
-ify	identify, justify

WORD STORE 8A | Symptoms

1 I've got
- a *cough*.
- a *headache*.
- a *runny* nose.
- a *sore* throat.
- a stomachache.
- a *temperature*.

2 I've got a pain in my
- *chest*.
- right leg.
- shoulder.

3 I feel
- *dizzy*.
- ill.
- sick.

4 My
- back
- *head*
- thumb

hurts.

WORD STORE 8B | Health

1 *be* allergic to sth / asthmatic
translation: _____

2 *check* your pulse / your heart rate
translation: _____

3 *come out in* a rash / spots
translation: _____

4 *keep* fit / track of sth
translation: _____

5 *lose* weight / your appetite
translation: _____

6 *make* choices / decisions
translation: _____

7 *reduce* anxiety / stress
translation: _____

WORD STORE 8C | Phrasal verbs

1 *cut* **sth out** = stop eating or doing sth

2 *get* **over sth** = recover from or get better after (an illness)

3 *pass* **out** = faint or fall and be unable to move or feel anything

4 *stress* **sb out** = make sb feel nervous or stressed

5 *suffer* **from sth** = to have an illness or a condition such as asthma

6 *take* **sth up** = start doing sth new

7 *work* **out** = do physical exercise

WORD STORE 8D | Places to do sport

~~court~~ **pitch** **pool** **ring** **rink** **track**

1 badminton, basketball, handball, tennis, volleyball → *court*

2 football, hockey, rugby → *pitch*

3 motor racing, running → *track*

4 skating, ice → *rink*

5 swimming → *pool*

6 boxing → *ring*

WORD STORE 8E | Word families

NOUN	VERB	ADJECTIVE
1 *construction*	construct	constructive
2 creation	*create*	creative
3 *pollution*	pollute	polluted
4 purification	purify	pure
purifier		
5 *support*	support	supportive

MY WORD STORE

My top five words from Unit 8

1 _____
2 _____
3 _____
4 _____
5 _____

1 Lives people live	USE OF ENGLISH 1	WORD STORE 1
	p. 2	**p. 3** Personality *un-, in-, im-, ir-, dis-* Questions with *like* *-ive, -ative, -able, -ing* Verb + preposition
2 Science and technology	WORD PRACTICE 1	WORD STORE 2
	p. 4	**p. 5** Phones and computers Word building Collocations Collocations The temperature
3 The arts	USE OF ENGLISH 2	WORD STORE 3
	p. 6	**p. 7** TV programmes Adjectives Elements of a film/TV drama Art and artists Phrasal verbs
4 Home sweet home	WORD PRACTICE 2	WORD STORE 4
	p. 8	**p. 9** Describing houses Inside a house *make* or *do* Phrasal verbs Collocations
5 Time to learn	USE OF ENGLISH 3	WORD STORE 5
	p. 10	**p. 11** Education Phrasal verbs Collocations *get* *of* and *for*
6 Just the job	WORD PRACTICE 3	WORD STORE 6
	p. 12	**p. 13** Collocations Describing jobs Phrasal verbs Jobs Word families
7 Consumer society	USE OF ENGLISH 4	WORD STORE 7
	p. 14	**p. 15** Shops and services Clothes and appearance Collocations Word families Shopping
8 Well-being	WORD PRACTICE 4	WORD STORE 8
	p. 16	**p. 17** Symptoms Health Phrasal verbs Places to do sport Word families

Multiple-choice cloze

1 Read the text below and decide which answer (A, B, C or D) best completes each gap. There is one example.

Exchange programmes

Every year lots of students [0]_____ on exchange programmes and stay with students in other countries. This practice was first inspired [1]_____ volunteers who helped in other countries in war time.

There are special organisations that help schools plan these and it can be a wonderful [2]_____ . Students stay with teenagers of the [3]_____ age, who are often [4]_____ in the same things. Sometimes students [5]_____ a short time in the other country – maybe two or three weeks – but in some countries students go for longer periods. They can go for as long as a year and also [6]_____ at a school or college in the other country.

Exchange programmes are good [7]_____ you meet people from different countries and also learn about living in another country. Of course, it's an excellent way to practise and improve a foreign language at the same time as having [8]_____ !

Before going on an exchange, it's important for the school to choose [9]_____ right teenager for you to stay with. You [10]_____ to fill in forms about your personality, family, interests and pastimes.

0	A do	B take	C make	D go
1	A of	B from	C by	D with
2	A example	B experience	C event	D impression
3	A common	B same	C near	D exact
4	A keen	B passionate	C serious	D interested
5	A leave	B make	C are	D spend
6	A go	B study	C pass	D stay
7	A for	B because	C and	D that
8	A fun	B joke	C laugh	D smile
9	A a	B some	C any	D the
10	A must	B should	C need	D will

Sentence transformation

2 Complete the second sentence so that it has a similar meaning to the first sentence. Use no more than three words.

0 Jane lives near Tommy.
Jane *doesn't live very* far from Tommy.

1 I sat down to read a magazine and Dylan came in.
While I was reading a magazine, Dylan came in.

2 There were some photographs of toys from 100 years ago.
There were some photographs of toys that children used to play with 100 years ago.

3 Jane tries not to watch Tommy race in competitions because she gets nervous.
Jane avoids watching Tommy race in competitions because she gets nervous.

4 Tommy swims so fast – it's amazing!
Tommy is a fast swimmer – it's amazing!

5 Jane would like to play golf, but she hasn't got enough money to buy all the equipment.
Jane would like to play golf, but she can't afford to buy all the equipment.

6 Jane took some photos while Tommy was practising.
Jane took some photos during Tommy's practice.

WORD STORE 1A | Personality

POSITIVE	≠ NEGATIVE
1 *caring*	≠ selfish
2 cheerful	≠ miserable
3 generous	≠ mean
4 hard-working	≠ lazy
5 outgoing	≠ shy
6 sensible	≠ silly

WORD STORE 1B | *un-, in-, im-, ir-, dis-*

1 *adventurous* ≠ unadventurous
2 dependent ≠ independent
3 honest ≠ dishonest
4 polite ≠ impolite
5 popular ≠ unpopular
6 responsible ≠ irresponsible
7 sensitive ≠ insensitive
8 wise ≠ unwise

WORD STORE 1C | Questions with *like*

***be* + *like* > personality**

What is he/she like?

1 She's wise, sensitive and has a lot of experience. (adjective)

***look* + *like* > appearance**

What does he look like?

2 He's got tattoos and long hair. (noun phrase)

***like* as a verb**

What do you like?

3 I like being with young people. (noun phrase)

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

~~act~~ adapt communicate imagine inspire protect

-ive
1 *active*
2 communicative
3 protective

-ative
4 imaginative

-able
5 adaptable

-ing
6 inspiring

WORD STORE 1E | Verb + preposition

1 care / *think* / worry **about**
2 believe **in**
3 depend / focus **on**
4 listen **to**
5 connect / deal **with**

MY WORD STORE

My top five words from Unit 1

1 _____
2 _____
3 _____
4 _____
5 _____

WORD STORE GLOSSARY

Words to learn

PARTS OF SPEECH

adjective – e.g. *good, red, shy*
adverb – e.g. *well, badly, often*
article – *a/an, the*
noun – e.g. *table, advice, uniform*
numeral – e.g. *one, two, first, second*
preposition – e.g. *at, in, under*
pronoun – e.g. *it, we, him*
verb – e.g. *teach, learn, remember*

OTHER TERMS

antonym – e.g. *caring ≠ selfish*
collocation – e.g. *go home, find a solution*
compound noun – e.g. *website, text message*
partitive – e.g. *can of cola, box of chocolates*
phrasal verb – e.g. *switch on, find out, give up*
synonym – e.g. *big = large*

WORD BUILDING

prefix – e.g. *unfit, dishonest*
suffix – e.g. *successful, employment*

For questions 1–30, choose the correct answer, A, B or C, to complete the sentences.

1 Tom doesn't care about other people's feelings. He's the most _____ person I know.
A generous B emotional (C) insensitive

2 I think Sophie is a bit _____ – she never buys birthday presents for her family.
A shy (B) mean C serious

3 Damien's very _____ . He wants to become someone important and have lots of money.
A lazy B honest (C) ambitious

4 Zoe loves meeting and talking to people. I'd like to be as _____ as she is.
A clever (B) outgoing C honest

5 Wow! Adam's really _____ – he writes the most interesting stories I've ever read!
A protective B communicative (C) imaginative

6 I hate _____ people because I can't stand when somebody lies to me.
A outgoing B miserable (C) dishonest

7 Paul always expects the worst to happen – he's very _____ .
A unwise B protective (C) pessimistic

8 I'm not very _____ – I don't like changes or new experiences.
A generous B caring (C) adventurous

9 I think Jane is perfect to be our leader – she's really intelligent and _____ .
A sensitive (B) sensible C silly

10 Sarah is really good _____ chess.
A of (B) at C about

11 When I was younger, I was keen _____ playing tennis.
A at B in (C) on

12 After twenty years of teaching, Mrs Jones is still _____ it. And her students always enjoy the classes too.
A worried about
B disappointed with
(C) passionate about

13 I like _____ jeans, but this pair is too tight even for me. I'll try a bigger size.
A casual (B) skinny C designer

14 I think you should wear a suit and a _____ for a job interview.
(A) tie B hoodie C uniform

15 We can't afford to spend money _____ things we don't really need.
(A) on B for C at

16 It took me three months to learn to type on my computer without looking at the _____ .
A broadband (B) keyboard C printer

17 Take a warm hat and gloves! It's _____ outside!
A warm (B) freezing C boiling

18 Twenty years ago people used to work on big _____ computers.
A digital (B) desktop C electronic

19 A lot of people _____ him on Twitter.
A splash (B) follow C download

20 Does your friend write a _____ about his life?
(A) blog B virus C menu

21 Did you _____ notes during the Chemistry lesson yesterday? Can I borrow them?
A do (B) take C invent

22 Do you ever _____ this website? There are a lot of cool articles.
A go (B) visit C switch

23 This _____ will help you find some useful websites.
A text message
(B) search engine
C Internet server

24 Can you help me _____ my Facebook profile?
A spend (B) update C switch on

25 Sorry, my battery _____ while I was calling you.
A put on
(B) went dead
C gave out

26 Alexander Fleming _____ penicillin – an important antibiotic – in 1928.
A invented (B) discovered C collected

27 This ecological organisation is trying to _____ the environment and make sure we still have a planet to live on.
A collect B observe (C) protect

28 He's always wanted to be _____ so he asked for a telescope to observe the sky.
(A) an astronomer
B a mathematician
C a biologist

29 What dictionary do you use to _____ the meaning of words you don't understand?
(A) look up B check up C look after

30 Bill Townsend has _____ a computer software company for seven years.
A made B gone (C) run

WORD STORE 2A | Phones and computers

1 broadband
2 d*esktop* c*omputer*
3 k*eyboard*
4 laptop
5 l*aser* p*rinter*
6 password
7 s*earch* e*ngine*
8 text message
9 username
10 w*eb* b*rowser*

REMEMBER THIS

Compound nouns can be two words (e.g. *text message*) or one word (e.g. *username*).

WORD STORE 2B | Word building

	NOUN (subject)	NOUN (person)
1	*astronomy*	astronomer
2	biology	biologist
3	chemistry	chemist
4	computer science	computer scientist
5	mathematics	mathematician
6	physics	physicist

WORD STORE 2C | Collocations

1 *collect* specimens (of plants or animals)
2 develop a theory
3 discover something (that no one knew about before)
4 do an experiment (to learn what happens)
5 do research (into a subject)
6 invent something (that did not exist before)
7 observe (or watch carefully)
8 take measurements (of the size of something)
9 take notes (so you can remember information)

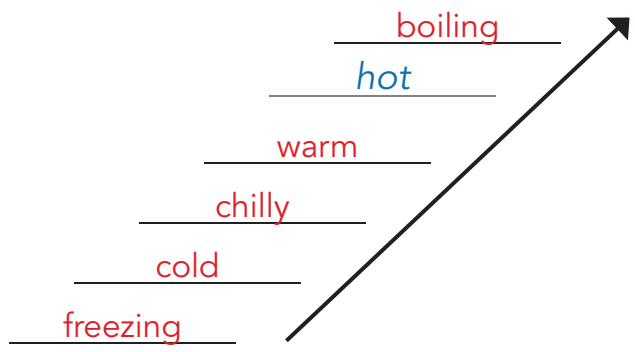
WORD STORE 2D | Collocations

data (x3) the environment evidence (x2) hours a research paper

1 **analyse** — *data*, evidence
2 **collect** — data, evidence
3 **protect** — the environment
4 **publish** — data, a research paper
5 **spend** — hours

WORD STORE 2E | The temperature

boiling chilly cold freezing ~~hot~~ warm



MY WORD STORE

My top five words from Unit 2

1 _____
2 _____
3 _____
4 _____
5 _____

Multiple-choice cloze

1 Read the text below and decide which answer (A, B, C or D) best completes each gap. There is one example.

A frightening experience

One of my [0]_____ hobbies is acting and I've done a lot of plays with my school and [1]_____ club. When I started acting, I didn't [2]_____ to get nervous and I was really confident. I could learn and remember lots of lines with no problems! Then one night I was acting [3]_____ a fantastic play called *Shadowlands*. It's about how the [4]_____ C.S Lewis, who wrote *The Lion, the Witch and the Wardrobe*, fell in love with an American poet called Joy. It's a very [5]_____ play and Joy dies at the end. I was playing Joy and right in the middle of the second [6]_____ I forgot my words. It was terrible! Afterwards everyone said that my performance was great, but I was really disappointed [7]_____ myself.

Now I concentrate much [8]_____ when I'm on stage, but I've never forgotten that moment. I still enjoy acting, but I don't look [9]_____ to going on stage as much as I used to. It's more frightening [10]_____ taking an English exam!

0	A nice	B popular	C favourite	D successful
1	A poetry	B drama	C film	D comedy
2	A use	B always	C usually	D find
3	A on	B for	C with	D in
4	A actor	B artist	C writer	D character
5	A relaxing	B moving	C excellent	D funny
6	A act	B chapter	C setting	D album
7	A on	B for	C by	D with
8	A more hard	B harder	C hardly	D hardest
9	A toward	B across	C forward	D over
10	A that	B than	C as	D to

Sentence transformation

2 Complete the second sentence so that it has a similar meaning to the first sentence. Use no more than three words.

0 I had to wait in a long queue to get into the exhibition, but that was OK.
I *didn't mind* waiting in a long queue to get into the exhibition.

1 I arrived back from the concert a few moments ago.
I ___have just arrived___ back from the concert.

2 Hannah and I are going to decide soon what we'll do at the weekend.
We haven't ___decided yet___ what we'll do at the weekend.

3 The festival last year was more boring than this one.
The festival last year wasn't ___as interesting as___ this one.

4 Justin and I have a meeting tomorrow at 2 o'clock – it's decided.
We are meeting/going to meet tomorrow at 2 o'clock.

5 The books in the gift shop were too expensive for me to buy.
I didn't ___have enough___ money to buy any of the books in the gift shop.

6 Mrs Jing is a quicker reader than Mr Jing.
Mrs Jing reads ___more quickly than___ Mr Jing.

WORD STORE 3A | TV programmes

Factual

1 cooking programmes
2 documentaries
3 news bulletins
4 travel shows
5 weather forecasts

Light entertainment

1 animation
2 chat shows
3 comedy
4 game shows
5 reality TV
6 sitcoms
7 talent shows

Drama

1 crime dramas
2 fantasy
3 horrors
4 musicals
5 period dramas
6 romantic comedies
7 science fiction
8 soap operas
9 thrillers

WORD STORE 3B | Adjectives

1 addictive = _____
2 complex = _____
3 disappointing = _____
4 embarrassing = _____
5 entertaining = _____
6 enngaging = _____
7 excellent = _____
8 fascinating = _____
9 gripping = _____
10 imaginative = _____
11 inspiring = _____
12 moving = _____

WORD STORE 3C | Elements of a film / TV drama

1	S	P	E	C	I	A	L		E	F	F	E	C	T	S
2	A	C	T	I	N	G									
3			C	O	S	T	U	M	E						
4					P	L	O	T							
5			S	C	R	I	P	T							
6			C	H	A	R	A	C	T	E	R	S			
7	S	E	T	T	I	N	G								
8			S	O	U	N	D	T	R	A	C	K			
9	E	N	D	I	N	G									

REMEMBER THIS

British	American
film	movie
go to the cinema	go to the movies

WORD STORE 3D | Art and artists

art black and white buildings public ~~sculptor~~ sculpture

Type of artist
1 painter
2 photographer
3 sculptor

Type of art
1 black and white photographs
2 classic oil paintings
3 landscapes
4 modern abstract paintings
5 portraits
6 sculpture
7 street art

Where to see it
1 at a museum
2 in an art gallery
3 in public places
4 pasted on walls and buildings

WORD STORE 3E | Phrasal verbs

1 take on = accept (some work)
2 come out = appear (in cinemas)
3 give up = let sb have sth that was yours
4 stand up for = protect
5 dedicate yourself to = spend time doing sth
6 relate to = understand
7 cope with = deal successfully (with a difficult situation)

MY WORD STORE

My top five words from Unit 3

1 _____
2 _____
3 _____
4 _____
5 _____

For questions 1–30, choose the correct answer, A, B or C, to complete the sentences.

1 Mrs Jennings lives in a tiny _____ with just one room and a small bathroom.
A block of flats
(B) studio apartment
C detached house

2 Every _____ needs a lot of different brushes and paints.
(A) painter B sculptor C photographer

3 During this course you will learn some basic techniques of oil _____ .
(A) painting B sculpture C photography

4 The main subject of his work is the English countryside – he's a famous ___ painter.
A portrait B abstract (C) landscape

5 Mark enjoys watching _____ shows, where people answer questions and win prizes.
A chat (B) game C talent

6 Where can I buy the _____ of the film? I want to listen to it at home.
A story (B) soundtrack C setting

7 She has already refused to play the _____ of a police officer.
(A) role B plot C dialogue

8 This horror film is really _____ – you never know what will happen next!
A embarrassing
(B) gripping
C addictive

9 My grandmother is writing her _____ . She wants to tell everyone the story of her life.
A genre B biography (C) autobiography

10 The latest Steven Spielberg's film is a real _____ – it's already made a lot of money.
(A) blockbuster B trailer C genre

11 The events described in this book _____ place in Scotland.
A see (B) take C are

12 How can you watch _____? They've got a hundred thousand episodes!
A science fiction
(B) soap operas
C weather forecasts

13 I love listening to _____ music – it's so much better than the one on MP3s.
A factual B life (C) live

14 Their new song is number one in the music _____ .
(A) charts B awards C festival

15 I'm going to watch a new _____ of my favourite comedy series tonight.
A article B sitcom (C) episode

16 Mary has got a small _____ in the forest.
A flat
B bungalow
(C) cottage

17 There are other houses joined on either side of a _____ house.
(A) terraced B detached C semi-detached

18 This apartment must cost a lot. It's right in the _____ , next to the market square.
A suburbs (B) city centre C countryside

19 I don't like working in _____ offices. There are no walls and you can hear everything.
A spacious (B) open-plan C impressive

20 The windows are big, so the house has got lots of natural _____ .
(A) light B view C attraction

21 It's cold inside because the _____ don't work.
A cookers B fridges (C) radiators

22 There's too little space in my _____ – I have no place to put all my dresses and skirts!
A shelves B cupboard (C) wardrobe

23 We need to put a new _____ on the floor in the living room.
(A) carpet B ceiling C cupboard

24 She got to the top of the _____ and looked back at the people below.
(A) stairs B ceiling C floor

25 This conference centre looks very _____ – it's a giant constuction made of metal and glass.
A suitable (B) modern C ancient

26 Will, could you come _____? I'm in the basement and I need your help.
(A) downstairs B upstairs C the stairs

27 Who _____ the ironing in your family?
A has (B) does C makes

28 I'd like to make a _____ about this phone. I bought it here last week, but it doesn't work.
A noise B decision (C) complaint

29 It's difficult to drive here because the streets are very _____ .
A cosy (B) narrow C dense

30 We're planning to visit the _____ of the ancient city of Pompeii.
A pavements (B) ruins C slums

WORD STORE 4A | Describing houses

Type of house

1 a bungalow
2 a cottage
3 a detached house
4 a semi-detached house
5 a terraced house
6 *a block of flats*

Location

1 in the suburbs
2 in a village
3 near the sea
4 in the countryside
5 on a housing estate
6 in the city centre

Location in a building

1 downstairs
2 in the basement
3 on the first floor
4 on the top floor
5 on the ground floor
6 upstairs

Building materials

1 stone
2 wood
3 brick
4 concrete
5 metal
6 glass

Description

1 traditional
2 modern
3 spacious
4 open-plan
5 cosy
6 historic

WORD STORE 4B | Inside a house

1 bedside tables = _____
2 bookcases = _____
3 carpets = _____
4 a chest of drawers = _____
5 a cooker = _____
6 cupboards = _____
7 a desk = _____
8 a fridge = _____
9 a front door = _____
10 a kitchen sink = _____
11 a ladder = _____
12 radiators = _____
13 shelves = _____
14 stairs = _____
15 a wardrobe = _____
16 wooden floors = _____

WORD STORE 4C | *make* or *do*

make	*do*
1 your bed	1 your homework
2 a complaint	2 the cooking
3 a decision	3 the housework
4 dinner	4 *the washing*
5 a mess	5 the ironing
6 a noise	6 the gardening
	7 the washing-up
	8 the shopping

WORD STORE 4D | Phrasal verbs

away in out ~~round~~

1 come *round* = visit sb in their house
2 get away from sth = move away from sth
3 keep sb out = stop sb entering a place
4 let sb in = allow sb to enter
5 stay in = stay at home, not go out

WORD STORE 4E | Collocations

~~ancient~~ dense hot lush nomadic scorching volcanic

1 *ancient* city
2 volcanic crater
3 dense rainforest
4 hot springs
5 scorching temperatures
6 nomadic tribe
7 lush vegetation

MY WORD STORE

My top five words from Unit 4

1 _____
2 _____
3 _____
4 _____
5 _____

Multiple-choice cloze

1 Read the text below and decide which answer (A, B, C or D) best completes each gap. There is one example.

Where did you grow up?

Read some of our readers' stories.

I have a lot of great memories of the house [0]_____ I grew up. Now we live [1]_____ the suburbs, but when I was little, my dad got a job in the countryside and we lived in a big old house on the [2]_____ of a village. We lived there for ten years and I used to go to the village school. We were [3]_____ the sea and my friends and I often explored the beach and the caves in the cliffs. The area is famous [4]_____ its beaches and white cliffs and it was the [5]_____ for a popular TV series last year!

I loved that old house. Some people think it's lonely to be in the countryside, but I [6]_____ being on my [7]_____ sometimes. If I felt [8]_____ , I could go up to my bedroom and look out of the window. I had a breathtaking [9]_____ from there across the fields and to the sea. It was very relaxing and made me feel better. I was really unhappy when we [10]_____ to the town!

0	A which	B whose	C where	D who
1	A on	B in	C by	D over
2	A side	B centre	C edge	D part
3	A at	B over	C close	D near
4	A of	B on	C with	D for
5	A plot	B setting	C place	D soundtrack
6	A wanted	B decided	C hoped	D enjoyed
7	A alone	B self	C own	D single
8	A miserable	B proud	C crowded	D famous
9	A scene	B sight	C view	D picture
10	A changed	B transported	C moved	D travelled

Sentence transformation

2 Complete the second sentence so that it has a similar meaning to the first sentence. Use no more than three words.

0 I've known my classmate Jordan for five years.
I first met my classmate Jordan *five years ago*.

1 Hannah and I learnt French in that classroom.
That's the classroom where Hannah and I learnt French.

2 Ms Twinkle won't pass her driving test if she doesn't practise every day.
Ms Twinkle won't pass her driving test unless she practises every day.

3 It was so embarrassing – my face was completely red!
I was so embarrassed – my face was completely red!

4 It might rain later, so we'll take the bus home instead of walking.
If it rains later, we'll take the bus home instead of walking.

5 The rule says: 'Always wear trainers in the gym.'
We have to wear trainers in the gym.

6 I don't know French so I need a dictionary.
If I knew French , I wouldn't need a dictionary.

WORD STORE 5A | Education

1 *academic subjects* = main subjects taught at school
2 after-school activities = sports and clubs for students after regular lessons
3 classmate = a person from your class
4 compulsory = obligatory
5 curriculum = academic programme
6 learn by heart = memorise
7 mixed ability = with students of different levels
8 term = period of the academic year
9 timetable = list of the times of classes
10 university graduate = a person with a university degree

WORD STORE 5B | Phrasal verbs

1 *break up* = stop working at the end of term
2 cope with = manage a difficult situation
3 get into = get a place (at university)
4 hand in = give a piece of work to a teacher
5 keep up with = learn at the same speed as other students
6 line up = stand in a line
7 move up = change to the next level, year or school

WORD STORE 5C | Collocations

1 *pay* attention
2 do /get/have a degree
3 take /pass/fail/revise for an exam
4 pay tuition fees
5 set /do/hand in/mark homework
6 skip /miss lessons
7 make /learn from mistakes
8 attend /go to/start/finish/leave school
9 drop /take a subject

WORD STORE 5D | *get*

~~get exhausted~~ get good grades get ill get a job get into trouble get nervous get rid of sth

get = become
+ adjectives or past participle

1 *get exhausted*
2 get ill
3 get nervous

get = buy, obtain, receive
+ nouns

4 get good grades
5 get a job

get
in phrases and phrasal verbs

6 get into trouble
7 get rid of sth

REMEMBER THIS

get (to) + noun = arrive
get home
get **to** school
get **to the** station

WORD STORE 5E | *of* and *for*

1 make fun *of* sb
2 get over a difficulty with the support of sb
3 be/become a professor of sth
4 have/find a passion for sth
5 dream of sth
6 make the mistake of doing sth

MY WORD STORE

My top five words from Unit 5

1
2
3
4
5

For questions 1–30, choose the correct answer, A, B or C, to complete the sentences.

1 To be a biologist you need to have a university _____ .

A exam B subject (C) degree

2 As a student of _____ , you should travel to other countries to see the most impressive buildings.

A Science B Geography (C) Architecture

3 In this country, school education is _____ for children between six and sixteen years old.

A flexible B demanding (C) compulsory

4 In my opinion, learning new things _____ heart is not the best method.

(A) by B on C with

5 What's wrong with Ann? Her _____ are very low this term.

(A) grades B abilities C subjects

6 The school _____ is always full. The food is tasty and quite cheap.

A gate (B) canteen C curriculum

7 The university has confirmed that _____ will go up next year.

A gap years

(B) tuition fees

C entrance exams

8 My brother causes a lot of problems and always gets _____ trouble.

(A) into B with C out of

9 I got rid _____ all my textbooks when I finished school.

A at (B) of C with

10 I usually _____ ill when autumn comes.

(A) get B catch C start

11 This course is very useful. I'm really getting _____ of it.

(A) a lot out B exhausted C a good job

12 Someone has made a big _____ to the school. We've got enough money now to buy some new computers.

A solution B decision (C) donation

13 I can't help you this time. You have to do your homework on your _____ .

A best (B) own C conditions

14 My History teacher's voice is boring. It's hard for me to _____ attention to what he's saying.

A hold B keep (C) pay

15 On Sundays I usually try to relax and chill _____ in front of the TV.

A up (B) out C myself

16 Tim is an estate _____ . He sells flats and houses.

A assistant (B) agent C instructor

17 Our neighbour, Mrs Hill, is now _____ but she's looking for a job.

(A) unemployed B employed C overtime

18 There's something wrong with the the power cables in our flat. Please, call the _____ .

A carpenter

(B) electrician

C interpreter

19 Ann works at a swimming pool. She's a _____ .

(A) lifeguard B carer C beautician

20 In my opinion, the best _____ for this job is someone who can speak English and French.

A employer (B) candidate C supervisor

21 It's too late to apply _____ this job.

A at B on (C) for

22 I can work only twenty hours a week, so I'm looking for a _____ job.

A manual B holiday (C) part-time

23 I'm afraid Rebecca is too optimistic about her chances of _____ . She has to wait till next year.

A position (B) promotion C profession

24 My dad wants to _____ when he is sixty-five.

(A) retire B finish C take off

25 Peter would like to work _____ IT.

A at (B) in C for

26 We usually have to _____ a lot of overtime in December.

(A) do B get C make

27 You don't have to come to the office every day. It's OK to work _____ .

(A) from home

B indoors

C as part of a team

28 Alison hopes she will be _____-paid in the future.

(A) well B high C average

29 Your _____ depends on how long you work for a company and how well you do your job.

A competition (B) salary C retail

30 Did you know that Bill's father got the _____ and is looking for a job?

A shift (B) sack C fire

WORD STORE 6A | Collocations

Employment

1 **have** — a full-time job; *a part-time* job

2 **apply for**, **resign from** — a job

3 **be** — employed; unemployed; self-employed

4 **get** — fired; the sack

Terms and Conditions

1 **be** — well paid; badly paid

2 **do**, **work** — overtime; long hours; night shifts

3 **work** — indoors; outdoors

4 **be** — responsible for

5 **get**, **have**, **take** — five weeks' paid holiday; a day off

WORD STORE 6B | Describing jobs

1 c*hallenging* = difficult but interesting
2 **creative** = makes you use original ideas
3 **demanding** = difficult and needs a lot of energy
4 r*epetitiv*e = doing the same thing again and again
5 **rewarding** = gives you satisfaction
6 s*tressfu*l = makes you feel nervous
7 **tiring** = makes you feel tired

REMEMBER THIS

you find sth challenging, tiring etc. =
you think that sth is challenging, tiring etc.

WORD STORE 6C | Phrasal verbs

1 *come* **up with sth** = think of or produce sth
2 **put sb off sth** = make sb not want or like sth
3 put **up with sth/sb** = tolerate sth/sb
4 **take sb on** = employ sb
5 turn **up** = arrive

WORD STORE 6D | Jobs

~~bus~~ driving estate office shop skiing taxi travel

1 *bus*, taxi — **driver**
2 estate, travel — **agent**
3 office, shop — **assistant**
4 skiing, driving — **instructor**

WORD STORE 6E | Word families

NOUN	VERB	ADJECTIVE
1 charm	charm	*charming*
2 competition	compete	competitive
3 peace	–	peaceful
4 determination	–	determined
5 logic	–	logical
6 reliance	rely (on)	reliable

MY WORD STORE

My top five words from Unit 6

1 _____
2 _____
3 _____
4 _____
5 _____

Multiple-choice cloze

1 Read the text below and decide which answer (A, B, C or D) best completes each gap. There is one example.

Making new from old

Read some of our readers' stories.

Last month I was window [0]_____ and I saw some incredible furniture in a new trendy store. Unfortunately, you can't [1]_____ up a bargain in such expensive shops. If you bought anything there you would be in [2]_____ for ages. Instead, you should think about fixing up some old items yourself. I tried and it works! Recently I helped my neighbour clear out her garage. There was [3]_____ rubbish in the garage she wanted to get rid of, but because her back [4]_____ she needed help. During the process, I saw an old table which she said [5]_____ there for years. The neighbour said I could take [6]_____ I liked. And I liked the table. It was in bad shape, but I took it home. I searched the Internet trying to [7]_____ out how to renovate it.

I quickly learnt one thing: most products that are [8]_____ for refinishing furniture are not safe to use indoors. I [9]_____ warned about it before, but somehow I forgot. First, I began to feel dizzy, and then I nearly passed [10]_____! I finished the job in the garden. Now I have a beautiful table and there's less rubbish on the planet.

0	A buying	B checking	C shopping	D looking
1	A find	B pick	C take	D find
2	A loan	B lack	C debt	D sale
3	A lot of	B a few	C any	D lots of
4	A pained	B hurt	C felt	D aches
5	A is	B has been	C was	D had been
6	A anything	B somewhere	C someone	D anywhere
7	A learn	B search	C fall	D figure
8	A recommended	B recommend	C recommending	D recommendation
9	A has been	B am	C had been	D have been
10	A out	B down	C over	D by

Sentence transformation

2 Complete the second sentence so that it has a similar meaning to the first sentence. Use no more than three words.

0 I last went to the cinema six months ago.
I *haven't been* to the cinema for six months.

1 Could we meet and discuss it tomorrow?
Could we meet and talk it over tomorrow?

2 They have shown this film in Cannes.
This film has been shown in Cannes.

3 We were surprised because there weren't many people in the office.
We were surprised because there were only a few people in the office.

4 'I saw a great programme last Monday', said Tom.
Tom said that he had seen a great programme last Monday.

5 In the café, we couldn't find a seat.
In the café, there wasn't anywhere to sit.

6 When James came to the meeting, Brenda wasn't there anymore.
When James came to the meeting, Brenda had (already) left.

WORD STORE 7A | Shops and services

Clothing and accessories

1 a clothes shop
2 a shoe shop
3 *a charity shop*
4 a jeweller's
5 a vintage shop

Food

1 a baker's
2 a butcher's
3 a greengrocer's
4 a supermarket

Finance

1 a bank
2 an estate agent's
3 a post office

Health and beauty

1 a chemist's
2 a hairdresser's
3 an optician's
4 a health centre

Other

1 a computer shop
2 a department store
3 a DIY store
4 a florist's
5 a newsagent's
6 a pet shop
7 a sports shop
8 a stationer's
9 a toy shop
10 a High Street store

WORD STORE 7B | Clothes and appearance

I / My clothes look …

1 fashionable
2 good
3 o*riginal*
4 scruffy
5 smart
6 gorgeous

I buy / I wear …

1 designer clothes
2 good quality clothes
3 brands

Natural materials

1 cashmere
2 cotton
3 denim
4 leather
5 silk
6 wool

Useful phrases

1 It suits me me = it makes me look good
2 It fits me me = it is the right size for me

WORD STORE 7C | Collocations

1 **keep the receipt** = keep the paper you get when you buy something
2 **get a refund** = get your money back
3 **go** *window shopping* = look at things in shop windows
4 **have** a sale = reduce the price on everything
5 **be** on special offer = on promotion at a low price
6 **pick up** a bargain = buy much cheaper than normal
7 **be** worth it = a good reason to pay the price
8 **last** for ages = be good quality for a long time

REMEMBER THIS

go shopping = shopping for pleasure
do the shopping = buying food and things for the house

WORD STORE 7D | Word families

VERB / VERB PHRASE	NOUN (person)	NOUN
1 be in debt	debtor	*debt*
2 earn	earner	earnings
3 invest	investor	investment
4 pay	payer	payment
5 produce	producer	product
6 sell	seller	sale
7 trade	trader	trade

WORD STORE 7E | Shopping

1 *shipped* = sent out
2 available = for sale
3 customer = user
4 a rise = an increase
5 orders = requests for goods
6 queue = a line of people waiting
7 checkout desk = place where you pay

MY WORD STORE

My top five words from Unit 7

1
2
3
4
5

For questions 1–30, choose the correct answer, A, B or C, to complete the sentences.

1 The _____ in West Street doesn't have fresh meat on Mondays.
A baker's (B) butcher's C greengrocer's

2 Please, go to the _____ and send this letter for me.
A bookstore B stationer's (C) post office

3 You can buy a _____ at a jeweller's.
A doll (B) ring C scarf

4 How to create _____ at this online bookstore? I want to start buying books.
A a subscription
B a delivery
(C) an account

5 Use your _____ if you want to listen to music. Dad's sleeping.
A checkout desk
(B) headphones
C game console

6 You don't need to take any shampoo or toothpaste. There will be some _____ in the hotel room.
(A) toiletries B orders C bunches

7 You use a vacuum cleaner to clean _____ .
A hands (B) carpets C windows

8 My favourite sports shop is _____ now – I've bought three pairs of trainers cheaply.
A picking up a bargain
B on special offer
(C) having a sale

9 Oh my! These jeans don't _____! Could I have a bigger pair?
A suit B last (C) fit

10 Excuse me, can I ___ these shoes?
A fit B suit (C) try on

11 I'm afraid this book is out of _____ , but we'll get more copies next week.
A size (B) stock C package

12 I'm sorry, these jackets have _____ . Please ask next week.
A tried on (B) sold out C exchanged

13 Excuse me, what's the _____ on this yoghurt? I can't see it.
A refund B delivery (C) sell-by date

14 Keep the _____ – you'll need it if you take the shoes back to the shop.
A purse (B) receipt C service

15 When Katie _____ her appetite, her mother took her to see the doctor.
A missed (B) lost C dropped

16 There are so many _____ projects here that you can't escape from the noise and dust.
(A) construction
B protection
C purification

17 I love going to the ice _____ to watch ice skaters practise.
A court B ring (C) rink

18 Steven came out in a _____ after touching an exotic plant.
A sore (B) rash C pain

19 I was surprised when my brother decided to _____ ice hockey – he had never liked skating.
A take on B get on (C) take up

20 The exhaust _____ were so thick that it was hard to see across the street.
A clouds (B) fumes C masks

21 My grandfather had pains in his _____ and we were worried about his heart.
A thumb (B) chest C back

22 After jogging for over an hour, we sat down on a wooden park _____ to rest.
(A) bench B track C path

23 If you keep _____ of everything you eat for a week, you can see how healthy your diet is.
A note B place (C) track

24 People say that doing yoga can _____ your anxiety and make you feel calmer.
A remove B delete (C) reduce

25 A friend invited Sarah to go _____ , but she is afraid of high places so she said no.
(A) climbing B riding C racing

26 David loves sweets, so it's difficult for him to _____ out sugar from his diet.
A take B check (C) cut

27 Every time you visit the doctor, someone will weigh you and check your heart _____ .
A speed (B) rate C pulse

28 On days when the air pollution is very bad, young children and elderly people are most at _____ .
A danger B sick (C) risk

29 I have such a _____ throat that it hurts to eat or drink anything!
(A) sore B hurt C runny

30 a _____ is a sport where two teams use their hands to hit the ball over a net, not letting it touch the ground.
A Tennis B Basketball (C) Volleyball