BBC

FOCUS 3

SECOND EDITION

TEACHER'S BOOK

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Pearson

Pearson Practice English App

GSE

FOCUS 3

SECOND EDITION

B1/B1+

TEACHER'S BOOK

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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

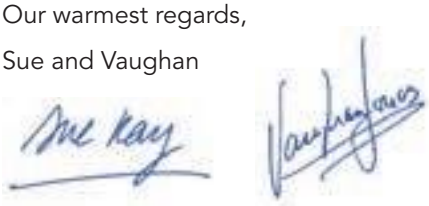
As the linguist and academic Rod Ellis reminds us, motivation in second language learning is derived from getting meanings across successfully. We are strongly opposed to mechanistic practice and drills where form dominates and meaning is irrelevant. If you ask your students to choose the correct quantifier 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



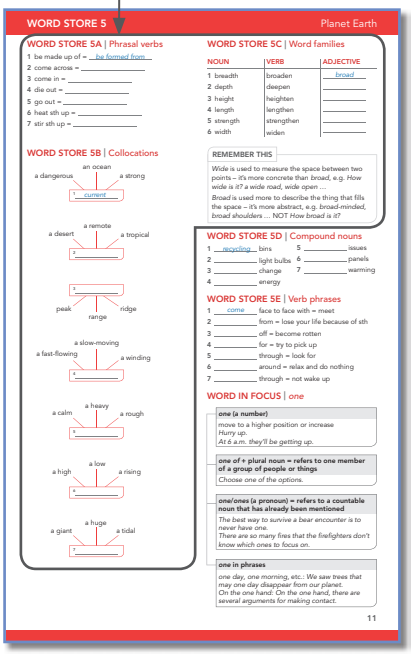
Focus 3 Unit walkthrough

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

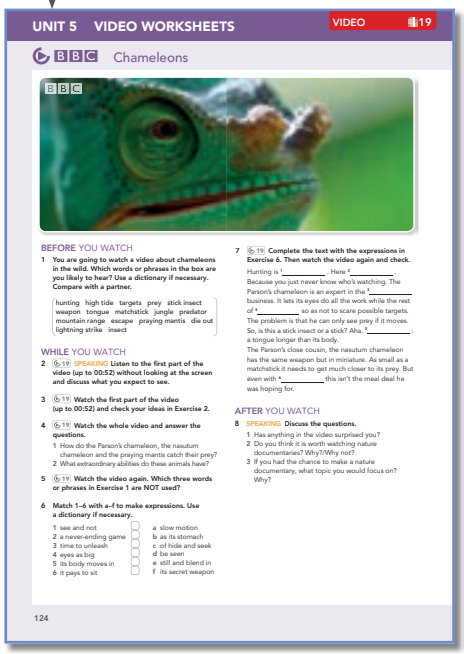
The WORD STORE booklet attached to the back of the Student's Book includes additional vocabulary exercises. Sections A, B and C accompany the Vocabulary lessons.



Contextualised vocabulary presentation (listening or reading tasks)

Highlighted target vocabulary items

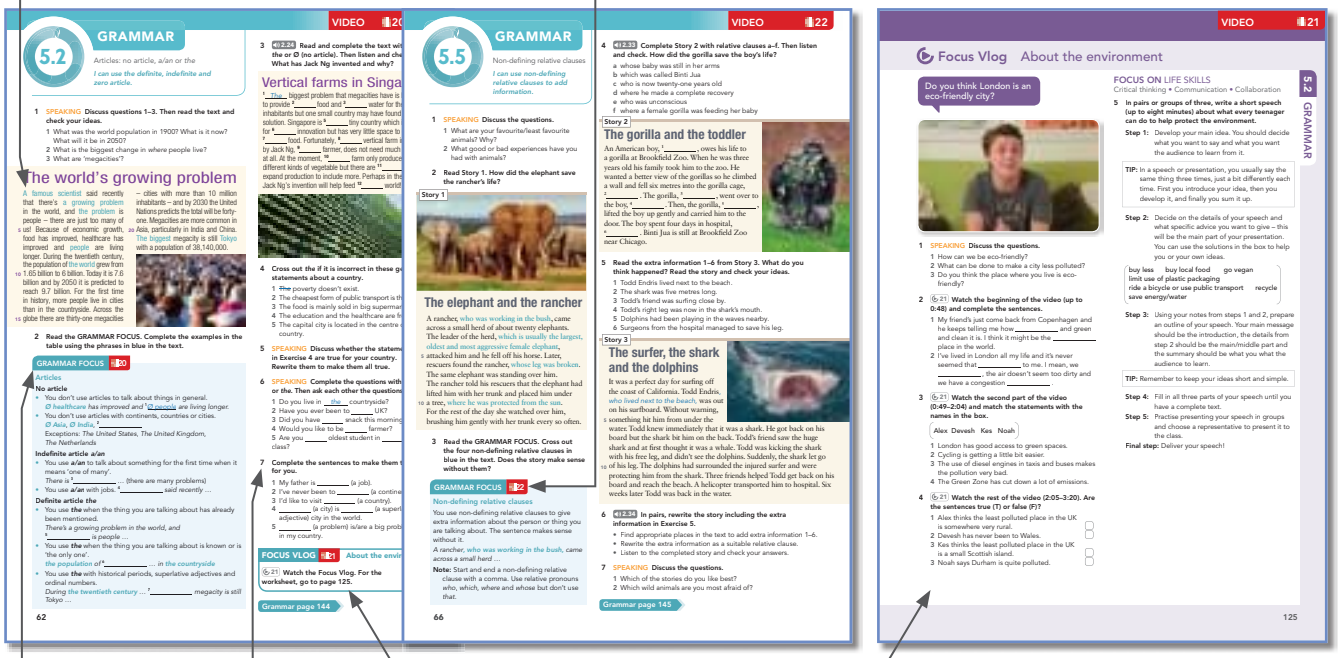
The BBC video is related to the unit topic, but it can be used at any point in the unit, e.g. as a starter or summary. Each video is accompanied by a video worksheet at the back of the Student's Book.



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

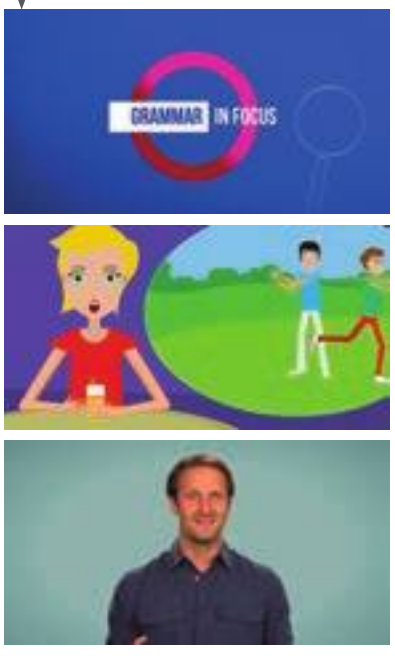


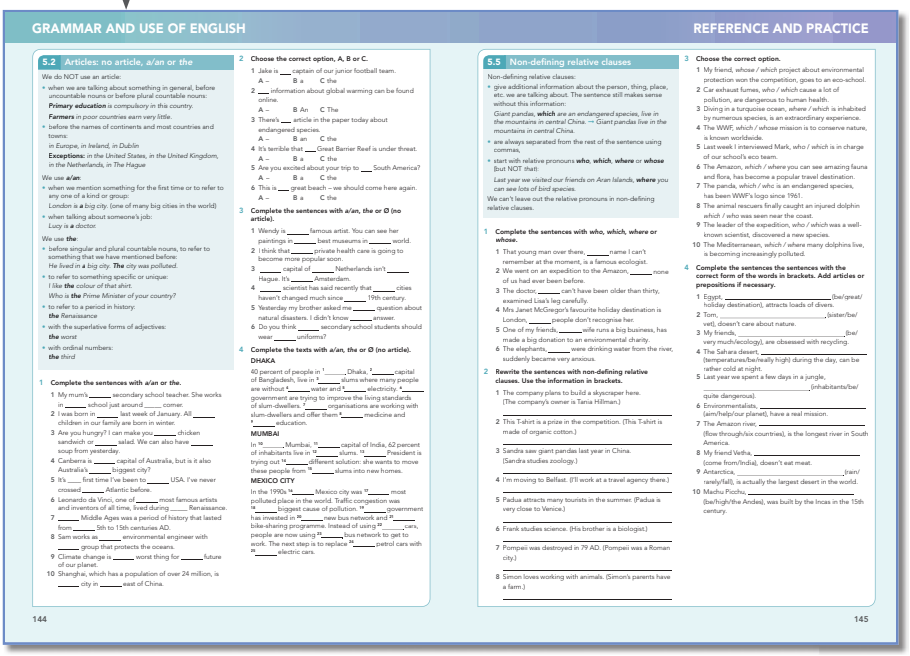
Personalised grammar activities

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.

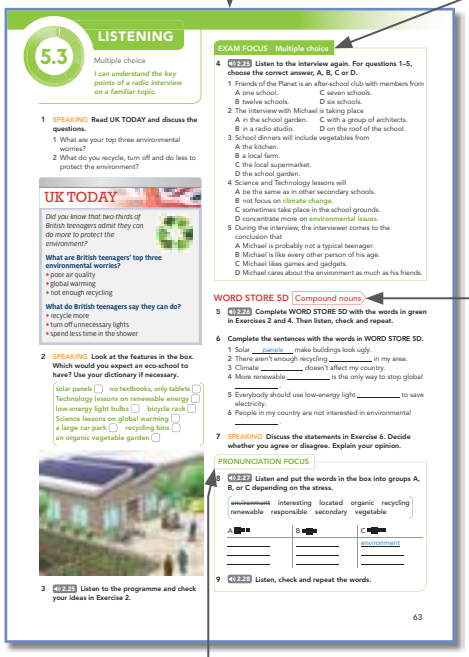


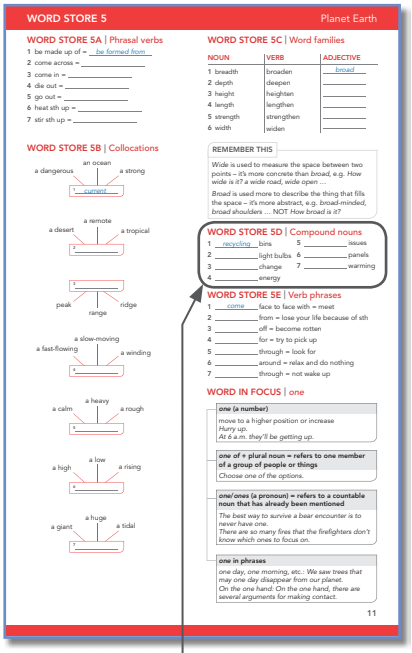


LISTENING LESSONS

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



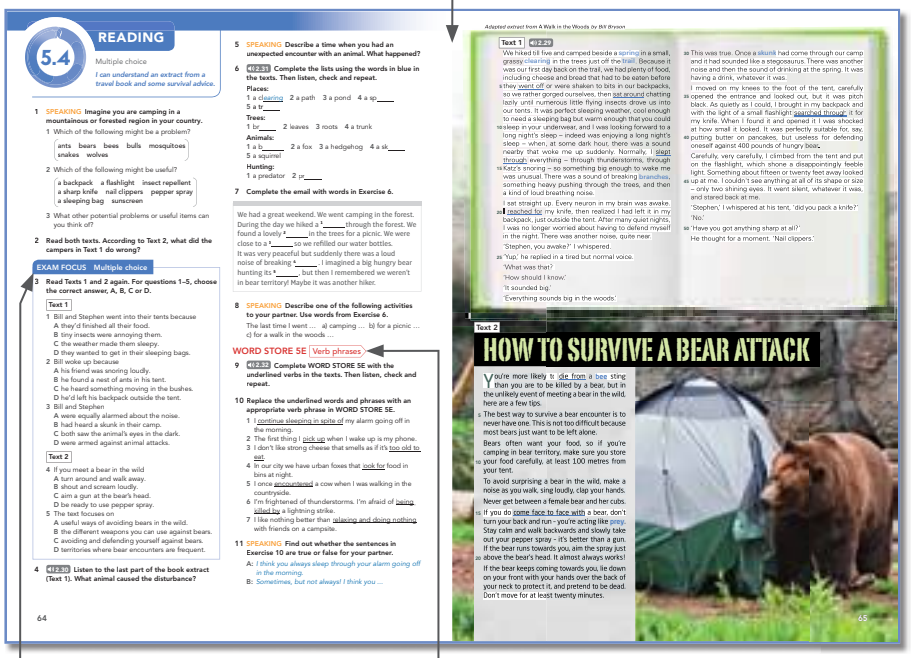


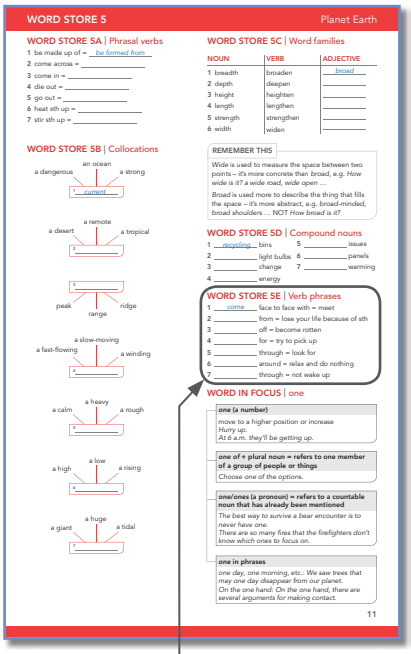
The PRONUNCIATION FOCUS activities focus students' attention on different aspects of pronunciation (sounds, stress, etc.) and help them improve their pronunciation.

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

READING LESSONS

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





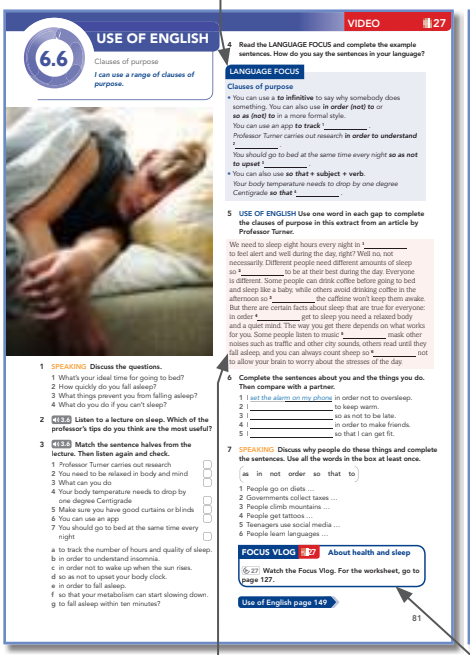
Exam-like reading tasks in the EXAM FOCUS

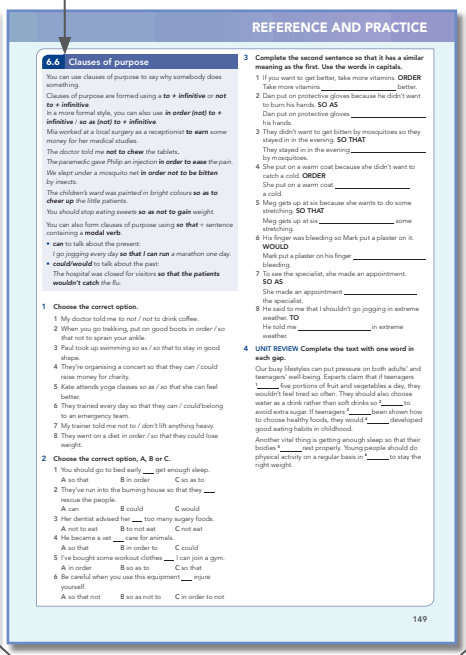
More practice of the vocabulary sets from the lesson in the Student's Book

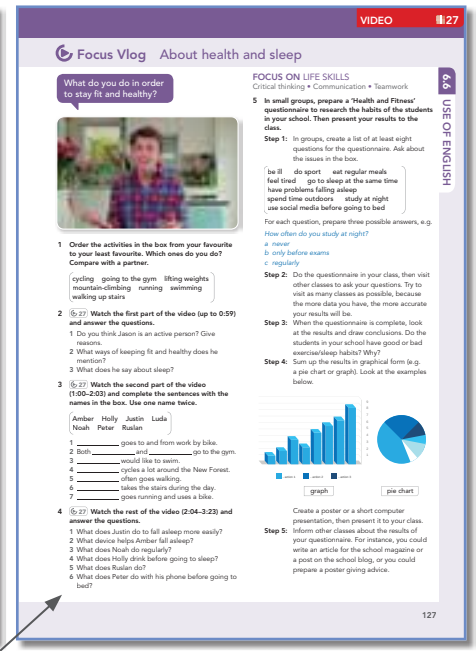
USE OF ENGLISH LESSONS

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

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







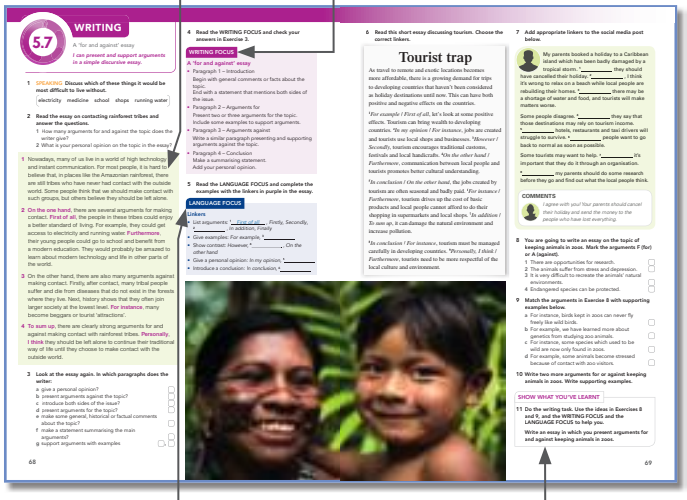
Target structure practice in the typical Use of English format

Focus Vlog videos accompany selected Use of English lessons and present target structure in context. There is a corresponding video worksheet at the back of the book.

WRITING LESSONS

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

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



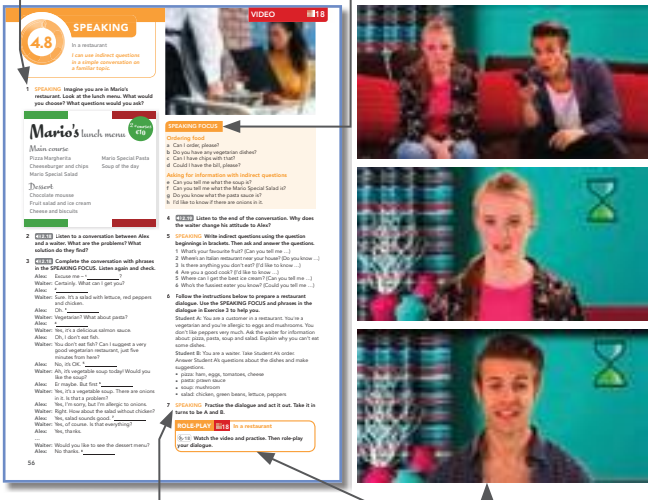
The LANGUAGE FOCUS boxes with extra usage rules and structures

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

SPEAKING LESSONS

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

The SPEAKING FOCUS boxes with the target language from the lesson

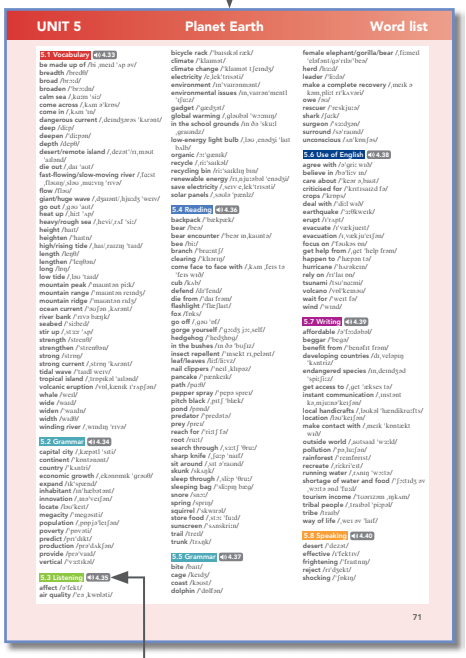


Pairwork activities encourage students to practise the functional language from the lesson and increase their confidence in using the language.

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

WORD LISTS

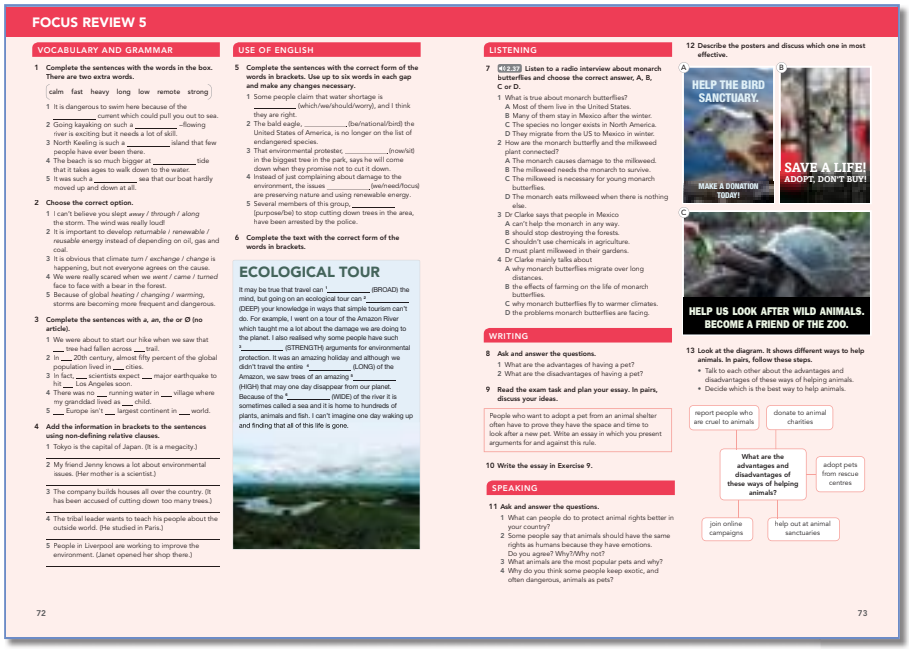
Glossary of vocabulary items from the unit with pronunciation, divided into lessons



Downloadable students' MP3 recordings specially designed to practise vocabulary

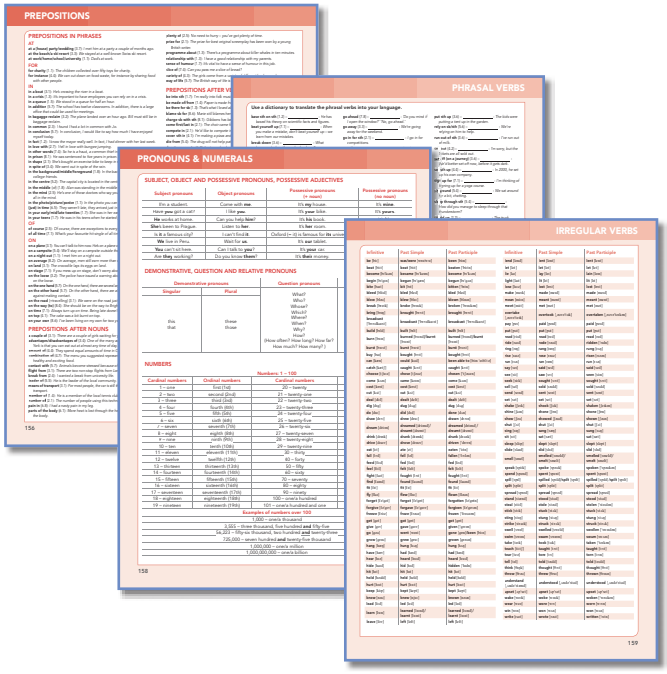
FOCUS REVIEW

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



BACK OF THE BOOK

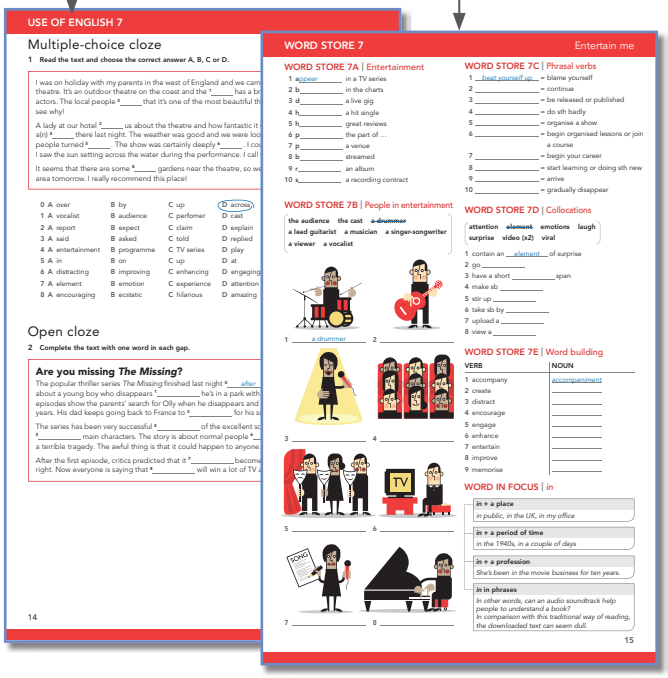
Lists of prepositions, phrasal verbs, pronouns and numerals as well as irregular verbs at the end of the Student's Book



WORD STORE BOOKLET

The 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.



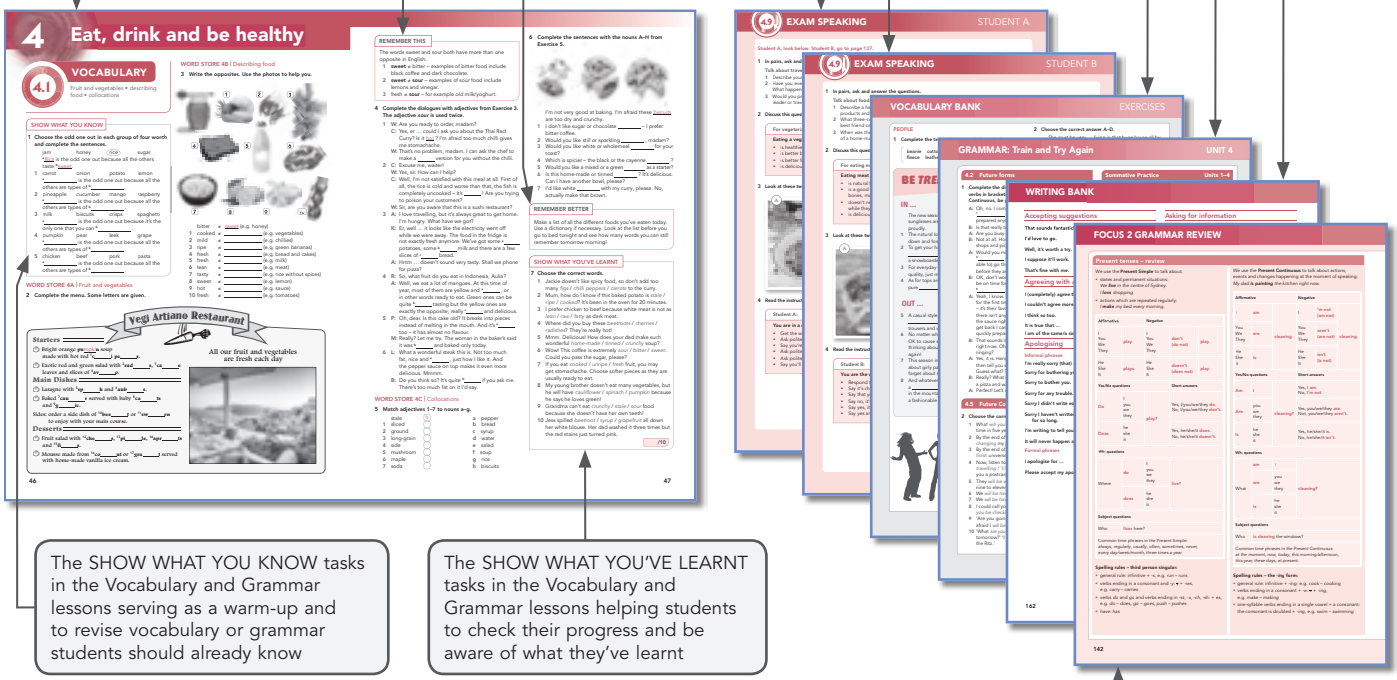
WORKBOOK

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

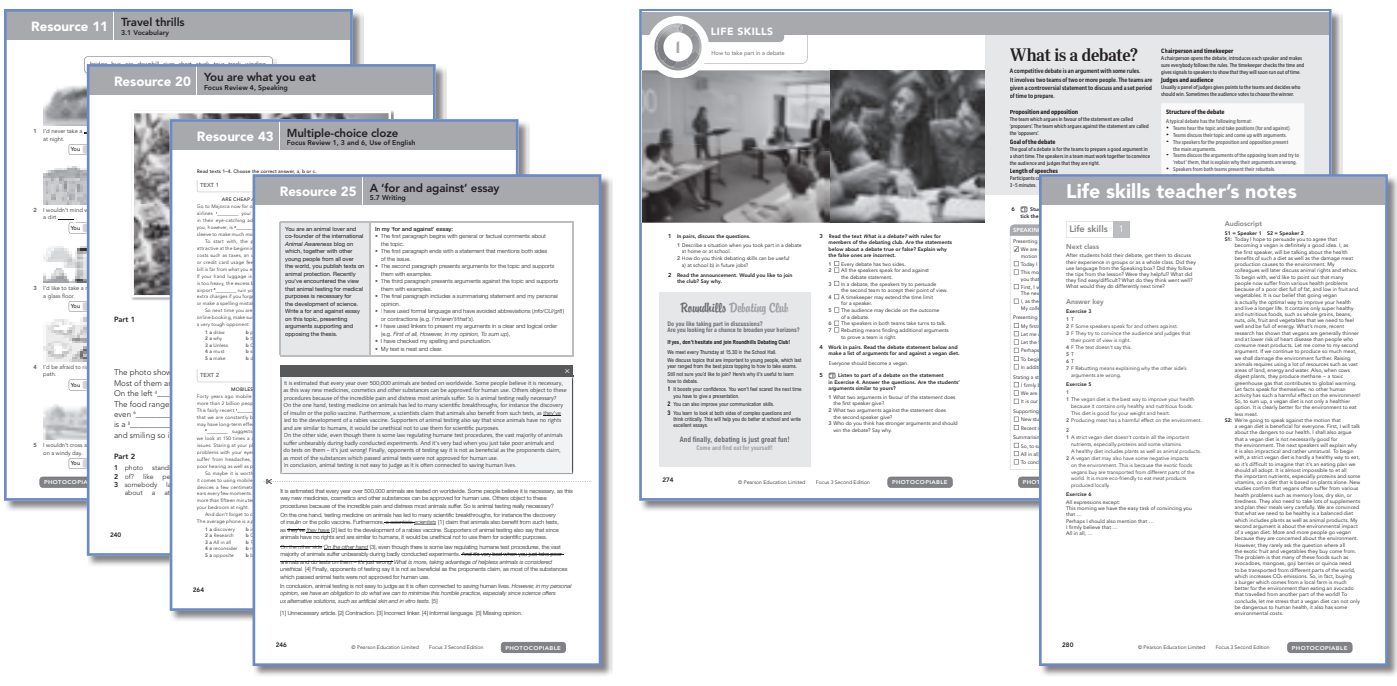
The SHOW WHAT YOU'VE LEARNT tasks in the Vocabulary and Grammar lessons helping students to check their progress and be aware of what they've learnt

Focus 2 Grammar Review with grammar explanations and revision of the grammar taught in level 2.

PHOTOCOPIABLE RESOURCES

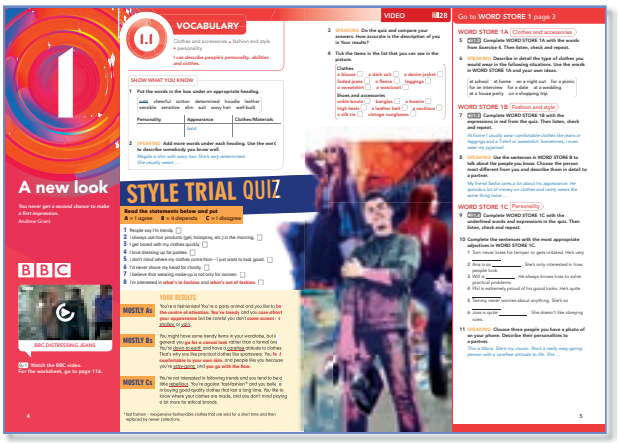
Photocopiable vocabulary, grammar, writing, speaking and Use of English activities in the Teacher's Book

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



Focus 3 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

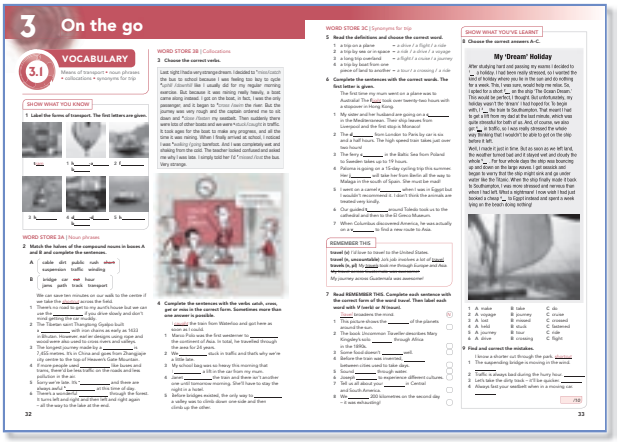
- Student's Book audio
- Word lists with audio
- Video

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

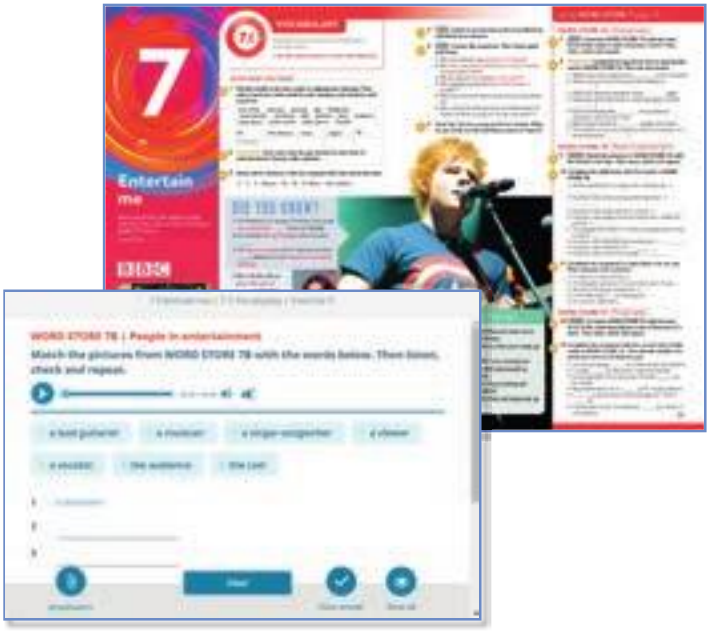


- Mirrors the Student's Book unit structure and pagination
- REMEMBER THIS boxes drawing attention to tricky language
- REMEMBER BETTER boxes with tips on remembering new language
- Speaking Bank with useful phrases in the Speaking lessons
- Exam Speaking sections in each unit with speaking tasks in an exam format (Student A and Student B versions)
- 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 2 Grammar Review – grammar explanations and revision of the grammar taught in level 2.
- 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 2 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 pagination
- Workbook answer key
- Culture notes
- Student's Book audioscript and videoscripts
- 51 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 3 Student's Book:

- Cambridge English Preliminary
- Pearson Test of English General Level 2 and Level 3

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 or Use of English 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: 15

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: 24

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	10–20	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 3 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.

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 (2).
- 10–40 correct: Start the student at the expected level (3) 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 (3) or could start at the level above (4) with extra support.
- More than 75 correct: Start the student at the level above (4).

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 3 Second Edition*:

> Work in groups. Choose a style icon, e.g. James Dean or Marlon Brando. Do some research online and prepare a digital presentation about them. 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 a style icon.

2 **In class:** Students share their research with their groups and then select the style icon they are most interested in.
Homework: Students go away and do more research on the style icon 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 style icon 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

ISBN 9781405842822

ISBN 9781405842907

Level 2

ISBN 9781405855457

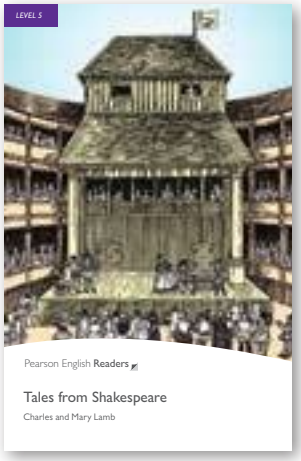
ISBN 9781405876636

Level 3

ISBN 9781405882149

ISBN 9781405882293

Level 4



ISBN 9781405865227

ISBN 9781405865234

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 **A new look** BBC 1 p. 116 Distressing jeans	**pp. 4–5** Clothes and accessories; fashion and style; personality **Quiz:** Style trial **p. 15** Word list	**p. 6** Dynamic and state verbs GRAMMAR ANIMATION 2	**p. 7** Friendship **Vocabulary:** Relationship phrases **Exam Focus:** True/False **Pronunciation Focus:** Numbers
2 **It's just a game** BBC 5 p. 118 The Brujas	**pp. 18–19** Phrasal verbs; collocations; people in sport **Reading:** Sporting questions **p. 29** Word list	**p. 20** Narrative tenses GRAMMAR ANIMATION 6	**p. 21** Role models **Vocabulary:** Phrasal verbs **Exam Focus:** Note completion **Pronunciation Focus:** Long vowel sounds
3 **On the go** BBC 10 p. 120 A hotel in the clouds	**pp. 32–33** Noun phrases; collocations; synonyms for *trip* **Listening:** Extreme journeys to school **p. 43** Word list	**p. 34** Present and past speculation GRAMMAR ANIMATION 11	**p. 35** Different holiday experiences **Vocabulary:** Compound nouns **Exam Focus:** Multiple choice **Pronunciation Focus:** Word stress
4 **Eat, drink and be healthy** BBC 15 p. 122 Umami	**pp. 46–47** Fruit and vegetables; describing food; collocations **Reading:** Celebrity diets **p. 57** Word list	**p. 48** Future forms GRAMMAR ANIMATION p. 123 FOCUS VLOG 16	**p. 49** Diets **Vocabulary:** Collocations **Exam Focus:** Matching **Pronunciation Focus:** Vowel sounds
5 **Planet Earth** BBC 19 p. 124 Chameleons	**pp. 60–61** Phrasal verbs; collocations; word families **Quiz:** Mysteries of the ocean **p. 71** Word list	**p. 62** Articles: no article, *a/an* or *the* GRAMMAR ANIMATION p. 125 FOCUS VLOG 20 21	**p. 63** Eco school **Vocabulary:** Compound nouns; environment protection **Exam Focus:** Multiple choice **Pronunciation Focus:** Word stress
6 **Good health** BBC 24 p. 126 Caffeine alternatives	**pp. 74–75** Parts of the body; injuries; body idioms **Reading:** Excuses for missing school **p. 85** Word list	**p. 76** Second Conditional; *wish/ if only* GRAMMAR ANIMATION 25	**p. 77** Charity events **Vocabulary:** Charity fund-raising **Exam Focus:** Note completion **Pronunciation Focus:** Vowel sounds
7 **Entertain me** BBC 28 p. 128 Shakespeare's avatars	**pp. 88–89** Entertainment; people in entertainment; phrasal verbs **Listening:** An interview with a young performer **p. 99** Word list	**p. 90** Reported Speech – statements; reporting verbs GRAMMAR ANIMATION 29	**p. 91** Viral videos **Vocabulary:** Collocations **Exam Focus:** Matching **Pronunciation Focus:** Word families and word stress
8 **Modern society** BBC 34 p. 130 Coffee stalls	**pp. 102–103** Crime and criminals; people involved in a crime case; the justice system **Reading:** UK crime trends **p. 113** Word list	**p. 104** The Passive GRAMMAR ANIMATION 35	**p. 105** A young ex-offender **Vocabulary:** Prison **Exam Focus:** Multiple choice **Pronunciation Focus:** Word stress

pp. 116–131 Video worksheets **pp. 132–155** Grammar and Use of English reference and practice

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

READING	GRAMMAR	USE OF ENGLISH	WRITING	SPEAKING	FOCUS REVIEW
pp. 8–9 Icons of fashion **Vocabulary:** Clothing; compound adjectives **Exam Focus:** Note completion	**p. 10** Present Perfect Continuous GRAMMAR ANIMATION **p. 117** FOCUS VLOG 3 4	**p. 11** Word formation – common suffixes Sentence transformation	**pp. 12–13** **Writing Focus:** Describing a person **Language Focus:** Tentative language	**p. 14** Describing a photo	**pp. 16–17**
pp. 22–23 Rafa: My story **Vocabulary:** Rituals and routines; word families **Exam Focus:** Gapped text	**p. 24** Verb patterns GRAMMAR ANIMATION 7	**p. 25** *so, too, neither/nor, not either* Multiple choice **p. 119** FOCUS VLOG 8	**pp. 26–27** **Writing Focus:** A story **Language Focus:** Linkers to describe events in a sequence	**p. 28** Asking for and giving an opinion; agreeing and disagreeing ROLE-PLAY 9	**pp. 30–31**
pp. 36–37 Travel and the smartphone generation **Vocabulary:** Negative adjectives; verb phrases **Exam Focus:** Multiple choice	**p. 38** *Used to* and *would* GRAMMAR ANIMATION **p. 121** FOCUS VLOG 12 13	**p. 39** Phrasal verbs Gapped sentences	**pp. 40–41** **Writing Focus:** A personal email giving advice **Language Focus:** Ellipsis	**p. 42** Asking for and giving advice ROLE-PLAY 14	**pp. 44–45**
pp. 50–51 The Real Junk Food Project **Vocabulary:** Collocations; cooking verbs **Exam Focus:** Open-ended questions	**p. 52** Future Continuous and Future Perfect GRAMMAR ANIMATION 17	**p. 53** Question tags Multiple choice	**pp. 54–55** **Writing Focus:** A formal email asking for information and clarification **Language Focus:** Indirect questions	**p. 56** In a restaurant; indirect questions ROLE-PLAY 18	**pp. 58–59**
pp. 64–65 Camping in the wild **Vocabulary:** In the woods; verb phrases **Exam Focus:** Multiple choice	**p. 66** Non-defining relative clauses GRAMMAR ANIMATION 22	**p. 67** Prepositions at the end of clauses Open cloze	**pp. 68–69** **Writing Focus:** A 'for and against' essay **Language Focus:** Linkers	**p. 70** Expressing and justifying an opinion; describing and contrasting pictures ROLE-PLAY 23	**pp. 72–73**
pp. 78–79 Medical professions **Vocabulary:** Health issues **Exam Focus:** Matching	**p. 80** Third Conditional GRAMMAR ANIMATION 26	**p. 81** Clauses of purpose Open cloze **p. 127** FOCUS VLOG 27	**pp. 82–83** **Writing Focus:** A factual article **Language Focus:** Comment and opinion adverbs	**p. 84** At the doctor's surgery	**pp. 86–87**
pp. 92–93 Book soundtracks **Vocabulary:** Phrases related to reading; word building **Exam Focus:** Gapped text	**p. 94** Reported Speech – questions and imperatives GRAMMAR ANIMATION 29	**p. 95** Nouns Sentence transformation **p. 129** FOCUS VLOG 30	**pp. 96–97** **Writing Focus:** An article reviewing an event **Language Focus:** Modifiers with base and extreme adjectives	**p. 98** Asking for permission; polite requests ROLE-PLAY 31 32 33	**pp. 100–101**
pp. 106–107 Random acts of kindness **Vocabulary:** Verb phrases; synonyms **Exam Focus:** Multiple choice	**p. 108** *Have something done* GRAMMAR ANIMATION 36	**p. 109** Reflexive pronouns Sentence transformation **p. 131** FOCUS VLOG 37	**pp. 110–111** **Writing Focus:** An opinion essay **Language Focus:** Giving your opinion and emphasising a point	**p. 112** Opinions: talking about advantages and disadvantages ROLE-PLAY 38	**pp. 114–115**

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

1

A new look

You never get a second chance to make a first impression.

Andrew Grant

BBC

DISTRESSING JEANS

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

UNIT 1 VIDEOS

BBC Distressing jeans 1

GRAMMAR ANIMATION
Lesson 1.2 2 Lesson 1.5 3

FOCUS VLOG About clothes
Lesson 1.5 4

1.1 VOCABULARY

Clothes and accessories • fashion and style • personality

I can describe people's personality, abilities and clothes.

SHOW WHAT YOU KNOW

1 **Put the words in the box under an appropriate heading.**

~~bald~~ cheerful cotton determined hoodie leather sensible sensitive slim suit wavy hair well-built

Personality	Appearance	Clothes/Materials
	bald	

2 SPEAKING **Add more words under each heading. Use the words to describe somebody you know well.**

Magda is slim with wavy hair. She's very determined. She usually wears …

Exercise 1

Personality: cheerful, determined, sensible, sensitive

Appearance: slim, wavy hair, well-built

Clothes/ Materials: cotton, hoodie, leather, suit

STYLE TRIAL QUIZ

Read the statements below and put
A = I agree **B** = it depends **C** = I disagree

1 People say I'm trendy. ☐
2 I always use hair products (gel, hairspray, etc.) in the morning. ☐
3 I get bored with my clothes quickly. ☐
4 I love dressing up for parties. ☐
5 I don't mind where my clothes come from – I just want to look good. ☐
6 I'd never shave my head for charity. ☐
7 I believe that wearing make-up is not only for women. ☐
8 I'm interested in **what's in fashion** and **what's out of fashion**. ☐

YOUR RESULTS:

MOSTLY As

You're a fashionista! You're a party animal and you like to **be the centre of attention**. **You're trendy** and you **care about your appearance** but be careful you don't **come across as** shallow or vain.

MOSTLY Bs

You might have some trendy items in your wardrobe, but in general you **go for a casual look** rather than a formal one. You're down-to-earth and have a carefree attitude to clothes. That's why you like practical clothes like sportswear. You **feel comfortable in your own skin**, and people like you because you're easy-going and **you go with the flow**.

MOSTLY Cs

You're not interested in following trends and you tend to be a little rebellious. You're against 'fast-fashion'* and you believe in buying good-quality clothes that last a long time. You like to know where your clothes are made, and you don't mind paying a bit more for ethical brands.

*fast fashion – inexpensive fashionable clothes that are sold for a short time and then replaced by newer collections.

REFERENCES

Videoscript **p. 195**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Photocopiable resource 1 *What are they wearing?* (10 min.) pp. 205, 218
- Extra digital activities: Vocabulary Checkpoint
- Students discuss and classify all the personality adjectives from ex. 9, e.g. *Positive: easy-going; Negative: vain.*
- Students describe famous people for their partner to guess, e.g. *He's got straight dark hair, it's usually short. He's not tall and he's got blue eyes. He doesn't usually wear designer clothes, he prefers casual ones. He's down-to-earth. He's a film star. I think his online profile would be a photo*

3 SPEAKING Do the quiz and compare your answers. How accurate is the description of you in Your results?

4 Tick the items in the list that you can see in the picture.

Clothes
a blouse ✓ a dark suit ☐ a denim jacket ✓
faded jeans ✓ a fleece ☐ leggings ✓
a sweatshirt ✓ a waistcoat ☐

Shoes and accessories
ankle boots ✓ bangles ✓ a beanie ✓
high heels ☐ a leather belt ☐ a necklace ✓
a silk tie ☐ vintage sunglasses ✓

of him looking serious. (Daniel Radcliffe)

Go to **WORD STORE 1** page 3

WORD STORE 1A Clothes and accessories

5 1.2 Complete WORD STORE 1A with the words from Exercise 4. Then listen, check and repeat.

6 SPEAKING Describe in detail the type of clothes you would wear in the following situations. Use the words in WORD STORE 1A and your own ideas.

at school at home on a night out for a picnic
for an interview for a date at a wedding
at a house party on a shopping trip

WORD STORE 1B Fashion and style

7 1.3 Complete WORD STORE 1B with the expressions in red from the quiz. Then listen, check and repeat.

At home I usually wear comfortable clothes like jeans or leggings and a T-shirt or sweatshirt. Sometimes, I even wear my pyjamas!

8 SPEAKING Use the sentences in WORD STORE 1B to talk about the people you know. Choose the person most different from you and describe them in detail to a partner.

My friend Sasha cares a lot about his appearance. He spends a lot of money on clothes and rarely wears the same thing twice …

WORD STORE 1C Personality

9 1.4 Complete WORD STORE 1C with the underlined words and expressions in the quiz. Then listen, check and repeat.

10 Complete the sentences with the most appropriate adjectives in WORD STORE 1C.

1 Tom never loses his temper or gets irritated. He's very ___easy-going___ .
2 Ana is so ___shallow___ . She's only interested in how people look.
3 Will is ___down-to-earth___ . He always knows how to solve practical problems.
4 Phil is extremely proud of his good looks. He's quite ___vain___ .
5 Tammy never worries about anything. She's so ___carefree___ .
6 Joss is quite ___rebellious___ . She doesn't like obeying rules.

11 SPEAKING Choose three people you have a photo of on your phone. Describe their personalities to a partner.

This is Maria. She's my cousin. She's a really easy-going person with a carefree attitude to life. She …

WORKBOOK

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

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.

1.2 GRAMMAR

Dynamic and state verbs

I can use dynamic and state verbs correctly.

1 SPEAKING **Imagine you are going to a weekend music festival in the summer. Discuss what you would wear.**

2 1.5 **Read and listen to Jo Mack and answer the questions.**

1 Who does she work for?
2 Where is she now?
3 What is she doing there?

Jo: Hi! I'm Jo Mack and I work as a fashion editor for *Hip* magazine. I think I must have the best job in the world because today I'm working at the Coachella music festival in California. The question I'm asking is 'What is the "Festival Look" this year?'. Ten thousand people are listening to music here and I believe the temperature is 32°. I know Radiohead are on later and I really want to watch them, but right now I'm speaking to people about what they're wearing and why.

3 **Read the GRAMMAR FOCUS and look at the verbs in blue in Exercise 2. Which verbs describe an action and which describe a state?** Action: work, ask, listen, speak, wear
State: think, believe, know, want

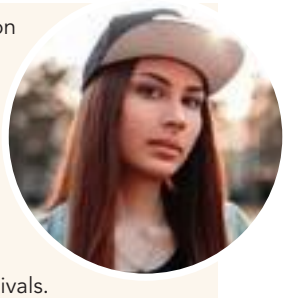
GRAMMAR FOCUS 2

Dynamic and state verbs

- Most verbs have dynamic meanings. They describe actions: something 'happens'. You can use them with simple or continuous forms.
  *I **work** as a fashion editor for Hip magazine.*
  *Today I'**m working** at the Coachella music festival.*
- Some verbs have stative meanings. They describe states: nothing 'happens'. You cannot use them with continuous forms.
  *I **believe** the temperature is 32°.* (NOT ~~*I'm believing*~~)

Note:
A few verbs (e.g. *think*, *have*, *look*) have both dynamic and stative meanings. The meanings are different:
*I **think** I must have the best job in the world.*
(*think* = *believe* → stative)
*I'**m thinking** about going to see them.*
(*think* = *consider* → dynamic)

4 1.6 **Read and listen to Jo's interview with Anna. Decide which of the underlined verb phrases are state verbs and which are dynamic verbs.**



Jo: Hi! I'm reporting (D) on festival fashion for *Hip* magazine. I like (S) your hat.
Anna: Thanks. I don't usually wear (D) hats. But it's really hot, so I'm wearing (D) this baseball cap. It belongs (S) to my brother. He doesn't need (S) it because he isn't here today. He's revising (D) for his exams!
Jo: Oh, that's a shame.
Anna: No, it's OK. My brother hates (S) festivals. He prefers (S) listening to music at home. I really want (S) to see Kings of Leon – I listen (D) to their music all the time!

5 1.7 **Complete Jo's interview with Tom with the correct Present Simple or Present Continuous form of the verbs in brackets. Then listen and check.**

Jo: Hi! I'm reporting on festival fashion for *Hip* magazine. [1] *Are you enjoying* (you/enjoy) the festival?
Tom: Yes, I [2] 'm having (have) a really good time.
Jo: I [3] love (love) your T-shirt.
Tom: Oh, thanks! It's my festival T-shirt!
Jo: Oh, it [4] looks (look) great. But why [5] are you wearing (you/wear) jeans? It's so hot!
Tom: My legs are very skinny and so I [6] never wear (never/wear) shorts, even in summer. In fact, I [7] don't have (not have) any shorts!
Jo: So which bands [8] do you want (you/want) to see today?
Tom: I [9] like (like) Foo Fighters, but I [10] don't know (not know) when they're on. I [11] 'm looking (look) for a festival programme.
Jo: I have one here – oh, they [12] 're playing (play) now.
Tom: Oh right – thanks! See you.

6 **Look at Jo's interview with Tom again. Find two verbs with both dynamic and stative meanings and explain the differences in meaning.**

7 **Write true sentences about yourself with the affirmative or negative form of the verbs in brackets in an appropriate present tense.**

1 I (don't) need (need) a new pair of trainers.
2 I 'm (not) wearing (wear) my favourite T-shirt today.
3 I (don't) buy (buy) all my clothes online.
4 I (don't) like (like) shopping.
5 I (don't) think (think) most clothes are too expensive.
6 I 'm (not) thinking (think) of going shopping later.

8 SPEAKING **Ask each other questions based on the sentences in Exercise 7.**

Do you need a new pair of trainers?

Grammar page 132

Exercise 2
1 *Hip* magazine.
2 At the Coachella music festival in California.
3 She's speaking to people about what they're wearing and why.

Exercise 6
I'm having a really good time – part of an expression (dynamic)
I don't have any shorts – means *own* (state)
I'm looking for a festival programme – an active thing I am doing (dynamic)
It looks great – describes the appearance (state)

Exercise 8
2 Are you wearing ...?
3 Do you buy ...?
4 Do you like ...?
5 Do you think ...?
6 Are you thinking ...?

REFERENCES

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

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 2 Test yourselves (10 min.) pp. 205, 219
- Extra digital activities: Grammar Checkpoint
- In pairs, students take turns to say state and dynamic verbs for their partner to make a sentence.

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.
- Ask students to find out 2–3 facts about the numbers of people who use social networking sites, mobile phones, texts, etc. in different countries.

1.3 LISTENING

True/False

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

A 'A friend is someone who knows everything about you and still likes you.'

B 'The best mirror you can have is an old friend.'

C 'There is nothing better than a friend, apart from a friend with chocolate.'

1 SPEAKING **Read sayings A–C about friendship and discuss the questions.**

1 Which saying do you like best? Why?
2 What qualities should a close friend have?
3 How would you complete the sentence: 'A true friend …'?

2 1.8 **Listen to a radio programme about friendship. What do the numbers in the box refer to?**

2 16 17 5 or 6 313 3 or 4

3 SPEAKING **Discuss how many friends you have. Talk about online friends, close friends and friends of the opposite sex.**

EXAM FOCUS True/False

4 1.8 **Listen to the radio programme again. Are statements 1–6 true (T) or false (F)?**

1 Jenny **has a good relationship with** all her online friends. F
2 Jenny thinks it takes time to **slowly find out about** somebody. T
3 Jenny says friends sometimes **stop seeing each other** when they've **had an argument**. T
4 Fraser has similar interests to his close friends. T
5 Fraser doesn't think a good friend **is always reliable** in a crisis. F
6 Fraser **socialises with** both boys and girls. T

WORD STORE 1D Relationship phrases

5 1.9 **Complete WORD STORE 1D with the phrases in green in Exercise 4. Then listen, check and repeat.**

6 1.10 **Listen to dialogues 1–4 and match them with descriptions a–e. There is one extra description.**

1 d 2 a 3 e 4 c

a They get along really well together.
b They've lost touch.
c They're always there for each other.
d They've fallen out.
e They're getting to know each other.

7 **Complete the questions with an appropriate verb from WORD STORE 1D.**

1 How easy was it to get to ___know___ your best friend?
2 Why do you ___get___ along so well together?
3 Have you ever ___fallen___ out?
4 What sort of places do you usually ___hang___ out in?
5 Will you always ___be___ there for your best friend?
6 Do you think you'll ever ___lose___ touch with each other?

8 SPEAKING **Think about your best friend. Ask and answer the questions in Exercise 7 with a partner.**

PRONUNCIATION FOCUS

9 1.11 **Write the numbers in full. Then listen, check and repeat.**

1 515 – five hundred *and* fifteen
2 214 – two hundred ___and___ fourteen
3 3,330 – three thousand, ___three___ hundred ___and___ thirty
4 901 – nine ___hundred___ ___and___ ___one___
5 7,880 – ___seven___ thousand, ___eight___ ___hundred___ ___and___ eighty
6 4,416 – four ___thousand___ , ___four___ ___hundred___ ___and___ ___sixteen___

10 **Write down three long numbers. Dictate the numbers to your partner. Check that your partner has written the same numbers as you.**

Exercise 2

2 – Two people
16 – Jenny's age according to the presenter
17 – Jenny's real age
5 or 6 – Jenny's close friends
313 – Jenny's online friends
3 or 4 – Fraser's friends of the opposite sex

REFERENCES

Audioscript **pp. 180–181**

EXTRA ACTIVITIES

• Use the facts about social networking sites students have found out after you have done the PRONUNCIATION FOCUS – in pairs, students dictate the sentences to each other. They say if any information surprised them.
• Students write sentences about themselves using the expressions from ex. 5. Four of the sentences should be true and two false. In pairs or small groups, they read out the sentences and try to guess which are false.

WORKBOOK

p. 7

NEXT CLASS

Ask students to bring in photos of fashion icons (people or iconic items of clothing). Explain the notion briefly if necessary.

1.4 READING

Note completion

I can identify key information in an extended article.

1 **Choose a word from each box to describe the clothes you can see in the photos.**

blue white black	+ cotton leather denim	+ jacket jeans T-shirt

2 SPEAKING **Do you wear any of the clothes in the photos? Why?/Why not?**

I wear jeans almost every day. They're comfortable and …
I never wear leather, because I'm a vegan.

3 **Guess the answers to questions 1–5 below. Then read the article and check your ideas.**

1 Why is a T-shirt called a T-shirt?
2 Which was the first profession to wear leather jackets?
3 How is the phrase 'blue jeans' connected to France?
4 When did young people start wearing jeans as fashion items?
5 Why are these clothes still popular with young people?

Exercise 3

1 Because of its shape like the letter T
2 The air force – fighter pilots
3 blue jeans = bleu de Gênes
4 after World War II
5 They're comfortable, multi-purpose clothes made of natural materials, easy to wear, keep you warm and give you a little attitude.

EXAM FOCUS Note completion

4 **Read the article again. Complete the sentences with one or two words from the article.**

1 Over 100 years ago __underwear__ was made of wool.
2 The first leather jacket with a zip was created in __1928__ in the United States.
3 __Famous actors__, such as James Dean, made T-shirts and leather jackets more popular.
4 Up until the 1970s, T-shirts were mainly for __men__.
5 Jeans are made of __denim__, a type of cotton.
6 Jeans used to be __banned__ in schools.

5 **Look at the strategies which can help you guess the meaning of unknown words. Then discuss the meaning of the words in blue in the text.**

1 It looks like a word in my language.
2 It looks like a member of a word family I know.
3 It is made up of words I understand.
4 The context can give me clues.

6 1.13 **Match the words in blue in the text with the definitions. Then listen, check and repeat.**

1 a style worn by both men and women = __unisex__
2 items of clothing = __garments__
3 recognised by everyone = __iconic__
4 a person who makes clothes = __tailor__
5 clothing you wear next to your skin = __underwear__
6 material that clothes are made of = __fabric__

WORD STORE 1E Compound adjectives

7 1.14 **Complete WORD STORE 1E with the underlined words in the article. Then listen, check and repeat.**

8 **Complete the message with the compound adjectives in WORD STORE 1E.**

Hi Karen,

I'm going on a cycling weekend. As an experienced cyclist, what do you think I should wear?

Hi Sam,

Lucky you! Take at least two [1] __short-sleeved__ shirts or T-shirts and suntan lotion for your arms. You need a pair of [2] __hard-wearing__ shorts – cycling damages shorts quickly, so invest in good ones. Lots of people wear black ones but I prefer [3] __brightly-coloured__ shorts and T-shirts so that car drivers can see you! A warm jacket – something that will keep you warm in the evening. A rain jacket that's made from [4] __fast-drying__ fabric. There's some amazing [5] __cutting-edge__ technology out there in new fabrics for sports clothes. Oh, and don't forget your sunglasses! Have fun.

9 **How do you say these compound adjectives in your language? How many of them can you use to describe clothes in your wardrobe?**

10 SPEAKING **Look at the photo and discuss the questions:**

1 Do you or anyone in your family own a hoodie?
2 When and why do you wear it?
3 What is the link between the hoodie and:
American footballers?
Break-dancers?
Graffiti artists?
Skate-boarders?
A high-profile social media boss?

11 1.15 **Listen to a podcast called *History of Streetwear: the Hoodie* and check your ideas to question 3 in Exercise 10. Do you think the hoodie is now an 'icon of fashion'?**

12 SPEAKING **What's the oldest item of clothing in your wardrobe? Tell your partner its 'history'.**

I have a vintage coat. My grandmother used to wear it when she was younger …

Exercise 11

American footballers: athletes wore it when they were sitting on the side line of an American Football field;

Break-dancers: wore them on the street to keep their bodies warm before they performed.

Graffiti artists and skate-boarders: used the hoods to hide their identity from the police.

A high-profile social media boss: too busy with changing the world to worry about his/her looks.

REFERENCES

Culture notes **p. 171**
Audioscript **p. 181**

EXTRA ACTIVITIES

- Students use the photos to discuss fashion icons. As feedback, check how many students had the same ideas.
- Students write true/false statements about the text in pairs. They exchange with another pair and decide if the other pair's sentences are true or false.
- Students write sentences using the words in ex. 6 and 7.

WORKBOOK

pp. 8–9

NEXT CLASS

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

ICONS *of fashion*

1.12

We think we look so cool, so modern and just a little rebellious in our jeans, white T-shirt and black leather jacket. But we're not as original as we think we are – this look goes back to the 1970s, right? Well, no, not exactly – as a matter of fact, you can trace most of it back to 100 years ago.

Take the white T-shirt and leather jacket. Both started life in the military. The T-shirt (so-called because of its shape like a T) was in fact **underwear**. In the American Navy, it was worn under a uniform. Until the early 20th century, underwear was woollen, but a revolution in textile production produced cotton jersey, a fast-drying **fabric** which fits tightly to the body and kept sailors warm. The short-sleeved T-shirt was born. Leather jackets were worn by fighter pilots in the First World War – they were hard-wearing, warm and fur-lined for maximum protection from the elements. Then, in 1928, an American raincoat company, Schott, designed the first leather motorcycle jacket with a zip.

By the 1950s both **garments** had reached **iconic** status when famous actors like Marlon Brando and James Dean wore them in films. Later, in the 1960s and 1970s, bands from the Beatles to the Ramones adopted the leather jacket, and it moved from motorcycle sports to teenage rebellion. In the 1970s T-shirts got a colourful update: brightly-coloured T-shirts were particularly popular as well as T-shirts with band logos and political slogans. Having started out as an undergarment for men, T-shirts became **unisex** in the 1970s and have been part of everyone's wardrobe since then.

You may think your fashionably distressed jeans are cutting-edge fashion items, but they can be traced even further back in history. In the 1800s denim, the material jeans are made of, was a kind of cotton made in Nîmes, France ('de Nîmes'). The first blue denim trousers were worn by sailors in Genoa – 'Gênes' in French. 'Bleu de Gênes' became 'blue jeans'.

Marlon Brando

The Ramones

Blue jeans as we know them originated during the 1849 Californian Gold Rush. They were developed by German storekeeper Levi Strauss and Latvian **tailor** Jacob Davis. Levi Strauss never wore a pair of jeans himself – he was a wealthy businessman, and jeans were only worn by manual workers and cowboys. But then their popularity spread after the Second World War. Young people started wearing jeans to imitate young Hollywood stars. However, they were associated with rebellious behaviour and were banned in schools.

So each time you wear your jeans, white T-shirt and black leather jacket, you're actually wearing 100 years of style history! The secret to their long life? They're comfortable, multi-purpose clothes made of natural materials that are easy to wear, keep you warm and give you a little attitude. What's not to love?

9

1.5 GRAMMAR

Present Perfect Continuous

I can use the Present Perfect Continuous and Present Perfect Simple.

1 SPEAKING **Look at the different versions of the Mona Lisa and discuss the questions.**

1 Which version do you like best? Why?
2 What do you know about the original painting?

A

B

C

2 **Read about the real Mona Lisa. Why does the curator think the Mona Lisa is smiling?**

STOP ASKING SILLY QUESTIONS

My name is Henri Dubois. I've been working at the Louvre Museum in Paris for twenty-one years and I've been looking after the Mona Lisa for nearly ten. So, for the past ten years I've been watching people's faces when they first see the Mona Lisa. There's something very special about that painting. I've also been answering the same questions over and over again. They ask me, 'How long has she been hanging in the Louvre?' I always say the Mona Lisa has been in the Louvre since 1804. But it isn't quite true. The Mona Lisa hasn't been hanging in the Louvre since then because someone stole it in 1911. Fortunately the painting was returned two years later.

The other questions are impossible to answer. They ask me: 'Who was she? Why is she smiling?' Why? Because she's been listening to people's silly questions for over two hundred years! Stop asking questions and look at the painting – it's beautiful!

3 **Read the GRAMMAR FOCUS. Then underline six more examples of the Present Perfect Continuous in the text.**

GRAMMAR FOCUS 3

Present Perfect Continuous

You use the **Present Perfect Continuous** to talk about unfinished actions that started in the past and continue in time 'up-to-now'. Use ***for*** or ***since*** to say how long.

I've been working here for twenty-one years.

Present Perfect Continuous: *has/have + been + -ing* form

+	*I've been working.*
–	*He hasn't been working.*
?	*Have you been working?* *Yes, I have./No, I haven't.*

Note: State verbs (*be, have, know*, etc.) do not take the continuous form.

The Mona Lisa has been in the Louvre since 1804.
(NOT ~~*has been being*~~ …)

4 **Complete the dialogue between the Manager (M), a guest (G) and the guest's son Jack (J). Use the Present Perfect Continuous.**

M: I'm sorry, the museum is really busy today. How long [1]_____ (wait)?
G: It's OK. We [2]_____ (not wait) long. We [3]_____ (stand) in this queue for about twenty minutes.
M: Right. Well, I'll introduce you to Henri, our curator. He [4]_____ (work) here for over twenty years.
G: Thanks. My son, Jack, is very excited. He [5]_____ (learn) about Leonardo da Vinci at school.
M: Well, I'm sure Henri can answer any questions. He [6]_____ (look after) the Mona Lisa for ten years.
J: Er … How long [7]_____ (the Mona Lisa/hang) in the Louvre?

5 **Complete the sentences with the Present Perfect Simple or Continuous form of the verbs in brackets. Then add a time expression to make them true for you.**

1 I *'ve had* (have) the same computer for *3 years*.
2 I 've been studying (study) English since _____.
3 I 've been listening (listen) to the same music since _____.
4 I 've been going (go) to the same hairdresser's for _____.
5 I 've known (know) my oldest friend since _____.
6 I 've been sitting (sit) in this chair since _____.

6 SPEAKING **Write questions for the sentences in Exercise 5 beginning with *How long have you …?* Then ask your partner.**

How long have you had the same computer?

REMEMBER THIS

You use the **Present Perfect Simple** to talk about finished actions in time 'up-to-now'. You can say 'how many' but not 'when'.

Piotr has visited the Louvre seven times. He has visited twenty-seven other museums.

7 **Choose the most appropriate Present Perfect form. Which sentences are true for you?**

1 *I've seen / I've been seeing* the Mona Lisa twice.
2 My mum *has bought / has been buying* a new car.
3 *It's snowed / It's been snowing* since yesterday.
4 *I've learnt / I've been learning* the piano for years.
5 We *have never been going / have never been* abroad.
6 I *haven't eaten / haven't been eating* lunch yet.

8 SPEAKING **Write questions in the Present Perfect Simple or Continuous. Begin the questions with *How long …?* or *How many …?* Ask your partner.**

1 messages / receive / today?
2 wear / the same watch?
3 have / the same bag?
4 foreign countries / visit?
5 books / read / in the past three months?

FOCUS VLOG 4 About clothes

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

Grammar page 133

Exercise 2
Because she's been listening to people's silly questions for over two hundred years.

Exercise 4
1 have you been waiting
2 haven't been waiting
3 've been standing
4 's been working
5 's been learning
6 's been looking after
7 has the Mona Lisa been hanging

Exercise 8
1 How many messages have you received today?
2 How long have you been wearing the same watch?
3 How long have you had the same bag?
4 How many foreign countries have you visited?
5 How many books have you read in the past three months?

REFERENCES

Culture notes **p. 172**
Videoscript **p. 195**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 3 *Busy people* (10 min.) pp. 205, 220
- Extra digital activities: Grammar Checkpoint
- Students write questions about ex. 2 using the Present Perfect Continuous.

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.

10

1.6 USE OF ENGLISH

Word formation – common suffixes

I can form a range of nouns, verbs and adjectives using common suffixes.

1 SPEAKING **Look at the photos and discuss which hairstyles you think are acceptable for school.**

2 1.16 **Listen to a phone-in about Martha's situation at school and answer the questions.**

1 What's Martha's problem at school?
She shaved her head.
2 Why did she change her hairstyle?
To raise money for charity.
3 How many callers thought the school was right? Two.
4 How many callers thought the school was wrong? Four.

3 SPEAKING **Discuss whether you think the school was right or wrong. How do you think your school would react?**

4 1.16 **Listen again and choose the correct option.**

1 The *priority* / *obligation* of the school is to *educate* / *be respectful*.
2 The reason it's so *successful* / *helpful* is that it has rules and *regulations* / *punishment*.
3 Your rules are *pathetic* / *creative*.
4 The school should focus on her *academic achievements* / *leadership*.
5 Schoolchildren must *clarify* / *realise* that their school has rules.
6 I *honestly* / *absolutely* think that it's absolutely *ridiculous* / *unacceptable* to make such a fuss about a shaved head.

5 **Look at the words in all the options in Exercise 4 again and decide what part of speech they are.**

Nouns: priority, obligation, regulations, punishment, achievements, leadership
Verbs: educate, clarify, realise, be respectful
Adjectives: respectful, successful, helpful, pathetic, creative, academic, ridiculous, unacceptable
Adverbs: honestly, absolutely

6 **Read the LANGUAGE FOCUS and complete the information with the words in the box.**

adjectives (x3) adverbs nouns verbs

LANGUAGE FOCUS

Word formation – common suffixes

- Many different words are formed by adding suffixes to nouns, verbs and adjectives.
  Forming [1] nouns : *-ance/-ence, -ion, -ity, -ment, -ship*
  Forming [2] verbs : *-ate, -en, -ify, -ise*
  Forming [3] adjectives : *-able, -al, -ed, -ful, -ic, -ing, -ive, -less, -ous*
- You can add prefixes ***un-***, ***in-***, ***im-***, ***il-***, ***ir-***, ***dis-*** to some [4] adjectives to get the opposite meaning.
  *acceptable – **un**acceptable, respectful – **dis**respectful*

Note: You form most [5] adverbs by adding ***-ly***, ***-y***, ***-ily*** to [6] adjectives .

*honest – honest**ly**, absolute – absolut**ely**, angry – angr**ily***

7 **Complete the table with appropriate forms.**

NOUN	VERB	ADJECTIVE	ADVERB
1 creation	*create*	creative	creatively
2 education	educate	educational	educationally
3 ridicule	ridicule	ridiculous	ridiculously
4 achievement	achieve	achievable	
5 success	succeed	successful	successfully
6 acceptance	accept	acceptable	acceptably

8 USE OF ENGLISH **Complete the sentences with the correct form of the word in brackets.**

1 The main duty of a school is to educate its students. (education)
2 It's ridiculous for schools to ban tattoos or piercings. (ridicule)
3 You can't punish a student for shaving his or her head. (punishment)
4 Female students worry more about their appearance than male students. (appear)
5 The fewer regulations about what students can and can't wear, the better. (regulate)
6 It's unacceptable for students to deliberately ignore sensible school rules. (accept)
7 Academic performance is not linked to how the students look. (academy)

9 SPEAKING **Discuss whether you agree or disagree with the statements in Exercise 8. Give reasons for your answers.**

Use of English page 134

REFERENCES

Audioscript **p. 181**

EXTRA ACTIVITIES

Students write sentences about their school using the words in ex. 7, then compare with a partner.

WORKBOOK

p. 11

NEXT CLASS

- Ask students to make notes about someone they know, including the following information: age, personality and interests, physical description, height and build, general impression and clothes they usually wear.
- Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 1.6, Use of English.

1.7 WRITING

Describing a person

I can write a personal email to describe a person.

1 SPEAKING **Look at your partner for ten seconds. Then close your eyes and describe their appearance and clothing in as much detail as you can.**

2 **Below, Maggie describes her friend Claire. Before you read, make a list of the things you think she might include.**

age, hair (length and colour), interests …

3 **Now read Maggie's message and see which things on your list in Exercise 2 she mentioned.**

Hi Dominic,

Zara told me you are looking for a new singer for your band. Is that right? If so, I think my friend might be perfect.

Her name's Claire. The first thing you notice about her is that she looks a little older than she is. She's **our** age, but she looks like she's already in her **early** twenties. She's very easy-going and I think she has a great sense of humour – we get on really well. She's also a very creative person and a fantastic singer. She plays the piano and writes her own songs and has even made a video to go with one of them. She's **into** all sorts of music, from classical to rap and I think she's the kind of person **who** is open to new ideas. I think she'd **make** a great singer for the band.

She's also very pretty ;-). She's about **medium height** and **slim**, and she's got long, **straight**, **dark** hair. She **dresses** fashionably, though usually in black. I think she looks kind of punky but in a good way.

On the negative side, she isn't exactly punctual and she can be a little moody at times. She tends to get upset if you criticise her. But hey, she's a creative!

Watch her video (attached) and let me know what you think.

Love Maggie x

Dominic is not online at the moment.
We'll deliver your message next time Dominic logs in.

4 SPEAKING **Discuss whether you think you would get on well with Claire. Give reasons for your answers.**

5 **Complete the WRITING FOCUS with the words in purple in the message in Exercise 3.**

WRITING FOCUS

Describing a person

- Give first impressions
  The first thing you notice about her is that she looks older than she is.
- Mention age
  He's (about) my/your/[1] ___our___ *age.*
  He's in his teens/[2] ___early___ */mid-/late twenties.*
- Describe personality and interests
  He's a very easy-going/interesting, etc. person.
  She has a great sense of humour.
  She's the sort/type/kind of person [3] ___who___ *always remembers your birthday/loves kids.*
  She'd [4] ___make___ *a great teacher/doctor/friend.*
  He's [5] ___into___ *music/fashion/skateboarding.*
- Describe hair, eyes, skin and face
  He's got cool, short, [6] ___dark___ *hair.*
  She's got beautiful, long, [7] ___straight___ *, blond hair.*
  She's got a kind/friendly/unusual smile/face.
- Mention height/build
  She's short/[8] ___medium height___*/tall.*
  He's fairly well-built/[9] ___slim___ .
- Mention clothes
  She [10] ___dresses___ *casually/smartly/well/in black.*
  He always wears casual/smart/scruffy/fashionable/stylish clothes.

6 **Complete the description with the words in the WRITING FOCUS. Do you know anybody like Martin? Tell your partner.**

My friend Martin is the [1] ___kind___ of person who can argue about anything. He always [2] ___dresses___ smartly and he's a very interesting [3] ___person___ . But he's not always serious. He's [4] ___into___ music and dancing, and he has a great [5] ___sense___ of humour. He's [6] ___our___ age, but he looks older. He's got short [7] ___hair___ and a friendly [8] ___smile___ . I think he'd [9] ___make___ a good politician.

EXTRA ACTIVITIES

- Photocopiable resource 4 Describing a person (15 min.) pp. 205–206, 221
- After ex. 4, write the following three questions on the board: *What is she like? What does she look like? What does she like doing?* Briefly check the difference in meaning and explain if necessary. Ask students to read the letter again quickly and answer the three questions about Claire.
- Students use the notes about someone they know to write their description in ex. 9.

WORKBOOK

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

NEXT CLASS

Students bring in photos of themselves and/or family members on different occasions, wearing different clothes.

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7 Complete the LANGUAGE FOCUS with the underlined examples in the message in Exercise 3.

LANGUAGE FOCUS

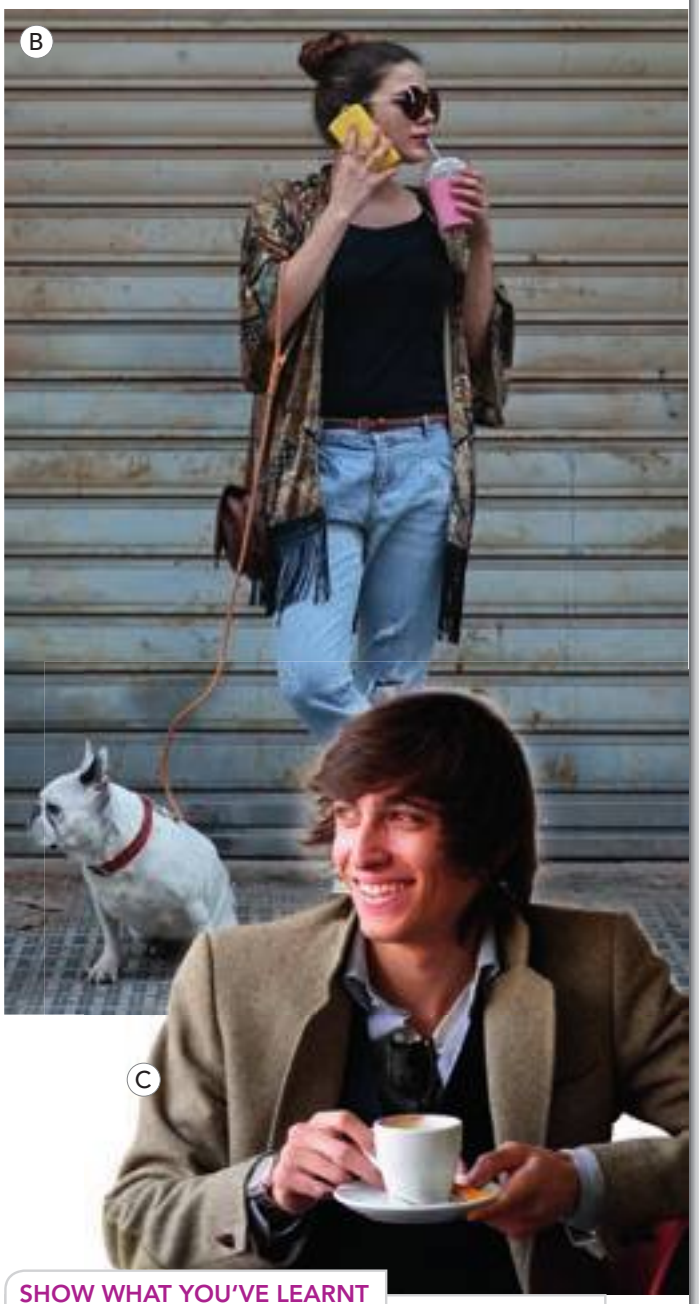
Tentative language: making language less negative or extreme.

- ***kind of/sort of***
  She looks kind of cool/unusual/mysterious/nervous/ [1] *punky* .
- ***tend to be/get + adjective***
  ~~*She gets upset*~~ = *She tends* [2] *to get upset* .
- ***can be/could be + a little/a bit + adjective***
  ~~*His hair's too long*~~ = *His hair could be a bit shorter.*
  ~~*She's moody.*~~ = *She can be* [3] *a little moody* .
- Negative adjective to positive adjective with ***always, exactly, particularly***
  ~~*He's lazy.*~~ = *He isn't always hard-working.*
  ~~*He's mean.*~~ = *He's not particularly generous.*
  ~~*She's always late.*~~ = *She isn't* [4] *exactly punctual* .
- **Quantifiers/softeners**
  ~~*She's skinny.*~~ = *She's a bit too slim.*
  ~~*He's tiny.*~~ = *He's a little short.*
  ~~*She's old.*~~ = *She looks* [5] *a little older* .

8 Rewrite the sentences to make them less negative or extreme. Use the word in brackets.

1 Amanda's rude. Amanda isn't particularly polite . (polite)
2 Bryan's mean. Bryan isn't exactly generous/kind . (exactly)
3 Caroline's lazy. Caroline isn't always hard-working . (always)
4 David's loud. David could be a little quieter . (could)
5 Elena's insensitive. Elena can be a little insensitive . (can)
6 Freddie's untidy. Freddie tends to be untidy . (tends)

9 Choose one of the photos. Imagine he or she is your friend. Write a description including physical appearance, style and personality. The description should be exactly 50 words. Compare with your partner.



SHOW WHAT YOU'VE LEARNT

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

A friend is going to visit the city where your cousin lives. Your cousin has agreed to show your friend around the city. They have never met before. Write an email to your cousin and:

- describe your friend's appearance,
- describe your friend's personality,
- mention some of your friend's interests,
- thank your cousin for agreeing to show your friend around.

13

1.8 SPEAKING

Describing a photo

I can describe a photo and speculate about the people in it.

1 **Look at the adjective order key and put the clothes descriptions 1–5 in the right order. Is anybody in the class wearing one of these items?**

Adjective order

Opinion	Size/ Age	Colour/ Pattern	Material	Make/ Type	Noun
a lovely	big old	brown	leather	flying	jacket

1 trainers / Nike / New New Nike trainers
2 A / cotton / shirt / patterned A patterned cotton shirt
3 jeans / blue / Fashionable / skinny
Fashionable blue skinny jeans
4 leather / high-heeled / Black / boots
Black leather high-heeled boots
5 A / striped / jumper / big / woollen
A big striped woollen jumper

2 SPEAKING **Take it in turns to describe clothes in the class. Use at least two adjectives to describe each item. Guess who your partner is describing.**

3 **Look at photo A. Can you use any of the adjectives in Exercise 1 to describe the clothes?**
a patterned cotton shirt; fashionable blue skinny jeans

4 1.17 **How would you describe the situation in photo A? Think of two adjectives to describe how the woman is feeling. Then listen and check your ideas.**
She's feeling bored. She isn't excited about buying clothes.

SPEAKING FOCUS

Beginning a description
The photo shows …
In this photo, I can see …/there is …/there are …

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

Showing uncertainty
It's hard to say/make out …, but …
I'm not sure …, but …

Speculating
He/She/It looks …
He/She/It looks as if/as though/like …
It seems to be …/Perhaps it's …/Maybe it's …
I imagine they're …/They're probably …

Giving your opinion
I (don't) think …/I prefer …/Personally, .../In my opinion ...

5 1.17 **Read the SPEAKING FOCUS and complete the description of photo A with one word in each gap. Then listen again and check.**

The photo [1] shows a man and a woman shopping together. It's [2] hard to say exactly how old they are, but I [3] think they're in their twenties, and they're [4] probably a couple. The man's wearing a red top and grey jeans. The woman is sitting on a white chair and she [5] looks bored. On the floor, [6] next to her chair, there are several shopping bags. I'm not [7] sure what's in them, but I think they're probably clothes, and I [8] imagine they've been shopping for a few hours already.
It's hard to [9] make out exactly what kind of shop they are in, but it [10] seems to be a men's clothes shop. It looks as [11] though they're near the changing rooms because there's a white curtain in the [12] background . The man is holding up a shirt or a pair of trousers. He looks [13] as if he's thinking about trying it on. I [14] don't think the woman looks very interested. [15] Personally , I think she wants to go to a women's clothes shop.

6 SPEAKING **Look at photo B. Then follow the instructions below to talk about it. Use the phrases in the SPEAKING FOCUS to help you.**

- Say what the photo shows.
- Speculate about the people and the situation.
- Take it in turns to describe the photo to your partner.

7 SPEAKING **Ask and answer three more questions based on photos A and B.**

1 How often do you go shopping?
2 Who do you usually go with? Why?
3 What are your favourite or least favourite shops? Why?

EXTRA ACTIVITIES

- Students use the photos they have brought after ex. 7. They take turns to describe them. They give as full descriptions as possible of the clothes, taking care with adjective order, and using the phrases from SPEAKING FOCUS.
- Students write a short description of one of their photos.

WORKBOOK

p. 14

NEXT CLASS

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

1.1 Vocabulary 4.1

ankle boots /'æŋkəl bu:ts/
attitude /'ætətju:d/
bald /bɔ:ld/
bangles /'bæŋgəlz/
be the centre of attention /ˌbi ðə ˌsentər əv ə'tenʃən/
beanie /'bi:ni/
blouse /blaʊz/
care a lot about /ˌkeər ə 'lɒt əˌbaʊt/
carefree /'keəfri:/
come across as /ˌkʌm ə'krɒs əz/
cotton /'kɒtn/
dark suit /ˌdɑ:k 'su:t/
denim jacket /ˌdenɪm 'dʒækət/
disobedient /ˌdɪsə'bi:diənt/
down-to-earth /ˌdaʊn tu 'ɜ:θ/
easy-going /ˌi:zi 'gəʊɪŋ/
ethical brand /ˌeθɪkəl 'brænd/
faded jeans /ˌfeɪdɪd 'dʒi:nz/
fashionable /'faʃənəbəl/
fast fashion /ˌfɑ:st 'fæʃən/
feel comfortable in your own skin /ˌfi:l 'kʌmftəbəl ɪn jɔ:r əʊn 'skɪn/
fleece /fli:s/
follow trends /ˌfɒləʊ 'trendz/
friendly /'frendli/
go for /'gəʊ fɔ:/
go with the flow /ˌgəʊ wɪð ðə 'fləʊ/
high heels /ˌhaɪ 'hi:əlz/
in/out of fashion /ˌɪn/ˌaʊt əv 'fæʃən/
kind /kaɪnd/
leather belt /ˌleðə 'belt/
leggings /'legɪŋz/
look /lʊk/
necklace /'neklɪs/
practical clothes /ˌpræktɪkəl 'kləʊðz/
rebellious /rɪ'beljəs/
shallow /'ʃæləʊ/
silk tie /ˌsɪlk 'taɪ/
slim /slɪm/
sweatshirt /'swetʃɜ:t/
trendy /'trendi/
vain /veɪn/
vintage sunglasses /ˌvɪntɪdʒ 'sʌnˌglɑ:səz/
waistcoat /'weɪskəʊt/
wear /weə/
wear make-up /ˌweə 'meɪk ʌp /

1.2 Grammar 4.2

band /bænd/
baseball cap /'beɪsbɔ:l kæp/
report on /rɪ'pɔ:t ɒn/
revise /rɪ'vaɪz/
shorts /ʃɔ:ts/
skinny /'skɪni/
trainers /'treɪnəz/

1.3 Listening 4.3

be always there for /ˌbi ˌɔ:lweɪz 'ðeə fə/
close friend /ˌkləʊs 'frend/
fall out with /ˌfɔ:l 'aʊt wɪð/
find out about /ˌfaɪnd 'aʊt əˌbaʊt/
get along (well) with /ˌget ə'lɒŋ (wel) wɪð/
get to know /ˌget tə 'nəʊ/
hang out with /ˌhæŋ 'aʊt wɪð/
have a good relationship with /ˌhæv ə ˌgʊd rɪ'leɪʃənʃɪp wɪð/
have a lot in common with /ˌhæv ə ˌlɒt ɪn 'kɒmən wɪð/
have an argument /ˌhæv ən 'ɑ:gjəmənt/
have similar interests /ˌhæv ˌsɪmələr 'ɪntrəsts/
lose touch with /ˌlu:z 'tʌtʃ wɪð/
online friend /ˌɒnlaɪn 'frend/
opposite sex /ˌɒpəzət 'seks/
reliable /rɪ'laɪəbəl/
socialise with /'səʊʃəlaɪz wɪð/
stop seeing each other /ˌstɒp 'si:ɪŋ i:tʃ ˌʌðə/
suit /su:t/

1.4 Reading 4.4

banned /bænd/
brightly-coloured /ˌbraɪtli 'kʌləd/
cool /ku:l/
cutting-edge /'kʌtɪŋ edʒ/
distressed jeans /dɪˌstrest 'dʒi:nz/
fabric /'fæbrɪk/
fast-drying /ˌfɑ:st 'draɪɪŋ/
fur-lined /'fɜ: laɪnd/
garment /'gɑ:mənt/
hard-wearing /ˌhɑ:d 'weərɪŋ/
iconic /aɪ'kɒnɪk/
imitate /'ɪmɪteɪt/
look like /'lʊk laɪk/
multi-purpose /ˌmʌlti 'pɜ:pəs/
originate /ə'rɪdʒɪneɪt/
popular /'pɒpjələ/
raincoat /'reɪnkəʊt/
rain jacket /'reɪn ˌdʒækɪt/
rebellion /rɪ'beljən/
short-sleeved /ˌʃɔ:t 'sli:vd/
suntan lotion /'sʌntæn ˌləʊʃən/
tailor /'teɪlə/
the elements /ðɪ 'eləmənts/
trousers /'traʊzəz/
underwear /'ʌndəweə/
unisex /'ju:nɪseks/
wardrobe /'wɔ:drəʊb/
woollen /'wʊlən/
zip /zɪp/

1.5 Grammar 4.5

curator /kjʊ'reɪtə/
look after /ˌlʊk 'ɑ:ftə/
over and over again /'əʊvər ənd 'əʊvər ə'gen/
queue /kju:/

1.6 Use of English 4.6

accept /ək'sept/
acceptable /ək'septəbəl/
acceptably /ək'septəbli/
acceptance /ək'septəns/
achievable /ə'tʃi:vəbəl/
achieve /ə'tʃi:v/
achievement /ə'tʃi:vmənt/
educate /'edjʊkeɪt/
education /ˌedjʊ'keɪʃən/
educational /ˌedjʊ'keɪʃənəl/
educationally /ˌedju'keɪʃənəli/
hope /həʊp/
hopeful /'həʊpfəl/
hopefully /'həʊpfəli/
hopeless /'həʊpləs/
hopelessly /'həʊpləsli/
succeed /sək'si:d/
success /sək'ses/
successful /sək'sesfəl/
successfully /sək'sesfəli/

1.7 Writing 4.7

blond /blɒnd/
casual /ˌkæʒuəl/
get on well with /ˌget ɒn 'wel wɪð/
hard-working /ˌhɑ:d 'wɜ:kɪŋ/
in his early/mid/late twenties /ɪn hɪz ˌɜ:li/ˌmɪd/ˌleɪt 'twentiz/
in his teens /ɪn hɪz 'ti:nz/
medium height /ˌmi:diəm 'haɪt/
mysterious /mɪ'stɪəriəs/
nervous /'nɜ:vəs/
open to /'əʊpən tə/
rude /ru:d/
scruffy /'skrʌfi/
sense of humour /ˌsens əv 'hju:mə/
she'd make a great ... /ˌʃid ˌmeɪk ə 'greɪt.../
short /ʃɔ:t/
smart /smɑ:t/
straight/dark/short/long hair /ˌstreɪt/ˌdɑ:k/ˌʃɔ:t/ˌlɒŋ 'heə/
stylish /'staɪlɪʃ/

1.8 Speaking 4.8

jumper /'dʒʌmpə/
look as if/as though /'lʊk əz ɪf/əz ðəʊ/
patterned /'pætənd/
shirt /ʃɜ:t/
striped /straɪpt/
top /tɒp/
try on /ˌtraɪ 'ɒn/

WORD LIST ACTIVITIES

- Write some of the words on the board without vowels – students write the full words, e.g. *crfr* (carefree), *frndl* (friendly), *shllw* (shallow). If you prefer, you can show the number of spaces, e.g. *f r _ _ n d l _* (friendly).
- In teams, students write a list of as many clothes words as they can, including materials (leather, cotton, etc.). The team with the most words writes them on the board after e.g. 5 minutes. The other teams take it in turns to add any other words. The team with the most points wins. They get one point for each correct answer.

FOCUS REVIEW 1

VOCABULARY AND GRAMMAR

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

carefree centre denim faded
rebellious skin vain vintage

1 I like to wear a ___denim___ jacket with jeans because they are both blue.
2 Kelly found some amazing ___vintage___ sunglasses at a charity shop – I think they were made in the 1960s.
3 Bob tends to be a little ___rebellious___ – he can't stand current fashions and wears anything just to be different.
4 I feel comfortable in my own ___skin___ and don't worry too much about my appearance.
5 Jill comes across as relaxed and ___carefree___ , but I know that she worries about things all the time.

2 Read the definitions in brackets and complete the words. The first letter of each word is given.

1 I didn't mean to f<u>all</u> (*have an argument with*) out with Kelly, but now she won't speak to me.
2 This g<u>arment</u> (*item of clothing*) is so practical that you can wear it as a top, a dress or a skirt.
3 Some of the most c<u>utting-edge</u> (*latest and most advanced*) fashions come out of Japan, where they are not afraid to experiment with forms and materials.
4 When it comes to clothes, teenagers usually go with the f<u>low</u> (*follow what other people do*).
5 Jane twisted her ankle because she is not used to running in high h<u>eels</u> (*women's shoes which are higher in the back than the front*).

3 Complete the sentences with the Present Simple or Present Continuous form of the verbs in brackets.

1 Why <u>are you looking</u> (you/look) at me like that? Is there something wrong with my hair?
2 Pam always ___listens___ (listen) carefully to her friends' advice, but she never does what they suggest.
3 I ___'m thinking___ (think) about having a talk with Jack about his rude behaviour.
4 Stuart ___looks___ (look) very smart in his new woollen suit and black leather shoes.
5 Jane, <u>do you believe</u> (believe) that people should always be kind to each other?

4 Complete the sentences with the Present Perfect Simple or Present Perfect Continuous form of the verbs in brackets.

1 Our uncle is on holiday and we <u>have been looking</u> (look) after his dog since Monday.
2 Tim ___has had___ (have) the same school uniform for two years and it's a bit small now.
3 My sister <u>has been making</u> (make) her own clothes since she was a teenager.
4 Gillian ___has worked___ (work) as a model once or twice, but she doesn't want to do it as a career.
5 Helen is very busy at university but she ___hasn't lost___ (not lose) touch with her friends.

USE OF ENGLISH

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

1 X: _____ a new T-shirt in this photo?
Y: It's not new. It's my dad's old T-shirt from the 80s.
A Do you wear (B) Are you wearing C Have you worn
2 X: Did you make the jacket you're wearing?
Y: I did! I'm usually _____ at making clothes but this project was pretty successful.
A hope (B) hopeless C success
3 X: What have you been doing?
Y: Nothing special. I _____ an email to Lucy to ask her about our project. I hope she replies soon.
A 'm writing B 've written (C) 've been writing
4 X: Sarah looks ridiculous in those tight jeans!
Y: You know, I don't think it's _____ to make rude comments about people's appearance.
A achievable B accept (C) acceptable
5 X: Can you have a look at this picture? _____
Y: Well, I'm not sure either.
(A) I can't make out what it shows.
B I don't think it is very interesting.
C It looks as though you could help me.

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

Fashion and the Human Form

In every period throughout history there have been specific ideas of what the perfect human body should look like. Different body types have gone [1]_____ and out of fashion just like clothes and hairstyles, and these ideals led to the [2]_____ of fashions. The ancient Greeks, who admired slim, athletic bodies, went for a casual look, with soft [3]_____ and comfortable shapes. In Britain, the Elizabethans preferred women's clothes which forced their bodies into totally unnatural shapes, causing a lot of discomfort. During the early 19th century, Europeans believed that the Greek look was the best, and women's clothes became much more comfortable, but this did not last. The Victorians thought that a very small waist made women attractive, and women wore such tight garments they sometimes caused actual injuries. Nowadays, some of the most [4]_____ designers make clothes that fit all shapes and sizes. But judging by all the diet plans, exercise programmes and plastic surgery procedures that are available, it seems that things [5]_____ much up to now.

1 A on (B) in C at
2 A created B creative (C) creation
3 (A) fabrics B skins C suits
4 A success B succeeded (C) successful
5 (A) haven't changed B didn't change C haven't been changing

EXTRA ACTIVITIES

- Photocopiable resource 43 Multiple-choice cloze (20 min.) pp. 215, 264
- Photocopiable resource 45 Multiple choice (12 min.) pp. 215–216, 266
- Use of English 1, WORD STORE booklet, p. 2
- Photocopiable resource 5 *How do I look?* (speaking; 7 min.) pp. 206, 222
- Extra digital activities: Reading 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

READING

7 Read the text. Complete the sentences with one or two words from the article.

Stella McCartney

When designer Stella McCartney arrived on the fashion scene, many people claimed her success was due to her famous name. Her father is, after all, Beatles legend Paul McCartney. This, however, is not true. For Stella, her achievements took hard work, determination and, of course, talent.

In 1995, after graduating from Central St Martins College of Art and Design in London, she enjoyed almost immediate success. Two short years later, at the age of twenty-six, she became the head designer at Chloé – a famous Parisian fashion house. After four highly successful years at Chloé, Stella launched her own fashion label and showed her first collection of cutting-edge designs in 2001.

Since then her company has been growing steadily. In that time, it has gained acceptance as a fashion company with a difference. When Stella was growing up on a farm, her parents taught her to respect animals, to be aware of nature, and to understand that human beings must get along well with other creatures. This down-to-earth approach has had a huge impact on her and, as a result, she believes in ethical fashion now. Ethical fashion covers issues such as working conditions, child labour, fair trade and responsible production that does not harm the environment.

As a lifelong vegetarian, Stella does not use any natural leather or fur in her designs. The fabric she prefers is organic cotton and she has been experimenting with eco-friendly materials and production processes. She always tries to find the most responsible production methods. Recently, Stella decided not to work with a fabrics factory because the process it used to colour the fabrics was very harmful to the environment. An entire river near the factory became red, making the water unsuitable for drinking or for use in agriculture.

Stella's ethical fashion also aims to help poor workers. For this reason, she has created a range of cloth bags together with the United Nations' International Trade Centre. The programme provides work for poor communities in Kenya, where the bags are created by hand. So far, 160 people in disadvantaged areas have been involved in the production. They are earning money, which has improved their lives.

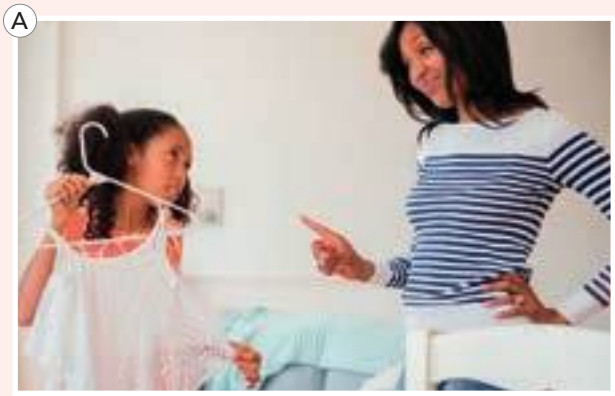
Stella McCartney has an interesting philosophy. She believes designers should ask themselves how they make their clothes and accessories, where they make them, and what materials they use. Thinking about these questions makes designing more challenging and more interesting, but still allows designers to create luxurious, beautiful items that people want to buy. Stella McCartney is proof of that.

1 Stella McCartney worked at Chloé as the head designer .
2 She launched her own fashion company in 2001.
3 Stella cares about ethical issues in fashion, e.g. child labour or fair trade.
4 Her favourite material is organic cotton .
5 She did not want to cooperate with a fabrics factory which did not use eco-friendly production methods.
6 People from poor communities in Kenya are involved in making cloth bags for Stella.

SPEAKING

8 Look at the photos. They show people discussing what clothes to wear. In pairs, take turns to compare the photos and say why the people might have different opinions about the clothes.

A



B

9 Ask and answer the questions.

1 What do you think the woman in photo A is telling the girl? What are the couple discussing in the second photo?
2 Do your parents ever comment on your clothes? Why?/Why not?
3 Do you find it easy to choose what clothes to wear? Do you often ask for advice when you go shopping?

10 Can you wear informal clothes everywhere? Discuss.

WRITING

11 Read the writing task and write an email.

Your friend from the UK has got a summer job for a teen magazine. He/she has to interview young people who are are interested in fashion. Suggest somebody you know as a person to interview. In your email describe:

- this person's fashion interests,
- what he/she usually wears,
- his/her personality

and confirm that he/she will agree to take part in the interview.

PROJECT

- How to teach with projects p. T19
- Work in groups. Choose a style icon, e.g. James Dean or Marlon Brando. Do some research online and prepare a digital presentation about them. Then present it to your class.

Exercise 2

2 a court – basketball, volleyball, handball, netball, tennis, badminton, squash
a course – golf, horse racing
a pitch – football, rugby, cricket, hockey
a rink – skating, ice hockey
a track – motor racing, athletics
a ring – boxing, wrestling, sumo

4 badminton player, ice hockey player, table tennis player, volleyball player
kayaker, rower, sailor, skater, skier
aerobics (nothing), boxer, judo and karate (nothing), yoga (nothing or 'yogi')

2

It's just a game

You can't score if you don't shoot.
A proverb

BBC

THE BRUJAS

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

UNIT 2 VIDEOS

BBC The Brujas 5

GRAMMAR ANIMATION
Lesson 2.2 6 Lesson 2.5 7

FOCUS VLOG About sport
Lesson 2.6 8

ROLE-PLAY
Lesson 2.8 9

2.1 VOCABULARY

Sport • phrasal verbs • collocations • people in sport

I can talk about sports.

SHOW WHAT YOU KNOW

1 Add the verb *do*, *go* or *play* to each list of sports/forms of exercise.

1 play badminton, basketball, ice hockey, table tennis, volleyball, American football
2 go kayaking, cycling, rowing, sailing, skating, skiing
3 do aerobics, athletics, boxing, judo, karate, yoga

2 SPEAKING Add any other sports you know to the lists. Then discuss the questions.

1 What other sports do you do, go, play (or watch)?
2 Which sports do you do on a court, a course, a pitch, a rink, a track or in a ring?
3 Which are individual sports and which are team sports?
4 What do you call the people who do these sports?

basketball – basketball player *cycling – cyclist*
athletics – athlete

REFERENCES

Videoscript **p. 196**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Photocopiable resource 6 *A sports crossword* (15 min.) pp. 206, 223
- Extra digital activities: Vocabulary Checkpoint
- In pairs, students take turns to call out a sports word, e.g. *basketball, cycling, athletics,* etc. Their partner or the other students in the group try to say a sentence with it, e.g. *Rafael Nadal doesn't play basketball. We often go cycling in the forest. Do you do athletics at school?*

3 **Read the blog post and comments. Then write your own comment and compare it with a partner.**

4 SPEAKING **Discuss these choices. Which do you prefer and why?**

1 individual sports or team sports?
2 indoor sports or outdoor sports?
3 winter sports or summer sports?
4 doing sport or watching sport?
5 sport or no sport?

SPORTING QUESTIONS

Following news this week that the total number of teenagers taking up team sports has fallen, we're asking why so many people prefer individual sports. Sure, there are advantages: if you work out at the gym, you **burn off** calories and keep in shape and do it at a time that is convenient for you. But what about the friendship and the feeling of togetherness you get when you play for a team?

Are you a team player or do you prefer to do it alone? Here's what our readers said.

Jordan, 16

Not everyone has the confidence or the ability to participate in team sports. I'm 16 and I like **taking on** new challenges, but I'm not good enough to **get into** my school football team.

Jack, 17

When I play tennis, it's just me against my opponent – it's quite lonely without teammates. When I'm preparing for a competition I just see my coach. When I compete in a tournament and I beat an opponent, there's just my family **to cheer me on**. I love tennis, I love winning matches, but I miss the sense of belonging you get in a team.

Sherri, 16

I prefer team sports, but sometimes it's difficult when you **let your team down**. Last year, I had such a lot of school work that I had to **drop out of** my basketball team halfway through the season. I felt terrible.

Megan, 17

I do an individual sport, karate, but I feel part of a team and I'm motivated to score points for my club. I **go in for** competitions, and when I came first recently, I felt it was for the club, not for myself. With the trainers, other club members and supporters, it's like a big family.

Go to **WORD STORE 2** page 5

WORD STORE 2A Phrasal verbs

5 1.18 **Complete WORD STORE 2A with the base forms of the phrasal verbs in red in the blog. Then listen, check and repeat.**

6 SPEAKING **Complete the questions with the verbs in WORD STORE 2A. Then ask and answer.**

1 Are you somebody who likes to ___take___ on a challenge?
2 What do you shout when you ___cheer___ your team on?
3 Do you think a national team ___lets___ the country down when it loses?
4 Have you ever had to ___drop___ out of a team for any reason?
5 Which school team is it easiest to ___get___ into?
6 Does your school ___go___ in for many inter-school competitions?
7 What is the best type of exercise to ___burn___ off calories?

WORD STORE 2B Collocations

7 1.19 **Complete WORD STORE 2B with the underlined words in the blog. Then listen, check and repeat.**

8 1.20 **Put the lines of one person's views about sport in the correct order. Then listen and check.**

1 I'm not into competitive sport. I'll never **break**
7 **a goal**! I like being healthy and **keeping**
6 **first**. I've seen men cry when the opposing team **scores**
3 **a prize** for sport. In fact, I usually **come**
2 **a world record**, and I'm sure I'll never **win**
4 **last** in races and if I'm in a team we always **lose**
8 **in shape**. But I don't need to **beat**
5 **the match**. I don't understand people who need to **come**
9 **my opponent** – I'm happy just to take part.

9 SPEAKING **Discuss which is more important: to win or to take part?**

WORD STORE 2C People in sport

10 1.21 **Match the pictures in WORD STORE 2C with the words in the box. Then listen, check and repeat.**

11 **Complete the sentences with the words in WORD STORE 2C.**

1 We play for the same team. He's my ___teammate___ .
2 I have a whistle, a red and a yellow card. I'm a ___referee___ .
3 I organise training and help you improve. I'm your ___trainer/coach___ .
4 I follow my team everywhere. I'm their biggest ___fan/supporter___ .
5 I play against you. I want to beat you. You're my ___opponent___ .
6 I buy a ticket and watch the game. I'm a ___spectator___ .

12 SPEAKING **Work in pairs. Student A: think of a sport. Student B: use the vocabulary from the lesson and ask twenty *yes/no* questions to find out the sport your partner is thinking of.**

B: *Is it a team sport?* A: *Yes.*

• In groups, with books closed, students try to write a sports word for every letter of the alphabet, e.g. *athlete, boxing, coach …*

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.

2.2 GRAMMAR

Narrative tenses

I can describe a past event using the Past Simple, Perfect and Continuous.

1 **Read *Running Wild*. Answer the questions.**

1 Had Chris Stewart run in Africa before? No.
2 Why wasn't he running very fast?
Because he wanted to save energy.
3 Why did a local runner overtake him at high speed?
Because a rhinoceros was chasing them.

RUNNING WILD

Chris Stewart and two other British athletes were competing in a 20-kilometre race in Kenya. They hadn't competed in Africa before, but Chris believed that it was important to save energy on a long-distance race so he wasn't running very fast. After three kilometres, he was leading when suddenly, a local runner overtook him at high speed. He knew his rival would get tired later in the race so he didn't speed up – but then he looked round and saw that a large rhinoceros had crashed through the trees next to the road and it was chasing after them …

Exercise 2
Past Simple: a local runner overtook; He knew; he didn't speed up; he looked round and saw
Past Continuous: he wasn't running; he was leading; it was chasing
Past Perfect: a large rhinoceros had crashed through

2 **Look at the verb phrases in blue in the text. Put them in the correct category below.**

- **Past Simple:** *Chris believed*
- **Past Continuous:** *athletes were competing*
- **Past Perfect:** *They hadn't competed*

3 **Read the GRAMMAR FOCUS and complete it with the name of the appropriate tense.**

GRAMMAR FOCUS 6.6

Narrative tenses

- You use the [1] *Past Continuous* to set the scene.
  *… athletes **were competing** in a 20-kilometre race in Kenya.*
- You use the [2] Past Simple to describe the main events of a story.
  *He **didn't speed up** – but then he **looked round** and **saw** …*
- You often use the **Past Continuous** with the **Past Simple** – usually when a short action (Past Simple) interrupted a longer unfinished action (Past Continuous).
  *He **was leading** when suddenly, a local runner **overtook** him.*
- You use the [3] Past Perfect to make it clear that one past action happened before another past action.
  *He saw that a large rhinoceros **had crashed through** the trees.*

Exercise 6
2 Had Trautmann ever played in an FA Cup final before?
3 What position was Trautmann playing when he got injured?
4 How did Trautmann hurt himself?
5 Did Trautmann stay on the pitch for the whole game?
6 Why did doctors think Trautmann was lucky?

Exercise 7
1 Manchester City; 3–1.
2 No.
3 Goalkeeper.
4 He dived for the ball.
5 Yes.
6 Because he had broken his neck.

4 **Choose the best ending for each sentence. Compare with a partner.**

1 Tom couldn't play because
(a) he had forgotten his trainers.
b he forgot his trainers.
2 Jeff broke his leg when
a he skied. (b) he was skiing.
3 The referee blew his whistle and
(a) the game started. b the game was starting.
4 Sue and Jenny were excited because
(a) they hadn't been to a football match before.
b they didn't go to a football match before.
5 It was snowing when
a the marathon had begun. (b) the marathon began.
6 Paula was leading the cycle race when
(a) she fell off her bike. b she had fallen off her bike.

5 1.22 **Read *Lucky Break* and choose the correct verb form. Then listen and check.**

LUCKY BREAK

In 1956, goalkeeper Bert Trautmann [1] *was playing* / *had played* for Manchester City in his first FA Cup final when he [2] *dived* / *was diving* for the ball in the 75th minute. He [3] *was knowing* / *knew* that he [4] *hurt* / *had hurt* himself but he [5] *was carrying on* / *carried on* playing. He [6] *helped* / *had helped* his team to beat Birmingham City 3–1. He then [7] *had gone* / *went* to hospital where the doctors couldn't believe he [8] *had been* / *was* still alive. He [9] *was breaking* / *had broken* his neck!

6 **Write questions about *Lucky Break* using the correct tense.**

1 Who / win / the 1956 FA Cup final and what / be / the score?
Who won the 1956 FA Cup final and what was the score?
2 Trautmann / ever play / in an FA Cup final before?
3 What position / Trautmann / play / when he got injured?
4 How / Trautmann / hurt himself?
5 Trautmann / stay / on the pitch for the whole game?
6 Why / doctors / think / Trautmann was lucky?

7 SPEAKING **Ask and answer the questions in Exercise 6.**

8 SPEAKING **You are going to tell your partner a story. Choose option A or option B. Think about what to say and how to say it. Then tell the story.**

Option A: Think of an exciting sports event you've seen or an exciting game you've played in.
Option B: Choose one of the true stories in this lesson. Close your book.
I'll never forget the time I scored the winning goal for our school team. We were playing in the final of ...

Grammar page 135

REFERENCES

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

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 7 *A solitary triathlete* (15 min.) pp. 206, 224
- Extra digital activities: Grammar Checkpoint
- Students tell each other sports event stories using the Past Simple and Past Continuous.

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.
- Ask students to think about the following questions: *Which sports star do you think is a good role model for young people? Why?*

20

2.3 LISTENING

Note completion

I can understand the key points of a radio interview on a familiar topic.

1 SPEAKING **Discuss what you know about the sports people in photos A–C.**

2 1.23 **Listen and match each speaker with their favourite sports star A–C. What human quality do all three sports stars have in common?**

Speaker 1: C Speaker 2: A Speaker 3: B

3 1.23 **Match sports stars A–C with three adjectives each according to the speaker's opinions. Then listen again and check.**

caring C courageous B determined B
generous C passionate C positive B
powerful A strong A supportive A

4 SPEAKING **Discuss which sports star you would choose as a good role model. Give reasons for your choice.**

5 1.24 **Listen to an interview with Jackie Smith, a windsurfing champion. Answer the questions.**

1 Who were her role models when she started windsurfing? Her mum and cousin Rachel.
2 What other water sports has she tried? Sailing, swimming, rowing
3 Who are her role models now? Mum and Rachel.

EXAM FOCUS Note completion

6 1.24 **Listen again and complete the sentences with a word or short phrase.**

1 Jackie was sixteen when she won the international windsurfing championship.
2 When Jackie's mum was a teenager, she took part in windsurfing events herself.
3 Jackie learnt to swim when she was about seven.
4 Although Jackie is two years younger, she has always admired Rachel.
5 Jackie and Rachel both became members of a children's sailing club when they were young.
6 Jackie's mum encouraged her when she took up rowing.
7 In Jackie's first windsurfing competition, she finished in fifth place.
8 Jackie thinks that she is very much like her mum.

A

Serena Williams

B

Robert Kubica

C

Cristiano Ronaldo

WORD STORE 2D Phrasal verbs

7 1.25 **Complete WORD STORE 2D with the phrasal verbs in the box. Then listen, check and repeat.**

8 SPEAKING **Complete the questions with the particles in WORD STORE 2D and then discuss them with a partner.**

1 In terms of sporting ability, do you take after your mother or your father?
2 Has anybody ever talked you into taking up a sport or joining a team?
3 What new sport or leisure activity would you like to try out?
4 Which sports person do you look up to?
5 Do you find it easy to pick up the rules to a new game or sport?
6 Have you ever given up in a race and just stopped?
7 Think of a sport you don't like. What puts you off it?

PRONUNCIATION FOCUS

9 1.26 **Listen and repeat the words in the table.**

Sound	Examples		
1 /iː/	team	ski	speed
2 /ɜː/	serve	first	world
3 /ɔː/	sport	court	draw
4 /uː/	shoe	grew	lose
5 /aː/	start	arm	heart

10 1.27 **Add the words in the box to the table in Exercise 9. Then listen, check and repeat.**

~~arm~~ court draw first grew heart loose
ski speed world

REFERENCES

Culture notes **p. 172**
Audioscript **pp. 181–182**

EXTRA ACTIVITIES

Students listen to the interview with Jackie Smith again and then role-play it.

WORKBOOK

p. 21

NEXT CLASS

Ask students to find out about Rafael Nadal. Use this to lead into the next lesson.

2.4 READING

Gapped text

I can identify key information in an extended article.

1 SPEAKING **Complete UK TODAY with the words in the box. Then discuss the questions.**

champions district grass matches ~~tournament~~ white

1 What other tennis tournaments do you know?
2 How many tennis players can you name in 60 seconds?
3 What are the rules of tennis – how do you score?

2 **Match the sportspeople with the rituals.**

1 Sidney Crosby (Canada, ice hockey) e
2 Stephanie Rice (Australia, swimming) c
3 Cristiano Ronaldo (Portugal, football) d
4 Laura Kenny (UK, cycling) b
5 Rafael Nadal (Spain, tennis) a

a always waits near the net to let the opponent reach his/her chair first.
b steps on a wet towel while wearing clean socks before a race
c swings his/her arms eight times, splashes his/her body with water four times and then presses his/her goggles into his/her face four times.
d steps onto the pitch with his/her right foot first
e has used the same stick for years

3 **Read the note about Rafael Nadal and then read an extract from his autobiography. Answer the questions.**

1 What are the five steps in Nadal's final preparations for the match?
2 Which Wimbledon rule upsets Nadal's rituals?
3 How often does Nadal drink from his water bottle?
4 How important are his family to Nadal at a tournament like Wimbledon?
5 Why doesn't Nadal smile during the match?

EXAM FOCUS Gapped text

4 **Read the text again. Complete gaps 1–3 with sentences A–E. There are two extra sentences.**

A We shook hands, exchanged the faintest of smiles, and then each pretended the other wasn't there.
B Some call it superstition, but it's not. If it were superstition, why would I keep doing the same thing over whether I win or lose?
C It's another manoeuvre that requires no thought, but I do it slowly, carefully, tying it tightly and very deliberately behind the back of my head.
D At one o'clock, with an hour to go before the start of play, we went back down to the locker room.
E It's part of Wimbledon protocol on Final Day. It doesn't happen anywhere else.

UK TODAY

- Wimbledon is the world's oldest tennis [1] *tournament*, established in 1877.
- Wimbledon is a [2] district in southwest London.
- It is the only Grand Slam played on [3] grass.
- Players must wear mostly [4] white clothes.
- There are 674 [5] matches over the two weeks.
- [6] Champions receive a ¾ size replica trophy.

5 1.29 **Match the expressions in the box with the definitions. Use the phrases in blue in the text to help you. Then listen and repeat.**

the point of no return repeat a sequence
the first/last step a decisive moment
do the same thing over give sb peace of mind
~~a break from your routine~~ the first/last phase

1 sth different from what you normally do = *a break from your routine*
2 an important point in time = a decisive moment
3 the first/last stage in a process = the first/last phase
4 the first/last action in a series of actions = the first/last step
5 make sb feel calm = give sb peace of mind
6 the moment when you can no longer change anything = the point of no return
7 repeat one action = do the same thing over
8 do a series of actions again = repeat a sequence

6 SPEAKING **Choose three expressions in Exercise 5 and write your own sentences. Discuss how important rituals and routines are in your life.**

WORD STORE 2E Word families

7 1.30 **Complete WORD STORE 2E with the correct form of the underlined words in the text. Mark the stress in the new words. Then listen, check and repeat.**

8 **Complete the sentences with the correct form of the words in WORD STORE 2E. Which sentences are true for you? Compare with a partner.**

1 I'm not a superstitious person. (superstition)
2 I find it difficult to show resilience when people criticise me. (resilient)
3 I know swimming is good for me, but I find it boring and repetitive. (repeat)
4 I'm sure that leaving school will be a decisive moment in my life. (decide)
5 I don't lead a very active life. I'm quite lazy and don't like sports. (action)

A: *I'm definitely not a superstitious person. What about you?*
B: *Oh, I'm very superstitious – everybody in my family is.*

Exercise 3

1 Cold shower/bandanna/take off the tracksuit top/take a sip from the water bottles and place them facing the court/look for family members in the crowd
2 Handing his bag to a court attendant.
3 Every break between games.
4 Very important/vital.
5 He doesn't want to lose concentration.

REFERENCES

Culture notes **p. 172**

EXTRA ACTIVITIES

- Students share the information they have found about Rafael Nadal. They discuss anything that surprised them.
- Students work in pairs. Student A is an interviewer and Student B is Rafael Nadal. They role-play a TV interview. Encourage Students A to ask a variety of questions and Students B to give as much detail as possible in their answers.

WORKBOOK

pp. 22–23

NEXT CLASS

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

22

From RAFA MY STORY

Rafael Nadal was born in Spain in 1986. He began playing tennis at the age of three and turned professional at fifteen. Nadal has won seventeen Grand Slam titles including eleven French Opens and two Olympic gold medals. He beat Roger Federer in the longest final in Wimbledon history in 2008. He won Wimbledon again in 2010, and in 2011 he was named Laureus World Sportsman of the Year.

1.28

Chapter 1

The Silence of the Centre Court

Forty-five minutes before the game was scheduled to start I took a cold shower. Freezing cold water. I do this before every match. It's the point before the point of no return; the first step in the last phase of what I call my pre-game ritual. Under the cold shower, I enter a new space in which I feel my power and resilience grow. I'm a different man when I emerge. I'm activated.

After Titin, my physical therapist, had bandaged my knee, I stood up, got dressed, went to a basin, and ran water through my hair. Then I put on my bandanna. [1] C There's a practical point to it: keeping my hair from falling over my eyes. But it's also another moment in the ritual, another decisive moment, like the cold shower, when I am aware that very soon I'll be entering battle.

An official in a blazer walked in and told us it was time. Now I was supposed to hand over my bag to a court attendant for him to carry it to my chair. [2] E I don't like it. It's a break from my routine. I handed over my bag but took out one racket. I led the way out of the locker room, along corridors with photographs of past champions and trophies behind glass frames, down some stairs and left and out into the cool English July air and the magical green of the Centre Court.

I sat down, took off my white tracksuit top, and took a sip from a bottle of water. Then from a second bottle. I repeat the sequence, every time, before a match begins, and at every break between games, until a match is over. A sip from one bottle, and then from another. And then I put the two bottles down at my feet, in front of my chair to my left, one neatly behind the other, diagonally aimed at the court. [3] B It's a way of placing myself in a match, ordering my surroundings to match the order I seek in my head.

The last part of the ritual, as important as all the preparations that went before, was to look up and search for my family members among the blur of the Centre Court crowd. I don't let them intrude on my thoughts during a match – I don't ever let myself smile during a match – but knowing they are there, as they always have been, gives me the peace of mind on which my success as a player rests. I build a wall around myself when I play, but my family is the cement that holds the wall together.

23

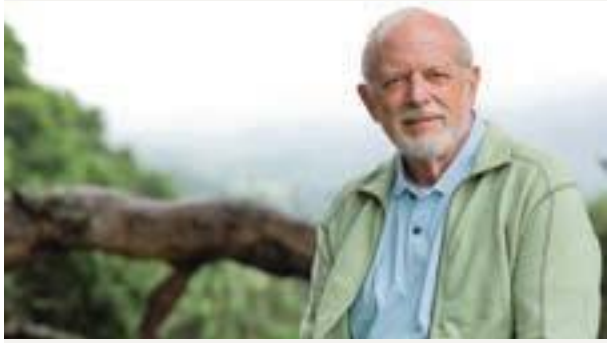
2.5 GRAMMAR

Verb patterns

I can use a range of verb patterns.

1 **What does a sports psychologist do? Read the text and find out.**
He/She helps athletes to prepare mentally for competitions.

THINK LIKE A WINNER



I'm a sports psychologist. I work with top athletes and I **help them to prepare** for important competitions. Of course, they **need to prepare** physically: they **should get** plenty of sleep, remember to drink lots of fluids and avoid drinking alcohol. That's the easy part! But after they've **spent time preparing** their body, I **make them relax** and prepare the mind. I focus on three areas: visualisation, positive thinking and relaxation.

2 **Read the GRAMMAR FOCUS. Complete the examples with the phrases in blue in the text.**

GRAMMAR FOCUS 7

Verb patterns

- **verb + *to* infinitive**
  *Of course, they **need** [1] to prepare physically.*
  Examples: *aim, arrange, attempt, can't afford, decide, expect, hope, intend, manage, offer, plan, refuse, remember, seem, tend, try, want*
- **verb + object + *to* infinitive**
  *I **help them** [2] to prepare for important competitions.*
  Examples: *advise, allow, encourage, force, remind, teach, urge, warn (not)*
- **verb + *-ing***
  *But after they've **spent time** [3] preparing their body, I …*
  Examples: *avoid, can't help, can't stand, don't mind, enjoy, fancy, finish, imagine, keep, miss, stop, waste time*
- **modal verb + infinitive without *to***
  *… they **should** [4] get plenty of sleep …*
  Examples: *can, could, might, should, would*
- **verb + object + infinitive without *to***
  *I **make them** [5] relax and prepare the mind.*
  Examples: *make, let*

Exercise 5

2 I can't afford to buy new trainers.
3 I hope to learn how to skate one day.
4 My uncle taught me to swim.
5 I don't intend to take up jogging.
6 My parents won't let me stay out all night with my friends.

3 1.31 **Complete the text with the correct verb pattern using the words in brackets. Then listen and check.**

Visualisation

Before an important event, I **advise** [1] *athletes to visit* (athletes/visit) the stadium. This **allows** [2] them to visualise (them/visualise) the day of the competition. They **can** [3] imagine (imagine) the smells and the sounds in the stadium, and they **imagine** [4] winning (win) the competition. Then, when the day of the competition arrives, they **try** [5] to recreate (recreate) the success they imagined.

Positive thinking

I **encourage** [6] athletes to talk (athletes/talk) to themselves before a big race. I **force** [7] them to concentrate (them/concentrate) on the times when they won. They **need** [8] to stay (stay) in the present and tell the negative voice in their head to **stop** [9] talking (talk). Good athletes **want** [10] to win (win), but top athletes **expect** [11] to win (win). That's positive thinking!

Relaxation

Even top athletes **can't help** [12] feeling (feel) nervous, especially when they find themselves standing next to last year's champion! I **let** [13] them talk (them/talk) to me about their worries, but on the day of the competition, negative thoughts are not allowed! It's a simple fact that if they **manage** [14] to control (control) their nerves, they **tend** [15] to do (do) better. Winning – it's all in the mind!

4 **List some sports that you like watching or doing. In your opinion, which sports need more mental and which ones more physical preparation?**

5 **Write a second sentence so that it has a similar meaning to the first. Use the words in brackets. Which sentences are true for you?**

1 I'm happy to lend money to my friends. (don't mind)
I don't mind lending money to my friends.
2 I don't have enough money to buy new trainers. (can't afford)
3 I would like to learn how to skate one day. (hope)
4 My uncle showed me how to swim. (teach)
5 I don't want to take up jogging. (not intend)
6 My parents won't allow me to stay out all night with my friends. (let)

6 **Complete the sentences to make them true for you. Write four true sentences and one false one.**

1 I can't stand + *-ing*
I can't stand watching sport on TV.
2 I enjoyed + *-ing*
3 I wasted a lot of time + *-ing*
4 I spend a lot of time + *-ing*
5 I've refused + to infinitive

7 SPEAKING **Read your sentences. Guess which of your partner's sentences is false.**

Grammar page 136

REFERENCES

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

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 8 Test yourselves (10 min.) pp. 206, 225
- Extra digital activities: Grammar Checkpoint
- Students write 1–2 sentences about their life, using each verb pattern, e.g. *I can't afford to buy a new phone. At home I help my mother to do the cooking. My brother can't stand watching horror films.*

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.

24

VIDEO 8

2.6 USE OF ENGLISH

so, too, neither/nor, not either

I can respond to news and opinion using so, too, not … either and neither … nor.

1 1.32 **Listen to dialogues 1–5 about sports and match them with photos A–E. Then answer the questions.**

1 What was the final score in the match? 0–0
2 What are the players doing after the game? Going out
3 What do the man and woman find surprising about this sport? Not enough women drivers
4 In which sports do women still get paid less than men? Football, golf and cricket
5 What do the two friends both decide to join? A running club

2 1.32 **Complete the exchanges with the correct auxiliary. Then listen again and check.**

1 We had so many chances. → So ___did___ they!
2 I don't aim at your head. → Neither ___do___ I!
3 I find this really boring. → Really? I ___don't___ .
4 I can't think of any women drivers. → I ___can't___ either.
5 I've never thought about it. → Nor ___have___ I.
6 He's one of the best players in the country. → So ___is___ Steph Houghton.
7 I couldn't do it. → No, neither ___could___ I.
8 I'd love to be able to run properly. → I ___would___ too.

3 **Read the LANGUAGE FOCUS. Then match statements 1–6 with replies a–f.**

LANGUAGE FOCUS

so, too, neither/nor, not either

- To say that something is the same or agree with a positive statement, use the following:
  ***so* + auxiliary/modal verb + subject** or
  subject + auxiliary/modal verb + *too*.
  He is one of the best players in the country. → ***So** is Steph Houghton./Steph Houghton is **too**.*
  You serve so fast! → ***So** do you./You do **too**.*
- To say something is the same or agree with a negative statement, use the following:
  ***neither/nor* + auxiliary/modal verb + subject** or
  subject + auxiliary/modal verb + *either*.
  I can't think of any women drivers. → ***Neither** can I./I can't **either**.*
  We didn't score a single goal. → ***Nor** did they./They didn't **either**.*
- To say something is different, or disagree with a statement, use the following:
  I find this really boring. → ***Really? I don't.***
  I never had the chance to do go-karting. → ***Oh. I did.***

1 Our neighbours do a lot of sport. d
2 My mum can't stand watching football on TV. f
3 I'd love to have a go in a Formula One car. e
4 I've played for the school team several times. c
5 My brother couldn't ride a bike until he was eight. b
6 My best friend is going to take up running. a

a So am I.
b I couldn't either.
c So have I.
d Ours do too.
e Really? I wouldn't.
f Nor can mine.

4 SPEAKING **Take it in turns to read statements 1–6. Give your own replies.**

5 USE OF ENGLISH **Choose the correct response, A, B or C.**

1 X: I must do more exercise. Y: _____
(A) Yes, I must too. B So do I.
C Really? I don't.
2 X: I've never been to a football match.
Y: _____
A Nor do I. (B) Neither have I.
C I didn't either.
3 X: My parents are very sporty. Y: _____
(A) Really? Mine aren't. B Mine aren't either.
C Nor are mine.
4 X: My local sports centre hasn't got a sauna.
Y: _____
(A) Mine hasn't either. B Oh, mine hasn't.
C Mine too.
5 X: We went swimming yesterday. Y: _____
A Oh, we did. B So we did.
(C) So did we.

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

1 I'd like to …
2 I'm interested in …
3 I can't …
4 I used to …
5 I don't mind …
6 I should …

7 SPEAKING **Take it in turns to listen to your partner's sentences and respond. How similar are you?**

FOCUS VLOG 8 **About sport**

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

Use of English page 137

REFERENCES

Culture notes **p. 173**
Audioscript **p. 182**
Videoscript **pp. 196–197**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

In pairs, students take turns to practise another version of ex. 5: one student gives a response and their partner tries to think of a sentence matching that reaction, e.g. Student A: *Neither do I.* Student B: *I never go jogging.* Student A: *Oh, I often go jogging!* or *Yes, that's true.*

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.
- Ask students to list extreme sports.

2.7 WRITING

A story

I can write a story with a simple linear sequence.

1 SPEAKING **Look at photos A–F and match them with the extreme sports in the box. Then discuss the questions.**

bungee jumping E | mountain biking B | rafting C
rock climbing A | snowboarding D | water skiing F

1 What extreme sports have you tried?
2 What extreme sports would you like to try?
3 What extreme sports would you never like to try? Why?

2 Read the beginning of the story. What do you think went wrong?

There's a first time for everything!

I don't think many people have been in a situation like the one Lilly and I experienced last winter. We were learning to snowboard for the first time in the spectacular mountains of Austria. Of course, many things can go wrong when you're new to an extreme sport, but what happened to us was very unusual. The old saying, 'there's a first time for everything' is definitely true based on our experience!

We'd **booked** lessons before we arrived, and **were both feeling** quite nervous as we took the lift up the mountain with Max, our enthusiastic instructor. 'Don't worry' he said, 'you might fall over a bit, but you'll love it!' The first lesson **was** really challenging and we fell over A LOT! By the end of the first day, we were **completely exhausted** but, as promised, we'd had a brilliant time and fallen totally in love with snowboarding.

The following day, Max was demonstrating how to turn. As our eyes followed him down the slope, he suddenly disappeared. **'Where did he go?'** I asked Lilly, as we headed for where he'd disappeared. We discovered Max at the bottom of a big hole. 'I think it's broken' he said holding his left leg. We called for help on his radio and **twenty minutes later** the three of us were in a helicopter heading for the medical centre.

I'm pretty sure we enjoyed the helicopter ride more than poor Max! The doctor confirmed that he had broken his leg. She said it was the first time she'd ever seen learners bring their instructor in for treatment.

Exercise 6

Past Simple: happened, was, arrived, took, said, fell over, were, followed, disappeared, headed, discovered, called, enjoyed, confirmed

Past Perfect: 'd booked, 'd had, we'd fallen, he'd disappeared had broken, had (ever) seen

Past Continuous: were learning, were feeling, was demonstrating

3 Read the story and put the events a–g in chronological order (1–7).

a They arrived in Austria 2
b They rode in a helicopter 7
c They radioed for help 6
d They booked lessons 1
e Max fell down a hole 5
f They had their first lesson 4
g They met Max 3

4 SPEAKING **Discuss your own experiences of trying out a sport for the first time.**

5 Read the advice for writing a story and complete the examples in the WRITING FOCUS with the words in purple from the story.

WRITING FOCUS

A story

- **Beginning your story**
  - Use an opening sentence and interesting title that makes the reader want to read on.
  - Set the scene for the story so the reader can imagine what might happen next.
  - Finish the beginning section with a problem, or at a point which is exciting or interesting.
- **Telling your story**
  - Use a range of different narrative tenses to tell the story.
    Use the **Past Continuous** to set the scene.
    We [1] were both feeling *quite nervous.*
    Use the **Past Simple** to describe the main events.
    We [2] took *the lift up the mountain.*
    Use the **Past Perfect** to make it clear that one past action happened before another past action.
    We [3] 'd booked *lessons before we arrived.*
  - Use adverbs and strong adjectives to make the story exciting.
    By the end of the first day, we were [4] completely exhausted .
  - Use sequencers so the reader can follow the story.
    [5] Twenty minutes later *the three of us were in a helicopter ...*
  - Use one or two short sentences for dramatic effect.
    We discovered Max at the bottom of a big hole.
  - Use some direct speech to make the story come alive.
    [6] ' Where did he go? ', *I asked Lilly.*
- **Ending your story**
  - Think of an exciting, funny or unexpected ending to the story to help the reader remember it.

6 Find and underline more examples of the narrative tenses from the WRITING FOCUS in the story.

EXTRA ACTIVITIES

- Photocopiable resource 9 A story (15 min.) pp. 206–207, 226
- Ask students, in pairs, to read the text in ex. 2 again and decide the purpose of each paragraph, e.g. *Paragraph 1: saying who is involved and where it happens,* etc. Discuss briefly with the class and write an outline on the board if you like.
- Pairs brainstorm ideas for ex. 10 and make notes, making sure their notes include all the relevant information and any useful language, etc. Then they write the story together. Pairs exchange and correct the stories. Check with the class and go over any problems.

7 **Complete the story with the correct narrative form of the verbs in brackets.**

'3-2-1 bungee'!

I wanted to jump, but my legs wouldn't move.

I [1] was visiting (visit) New Zealand when I [2] decided (decide) to try bungee jumping. I [3] had never done (never do) it before, but felt quietly confident as I watched from the ground. An hour later though, as I stood on the edge of the bridge looking down, I [4] realised (realise) that all that confidence [5] had disappeared (disappear). 'Come on Dan! You can do it!' shouted the other jumpers. 'Three-two-one bungee'! … Nothing. 'I … I … I'll have to get down' I said. And so I did, though not quite as planned.
As I turned to climb off the platform, I [6] stood (stand) on a rope and lost my balance. My cry of horror [7] became (become) a scream of pure joy as I fell towards the ground. That [8] was (be) the day I fell in love with bungee jumping.

8 **Complete the LANGUAGE FOCUS with the underlined examples in the story in Exercise 2.**

LANGUAGE FOCUS

Linkers to describe events in a sequence

- **Beginning:** [1] *before* *we arrived/left/got there, (at) first, on the first morning/day*
- **Middle:** *then, later, the* [2] *following* *morning/evening, after that/three days, on the third/fourth day*
- **End:** *eventually (meaning after a long time), finally, in the end*
- **Other:** [3] *by the end of* *the first day/lesson/journey/holiday*

9 **Choose the correct option.**

The longest weekend of my life

Some weekends are special for the wrong reasons. Last weekend was one of them. [1]*After / Then* very little training, my best friend and I attempted our first 100km walking race. [2]*Finally / On the first morning* we fell out because he'd forgotten to pack the map. Luckily, we were able to borrow somebody's extra one. [3]*After six hours / At first* we reached the first rest stop. We'd fought most of the way about which was the fastest way to go. [4]*Finally / By the end of the first day* we'd walked forty-three kilometres and were not really speaking to each other anymore. [5]*The following morning / The day before*, we started walking again at 5 a.m. and I can honestly say I've never heard so much complaining in all my life! [6]*Eventually / Before*, we reached the finishing line after thirty-two hours of walking and an entire weekend of arguing. We haven't seen or spoken to each other since.

SHOW WHAT YOU'VE LEARNT

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

Write a story about trying a new sport or activity for the first time and:

- use the first sentence and title to catch the reader's attention.
- set the scene and mention the characters involved in the story.
- use a range of narrative tenses to tell the story.
- finish the story with something exciting, funny or unexpected.

WORKBOOK

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

NEXT CLASS

Write the following on the board: *I think all jobs should receive the same salary.* Ask students to write as many different ways of agreeing and disagreeing with the statement as possible.

2.8 SPEAKING

Asking for and giving an opinion
• agreeing and disagreeing

I can ask for, give, agree with and disagree with an opinion.

1 **Look at the jobs in the box and number them from most (5) to least (1) important for society.**

an actor ☐ a farmer ☐ a football player ☐ a nurse ☐
a pilot ☐ a police officer ☐ a scientist ☐ a surgeon ☐

2 1.33 **Read and listen to a conversation between a brother and sister and answer the questions.**

1 What do they disagree about? How much footballers earn.
2 Who does their father agree with? Tom.
3 Who do you agree with?

3 1.33 **Use the SPEAKING FOCUS to complete the phrases in the conversation. Then listen again and check.**

Tom: Goal! Messi's just scored a fantastic goal! He's definitely the best footballer in the world!
Jan: Hm, I'm not [1] so sure about that.
Tom: What do you know about football?
Jan: I know that some football players get millions of euros a month! If [2] you ask me , they earn too much.
Tom: That's [3] not true . Only a few players earn that much and they deserve it.
Jan: No way! Football players don't save lives! Football's just a game!
Tom: Are [4] you kidding ? It's the most popular game in the world.
Jan: That's true but they don't do anything important. They just kick a ball!
Tom: The [5] thing is , football players can only play when they're young so they have to earn a lot in a short time.
Jan: I'm [6] not convinced . I just don't think footballers are good role models.
Tom: I'm sorry, [7] I don't agree with you – they're great role models. They train really hard …
Dad: Hey, what's going on in here? Calm down you two.
Jan: He thinks it's OK to pay Messi two million euros a month! What [8] do you think about that?
Dad: That's ridiculous.
Jan: You see!
Dad: To [9] be honest , I think he should get at least ten million!

SPEAKING FOCUS

Asking for someone's opinion
What do you think about …?

Giving an opinion
I think …/I (just) don't think …/If you ask me …/ The thing is …/To be honest …

Agreeing with an opinion
I agree./That's true./Absolutely!

Half agreeing with an opinion
I'm not so sure about that./I'm not convinced.

Disagreeing
That's not true./I'm sorry, I don't agree with you.

Disagreeing strongly
No way! (informal)/Are you kidding? (informal)
I'm afraid I completely disagree.

Note:
If you have no strong opinions, you can say: Personally, I don't feel strongly one way or the other.

4 1.34 **Read the opinions below and choose the appropriate responses in a and b. Then listen and check.**

1 I think female athletes should earn the same salary as male athletes.
a *I agree*. / *No way!* All athletes should be paid equally.
b *Absolutely.* / *I'm not convinced*. Male athletes attract more spectators.
2 If you ask me, running is the best sport in the world.
a *I'm afraid I completely disagree.* / *That's true*. You can do it anywhere and any time.
b *Absolutely.* / *That's not true*. Playing team sports is much better.
3 In my opinion, golf is for old people.
a *I agree*. / *I'm not convinced.* It's too slow for young people.
b *Are you kidding?*/ *I agree.* My brother is twenty and he loves playing golf.
4 I think boxing should be banned. It's too dangerous.
a *Absolutely.* / *No way!* I think it's great.
b *I'm sorry, I don't agree with you.* / *That's true*. It's too violent.

5 SPEAKING **Practise the dialogues in Exercise 4. Choose answer a or b according to your own opinion.**

6 SPEAKING **Discuss the topics below. Use the SPEAKING FOCUS to help you.**

- We should do more sport at school.
- Animals should not be used in sport.

ROLE-PLAY 9 **Asking for and giving an opinion**

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

REFERENCES

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

EXTRA ACTIVITIES

Start the class by getting students to feedback with their ideas agreeing and disagreeing with the statement.

Brainstorm all the different ways they come up with for agreeing and disagreeing and make a list on the board. Students can then compare this with the SPEAKING FOCUS after they have looked at it

WORKBOOK

p. 28

NEXT CLASS

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

2.1 Vocabulary 4.9

athlete /'æθliːt/
athletics /æθ'letɪks/
athletics track /ˌæθ'letɪks træk/
badminton/squash/tennis court /'bædmɪntən/'skwɒʃ/'tenəs kɔːt/
basketball/handball/netball/volleyball court /'bɑːskətbɔːl/'hændbɔːl/'netbɔːl/'vɒlibɔːl kɔːt/
beat/defeat an opponent/the champion /ˌbiːt/dɪˌfiːt ən ə'pəʊnənt/ðə 'tʃæmpiən/
boxing /'bɒksɪŋ/
boxing/sumo/wrestling ring /'bɒksɪŋ/'suːməʊ/'reslɪŋ rɪŋ/
break a world record /ˌbreɪk ə ˌwɜːld 'rekɔːd/
burn sth off /'bɜːn ˌsʌmθɪŋ 'ɒf/
challenge /'tʃælənʤ/
cheer sb on /ˌtʃɪə ˌsʌmbədi 'ɒn/
coach /kəʊtʃ/
come first/second/last /ˌkʌm 'fɜːst/'sekənd/'lɑːst/
compete /kəm'piːt/
competitive sport /kəmˌpetətɪv 'spɔːt/
competitor /kəm'petɪtə/
cricket/football/hockey/rugby pitch /'krɪkət/'fʊtbɔːl/'hɒki/'rʌgbi pɪtʃ/
drop out of /ˌdrɒp 'aʊt əv/
fan/supporter /fæn/sə'pɔːtə/
get into /ˌget 'ɪntuː/
go in for /ˌgəʊ 'ɪn fə/
golf course /'gɒlf kɔːs/
hockey /'hɒki/
individual/team sport /ˌɪndəvɪdʒuəl/ ˌtiːm 'spɔːt/
indoor/outdoor sport /'ɪndɔː/ˌaʊt'dɔː spɔːt/
judo /'dʒuːdəʊ/
keep fit/in shape /ˌkiːp 'fɪt/ɪn 'ʃeɪp/
let sb down /ˌlet ˌsʌmbɒdi 'daʊn/
lose a match/a game /ˌluːz ə 'mætʃ/ ə 'geɪm/
lose a point /ˌluːz ə 'pɔɪnt/
match /mætʃ/
miss a goal /ˌmɪs ə 'gəʊl/
motor racing track /'məʊtə ˌreɪsɪŋ træk/
opponent /ə'pəʊnənt/
opposing team /əˌpəʊzɪŋ 'tiːm/
player /'pleɪə/
red/yellow card /ˌred/ˌjeləʊ 'kɑːd/
referee /ˌrefə'riː/
rink /rɪŋk/
sailing /'seɪlɪŋ/
score a goal/points /ˌskɔːr ə 'gəʊl/ 'pɔɪnts/
skating /'skeɪtɪŋ/
spectator /spek'teɪtə/
squash /skwɒʃ/
(table) tennis /('teɪbəl) ˌtenəs/
take on (a challenge) /ˌteɪk 'ɒn ə ('tʃælənʤ)/
teammate /'tiːmmeɪt/
tournament /'tʊənəmənt/
trainer /'treɪnə/
training /'treɪnɪŋ/
volleyball /'vɒlibɔːl/
win a point /ˌwɪn ə 'pɔɪnt/
win a game/match/prize /ˌwɪn ə 'geɪm/ 'mætʃ/'praɪz/
work out /ˌwɜːk 'aʊt/
wrestling /'reslɪŋ/

2.2 Grammar 4.10

blow a whistle /ˌbləʊ ə 'wɪsəl/
break your neck /ˌbreɪk jə 'nek/
chase after /'tʃeɪs ˌɑːftə/
crash through /'kræʃ ˌθruː/
cycle race /'saɪkəl reɪs/
dive for the ball /ˌdaɪv fə ðə 'bɔːl/
FA cup /ˌef eɪ 'kʌp/
final /'faɪnəl/
get injured /ˌget 'ɪnʤəd/
goalkeeper /'gəʊlˌkiːpə/
hurt yourself /'hɜːt jɔːˌself/
lead /liːd/
(long-distance) race /(ˌlɒŋ 'dɪstənts) reɪs/
marathon /'mærəθən/
overtake /ˌəʊvə'teɪk/
position /pə'zɪʃən/
rival /'raɪvəl/
runner /'rʌnə/
speed /spiːd/
speed up /ˌspiːd 'ʌp/
sports event /'spɔːts ɪˌvent/

2.3 Listening 4.11

be passionate about /ˌbi 'pæʃənət əˌbaʊt/
caring /'keərɪŋ/
courageous /kə'reɪdʒəs/
determined /dɪ'tɜːmənd/
enter a competition /ˌentər ə ˌkɒmpə'tɪʃən/
generous /'ʤenərəs/
give (sth) up /ˌgɪv (ˌsʌmθɪŋ) 'ʌp/
inspiration /ˌɪnspə'reɪʃən/
inspiring /ɪn'spaɪərɪŋ/
join a club /ˌʤɔɪn ə 'klʌb/
look up to /ˌlʊk 'ʌp tə/
modest /'mɒdəst/
pick up /ˌpɪk 'ʌp/
positive /'pɒzətɪv/
put sb off /ˌpʊt ˌsʌmbɒdi 'ɒf/
role model /'rəʊl ˌmɒdl/
row /rəʊ/
sailing club /'seɪlɪŋ klʌb/
take after / ˌteɪk 'ɑːftə/
talk sb into /ˌtɔːk ˌsʌmbɒdi 'ɪntə/
try out /ˌtraɪ 'aʊt/

2.4 Reading 4.12

action /'ækʃən/
activate /'æktɪveɪt/
active /'æktɪv/
bandage a knee /'bændɪdʒ ə niː/
bandanna /bæn'dænə/
bounce the ball /ˌbaʊns ðə 'bɔːl/
break from your routine /ˌbreɪk frəm jə ˌruː'tiːn/
decide /dɪ'saɪd/
decision /dɪ'sɪʒən/
decisive /dɪ'saɪsɪv/
decisive moment /dɪˌsaɪsɪv 'məʊmənt/
do the same thing over /ˌduː ðə ˌseɪm ˌθɪŋ 'əʊvə/
emerge /ɪ'mɜːdʒ/
fall over sth /ˌfɔːl 'əʊvə ˌsʌmθɪŋ/
give sb peace of mind /ˌgɪv ˌsʌmbɒdi ˌpiːs əv 'maɪnd/
goggles /'gɒgəlz/
gold medal /ˌgəʊld 'medl/
hand over /ˌhand 'əʊvə/
intrude on /ɪn'truːd ɒn/
locker room /'lɒkə ruːm/
physical therapist /ˌfɪzɪkəl 'θerəpəst/
power /'paʊə/
powerful /'paʊəfəl/
racket /'rækət/
repeat a sequence /rɪˌpiːt ə 'siːkwəns/
repetition /repɪ'tɪʃən/
repetitive /rɪ'petɪtɪv/
resilience /rɪ'zɪliəns/
resilient /rɪ'zɪliənt/
splash your body with water /ˌsplæʃ jə ˌbɒdi wɪð 'wɔːtə/
superstition /ˌsuːpə'stɪʃən/
superstitious /ˌsuːpə'stɪʃəs/
swimming /'swɪmɪŋ/
swing your arms /ˌswɪŋ jə(r) 'ɑːmz/
take a sip /ˌteɪk ə 'sɪp/
the first/last phase /ðə ˌfɜːst/ˌlɑːst 'feɪz/
the first/last step /ðə ˌfɜːst/ˌlɑːst 'step/
the point of no return /ðə ˌpɔɪnt əv ˌnəʊ rɪ'tɜːn/
trophy /'trəʊfi/
turn professional /ˌtɜːn prə'feʃənəl/

2.5 Grammar 4.13

jogging /'ʤɒgɪŋ/
refuse /rɪ'fjuːz/
stadium /'steɪdiəm/
urge /ɜːdʒ/

2.6 Use of English 4.14

(hockey) stick /('hɒki) stɪk/
motor racing /'məʊtə ˌreɪsɪŋ/
sauna /'sɔːnə/

2.7 Writing 4.15

cry of horror /kraɪ əv 'hɒrə/
extreme sport /ɪkˌstriːm 'spɔːt/
mountain biking /'maʊntən ˌbaɪkɪŋ/
rafting /'rɑːftɪŋ/
rock climbing /'rɒk ˌklaɪmɪŋ/
slope /sləʊp/
take the lift up the mountain /ˌteɪk ðə ˌlɪft ʌp ðə 'maʊntən/
walking race /'wɔːkɪŋ reɪs/
water skiing /'wɔːtə ˌskiːɪŋ/

2.8 Speaking 4.16

deserve sth /dɪ'zɜːv sʌmθɪŋ/
do sport /ˌduː 'spɔːt/
kick a ball /ˌkɪk ə 'bɔːl/
ridiculous /rɪ'dɪkjələs/
violent /'vaɪələnt/

WORD LIST ACTIVITIES

- In groups, with books closed, students try to write a sports word for every letter of the alphabet, e.g. *athletics, boxing, cycle race*. Then teams call out their words for letter *a*. They get 1 point for each correct word that another team also has and 5 points for a correct word that no other team has. They go through the rest of the alphabet in the same way. The team with the most points wins.
- Divide students into teams. Call out a word for the first team and have them explain the meaning.

FOCUS REVIEW 2

VOCABULARY AND GRAMMAR

1 Choose the correct option.

1 The *opponent* / *referee* showed two red cards during the first half of the match.
2 I'm confident England can *win* / *beat* almost any team they play against this season.
3 Steven was sorry for *letting* / *dropping* the other players down when he missed the goal.
4 Julie was so fast that she *hit* / *broke* the world record by five seconds.
5 Giles is a popular *trainer* / *spectator* because he shows players how they can improve.
6 I've decided not to *come* / *go* in for the basketball team this year, but I'll still play for fun.

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

1 In figure skating, constant ___repetition___ is the best way to learn difficult tricks. **REPEAT**
2 You can ___activate___ your device by touching the screen and entering the password. **ACTIVE**
3 That runner has such a ___powerful___ start that he seems to take off like a racing car. **POWER**
4 You have to be ___decisive___ in a game like basketball because there is no time to stop and think. **DECIDE**
5 Athletes need to show ___resilience___ when they are recovering from injuries and defeat. **RESILIENT**
6 That player is so ___superstitious___ that he won't go on the field without wearing his 'lucky' ring. **SUPERSTITION**

3 Write sentences from the prompts. Use the Past Simple, Past Continuous or Past Perfect.

1 The match / not / start / at 7 o'clock / because / it / snow.
2 Ann / get / lots of / money / when / she / win / the tennis competition?
3 John / buy / squash racket / even though / he / not / play / squash / before.
4 you / play / golf / when / you / hurt / yourself?
5 I / swim / calmly / when / suddenly / someone / jump / into the pool.
6 When / Juliet / get home / Henry / already / go to / the match.

4 Choose the correct option.

1 I don't think my parents will let me *go* / *to go* to the rugby match on my own.
2 The doctor has advised me *give up* / *to give up* professional sport if I don't want to get injured seriously.
3 Tim tends *getting tired* / *to get tired* easily, so he has to be very active to keep in shape.
4 You really should stop *wasting* / *to waste* your time at table tennis practice.
5 Everyone at the stadium expected their team *winning* / *to win* the match.
6 I can't help *laughing* / *to laugh* when I see that video of me trying to learn to ski.

USE OF ENGLISH

5 Choose the correct answer, A, B or C, to complete both sentences in each pair.

1 Sarah and Lena _____ after their mother – they look the same and have similar personalities too.
James is always ready to _____ on a challenge. Now he is training to climb Mt Everest.
A go B take C come

2 Marcus was thrilled to get _____ the school swimming team after doing the trials three times.
We tried to talk my dad _____ coaching the rugby team, but he just didn't have time.
A about B out of C into

3 If you're tired of karate, maybe you should try _____ kickboxing. It's a lot of fun!
After hurting his knee, Brad dropped _____ of the long jump competition.
A out B off C on

4 I look _____ to famous athletes who help young people.
Darren picked _____ basketball while playing with his older brothers.
A around B out C up

5 Maria was excited to score the final _____ of the match.
It looked like a perfect shot, but he missed the _____ by centimetres.
A goal B mark C point

6 Learning about the risk of head injuries put Todd _____ American football completely.
Going to the gym is good, but you can burn _____ even more calories in a dance class.
A out B off C up

6 Choose the word or phrase, A, B or C, that has a similar meaning to the underlined words in each sentence.

1 In the end, Joanna didn't join the team, and Kim didn't either.
A either Joanna or Kim joined the team
B neither Joanna nor Kim joined the team
C Joanna joined the team but Kim didn't

2 If you ask me, golf is a very boring sport.
A I agree that B I'm sorry but C I think that

3 The athletes completed the 20-kilometre run and then they got ready for the swimming race.
A After the athletes had completed the 20-kilometre run,
B Before completing the 20-kilometre run,
C While the athletes were completing the 20-kilometre run,

4 I enjoy playing baseball and my sister enjoys it as well.
A so does my sister B nor does my sister
C so my sister does

5 The local football team coach tries not to talk to the press after his team loses a match.
A stops talking B refuses to talk C avoids talking

Exercise 3

1 The match didn't start at 7 o'clock because it was snowing.
2 Did Ann get lots of money when she won the tennis competition?
3 John bought a squash racket even though he hadn't played squash before.
4 Were you playing golf when you hurt yourself?
5 I was swimming calmly when suddenly someone jumped into the pool.
6 When Juliet got home, Henry had already gone to the match.

REFERENCES

Audioscript **p. 183**

EXTRA ACTIVITIES

- Photocopiable resource 44 Gapped sentences (12 min.) pp. 215, 265
- Photocopiable resource 47 Sentence transformation (20 min.) pp. 216, 268
- Use of English 2, WORD STORE booklet, p. 4
- Photocopiable resource 10 *Family sports day* (speaking; 15 min.) pp. 207, 227–228
- Extra digital activities: Listening, 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

LISTENING

7 1.35 **Listen to Jim and Beth's conversation and complete the sentences with a word or short phrase.**

1 Beth is going to the shops/shopping for running shoes.
2 She needs them for a competition next month .
3 Jim trains five times a week.
4 Jim is sure Beth will start winning medals soon.
5 Beth is taking part in the 100-metre race on Sunday.
6 Jim has a match in the morning, but he's free after lunch .
7 Beth's event starts at one o'clock.

READING

8 Read the article and choose from the sentences (A–E) the one which fits each gap. There are two extra sentences.

Olympic Opening Ceremonies

The Olympic Opening Ceremony is always a highlight of the games. Read on to find out how different countries have used the ceremony to promote their cultures.

The opening ceremony of the Sydney games in 2000 explored Australia's history from the earliest days of Aboriginal culture. [1] C The show celebrated the great Australian landscape, the cities and the diversity of the people.

In 2004 the Olympics returned to their birthplace, and Greece presented a stunning picture of its history and achievements. [2] E This vision symbolised Greece as a tiny country with far-reaching ideas that changed the world.

China's ceremony in 2008 definitely scored a goal. An awe-inspiring display by 15,000 performers was almost military in its exactness. [3] B For sheer size and precision, the Beijing ceremony seems impossible to beat.

Not surprisingly, the 2012 London ceremony was a total contrast. It replaced Chinese precision with British eccentricity and humour. Perhaps Queen Elizabeth II parachuting from a plane in the arms of James Bond seemed unrelated to the Olympic spirit, but it certainly made a statement about Britain!

A While there were several mistakes during the show, on the whole it was an amazing display.
B It is hard to imagine the training that had gone into keeping so many people in order.
C It painted a picture of the energetic, multicultural country Australia has become.
D Some Greek people thought hosting the Olympics was too expensive, but others saw big advantages.
E As the centrepiece of the ceremony, the stadium floor filled with water and a young boy in a small boat sailed across it.

SPEAKING

9 Do the task in pairs.

Student A

Your school wants to organise a Family Sport Day. Your class is responsible for preparing a competition in any sport you choose. Start the conversation with Student B to discuss what you have to do. Topics you should mention:

- Awards
- Age groups
- Judges
- Type of sport

Student B

You're Student A's classmate. Your school wants to organise a Family Sport Day. Your class is responsible for preparing a competition in any sport you choose. Student A starts the conversation to discuss what you have to do. Use some or all of the following sentences:

- So, tell me, what kind of sports competition should we organise?
- I'm not sure it's a good idea.
- I think we need to organise the competition for different age groups.
- What exactly do you mean by (a small prize)?

WRITING

10 Read this announcement in an international magazine for schools and write a short story in reply.

Holiday surprises

We are looking for stories about surprises that you've had on holiday. Write a story that begins with this sentence:

I woke up feeling sad because it was the last day of my holiday.

Mention in your story:
• the beach
• a competition.

PROJECT
• How to teach with projects p. T19
• Work in groups. Choose a sportsperson who had to overcome serious difficulties to succeed, e.g. Serena Williams or Robert Kubica. Do some research online and prepare a digital presentation about them. Then present it to your class.

3

On the go

The world is a book and those who do not travel read only one page.

St Augustine

BBC

A HOTEL IN THE CLOUDS

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

UNIT 3 VIDEOS

BBC A hotel in the clouds 10

GRAMMAR ANIMATION
Lesson 3.2 11 Lesson 3.5 12

FOCUS VLOG About holidays
Lesson 3.5 13

ROLE-PLAY
Lesson 3.8 14

Exercise 1

On land: car, motorbike, bicycle, bus, coach, lorry, horseback

On water: ship, rowing boat, hovercraft, speedboat, ferry

In the air: aeroplane, helicopter, hot-air balloon

3.1 VOCABULARY

Means of transport • noun phrases • collocations • synonyms for *trip*

I can talk about travelling and means of transport.

SHOW WHAT YOU KNOW

1 List as many different means of transport as you can think of.

on land	on water	in the air
train		

2 SPEAKING Talk about the last time you travelled by these means of transport.

A: *When was the last time you travelled by train?*
B: *About three months ago. I went to …*

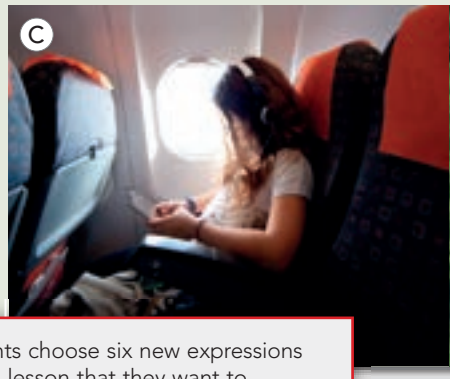
EXTREME JOURNEYS TO SCHOOL

TRAVEL PODCAST

For some students, the journey to school is just a stroll around the corner or a short drive and the biggest problems they face are getting stuck in **traffic jams** during **rush hour** or **public transport** delays. For others, getting to school involves crossing deserts, rivers or dangerous urban neighbourhoods. They have to travel long distances on foot, or by boat, bicycle, rickshaw or sledge.

Next time you miss the school bus and feel like complaining about your journey to school, think about these schoolchildren who don't have access to buses or even roads.

Click here to listen to this report by our travel journalist Brian Walker.



REFERENCES

Culture notes **p. 173**
Audioscript **p. 183**
Videoscript **p. 197**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Photocopiable resource 11 *Travel thrills* (15 min.) pp. 207, 229
- Extra digital activities: Vocabulary Checkpoint
- Students choose six new expressions from this lesson that they want to remember and write true sentences about their past experiences, habits or plans.

3 **Read the introduction to *Extreme journeys to school* and match students' comments 1–6 with photos A–F.**

1 'I cross a fast-flowing river on a wire …' E
2 'I take a short cut by cycling across a valley …' A
3 'I cross a valley on a homemade cable car …' F
4 'I walk or run barefoot to school along a dirt track …' B
5 'I ride a donkey along narrow winding paths …' D
6 'I barely have time to fasten my seatbelt …' C

4 **1.36 Listen to the report. Then complete comments 1–6 in Exercise 3 with reasons a–f.**

a '… because my school is so remote.' 5
b '… because the suspension bridge collapsed.' 1
c '… because it's such a short flight.' 6
d '… because I don't want to cycle uphill.' 2
e '… because I can't catch a bus as there aren't any.' 4
f '… because it's so deep.' 3

5 SPEAKING **Compare your own journey to school with the ones in the report. How do you get to school and what route do you usually take?**

Go to **WORD STORE 3** page 7

WORD STORE 3A Noun phrases

6 **1.37 Complete WORD STORE 3A with the words in red in the text and Exercises 3 and 4. Then listen, check and repeat.**

7 **Complete the sentences to make them true for your city or country. Use the phrases in WORD STORE 3A and your own ideas.**

1 Morning rush hour in my city is from … to …
2 There is a suspension bridge in my country in …
3 The cheapest form of public transport is …
4 The worst road or street for traffic jams is …
5 A short cut from my house to the school is …
6 The nearest cable car to here is …

WORD STORE 3B Collocations

8 **1.38 Complete WORD STORE 3B with the underlined words in the text and Exercises 3 and 4. Then listen, check and repeat.**

9 **Write true sentences with *I've/I've never* + an appropriate verb from WORD STORE 3B.**

1 crossed a river in a small boat.
2 got stuck in a traffic jam.
3 caught the wrong train.
4 missed the bus.
5 walked barefoot in a park.
6 cycled downhill at over fifty kilometres per hour.

10 SPEAKING **Choose one of the experiences you have had and tell your partner about it.**

I've missed the school bus. It was a couple of months ago. I was …

WORD STORE 3C Synonyms for *trip*

11 **1.39 Complete WORD STORE 3C with the words in the box. Then listen, check and repeat.**

12 **Complete the blog entry with the words in WORD STORE 3C.**

Travels in America blog

We arrived in Seattle on an overnight [1] flight from London and picked up a car at the airport. The car hire was just a short bus [2] ride from the terminal, and we were on the road just one hour after landing. We were excited about the [3] drive along the West Coast to San Francisco. The [4] journey took around twelve hours. Once we got to San Francisco, we went on a [5] tour of the city by cable car. That was my favourite thing about this trip, although the [6] cruise around San Francisco Bay was amazing too – we sailed around the Bay for three hours and visited Fisherman's Wharf and its sea lion colony. On another day we went to Alcatraz island. It's just a short [7] crossing by boat from the mainland.

13 SPEAKING **Choose five words from WORD STORE 3C and write a question with each word. Then ask your partner.**

What's the longest flight you've ever taken?
When did you last go on a bike ride?

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

Present and past speculation

I can use modal verbs to speculate about the present and the past.

1 Look at the pictures and complete the sentences.

1 Picture C **must be** a lion because of the long hair around the head and neck.
2 Picture A **might be** a puma or it **could be** a cheetah.
3 Picture B **can't be** a tiger because the head is too small.

2 Look at the sentences you have completed in Exercise 1. Which sentence means:

a I'm sure it is … 1
b I'm sure it isn't … 3
c I think it's possible that it is … 2

3 Read the short newspaper article. Are statements 1–3 true (T) or false (F)?

1 The man is sure he saw a lion. F
2 The woman is sure she heard a lion. T
3 The police are sure a lion escaped from a zoo. F

On Sunday evening at 8 p.m. a holidaymaker was walking to his caravan with his eleven-year-old son when he believed he saw a lion. He told reporters, 'It was dark, but I could see a large animal. It **can't have been** a domestic animal – it was too big. I thought it **might have been** a lion. So we ran, very quickly!' The seaside resort was full of holidaymakers and at least ten people saw the animal. One woman said 'I heard a loud roar at 10 p.m. It **must have been** a lion. No other animal can roar like that.' Police have told everybody to stay inside as they believe a lion may have escaped from a nearby zoo.

4 Read the GRAMMAR FOCUS and complete the examples with the verb forms in blue in the article.

GRAMMAR FOCUS 11

Present and past speculation

You can use modal verb structures to speculate about things.

- You use ***must*** when you are sure something is or was true.
  Present: *It **must be** a lion.* Past: *It* [1] must have been *a lion.*
- You use ***might***, ***may*** or ***could*** when you think it's possible something is or was true.
  Present: *It **might be** a lion.* Past: *It* [2] might have been *a lion.*
- You use ***can't*** (or ***couldn't***) when you are sure something isn't or wasn't true.
  Present: *It **can't be** a domestic animal.*
  Past: *It* [3] can't have been *a domestic animal.*

Modal verb forms for speculation

Present: ***must/might/may/could/can't* + infinitive**
Past: ***must/might/may/could/can't* + *have* + past participle**

5 1.40 Rewrite the sentences using the words in brackets. Then listen to the interviews about the incident and check your sentences.

1 I'm sure it's a lion. (must)
It must be a lion.
2 It's possible it escaped from the zoo. (might)
It might have escaped from the zoo.
3 Perhaps it is very hungry by now. (could)
It could be very hungry by now.
4 It's possible it was somebody's pet. (could)
It could have been somebody's pet.
5 Perhaps it grew too big. (may) It may have grown too big.
6 I'm sure it isn't a lion. (can't) It can't be a lion.

6 1.41 What do you think really happened? Listen to the news report and check your ideas. What did the police conclude?
It must have been a large domesticated cat.

7 Complete the sentences with an appropriate modal structure and the verb in brackets.

1 Dave *can't have left yet*, his coat is still here. (not yet leave)
2 The traffic's really bad, I'm worried we might/may/could miss our train. (miss)
3 They're not at home. They must/might/may/could have gone away for the weekend. (go)
4 I can't find Jo. She must/might/may/could have gone home. (go)
5 The plane landed over an hour ago. Bill can't still be in baggage reclaim. (still be)
6 Buy a laptop? With my pocket money?! You can't be serious. (not be)

8 Choose a sentence below and write a dialogue including the sentence. Then act out your dialogue to the class.

1 I must have left it in the shop.
2 You might have hurt yourself!
3 You must be joking!
4 I can't have left it/them at home.
5 There must be some mistake.

A: *Oh no!*
B: *What's wrong?*
A: *I can't find my wallet. I must have left it in the shop.*
B: *Oh dear. Never mind. Let's go back and look for it.*

Grammar page 138

REFERENCES

Culture notes **p. 173**
Audioscript **p. 183**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 12 Test

yourselves (10 min.) pp. 207, 230
- Extra digital activities: Grammar Checkpoint
- Give students an unusual situation, e.g. *You found a bunch of carrots on your car.* In pairs, students speculate.

WORKBOOK

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

NEXT CLASS

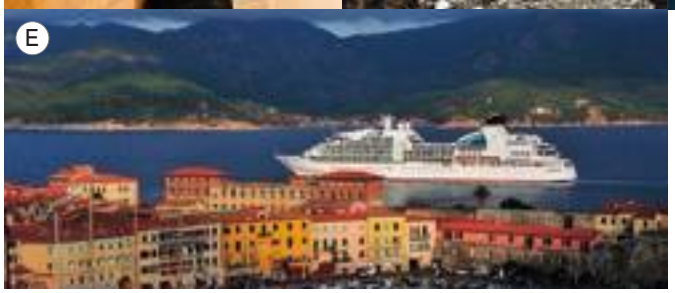
- Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 3.2, Grammar.
- Ask students to look at the five types of holiday in the photos on p. 35, choose the one they like best and write 4–5 reasons why.

34

3.3 LISTENING

Multiple choice

I can identify key details in an informal conversation on a familiar topic.



1 SPEAKING **Look at the photos and discuss which type of holiday you would like best or least. Give reasons for your answers.**

I think I would like a skiing holiday best. I love winter sports but I haven't been skiing for two years.

2 1.42 **Listen to six recordings about holidays and match them with the photos in Exercise 1. Which recording does not have a photo?**

A [5] B [3] C [6] D [4] E [1]

Recording 2 has no photo.

EXAM FOCUS Multiple choice

3 1.42 **Listen to the recordings again. For questions 1–6, choose the correct answer, A, B or C.**

1 The speaker thinks her sister is
(A) selfish. B stupid. C boring.

2 The man wants to spend the night
A in a youth hostel. B in a three-star hotel. (C) in a tent.

3 Mr Baker
(A) has to pay for one breakfast.
B has to pay for two breakfasts.
C has already paid for two breakfasts.

4 Skiers in Megève
A couldn't ski last week because of the rain.
B have nothing to do in Megève when they can't ski.
(C) have good skiing conditions in Megève now.

5 The advert is for
A a beach holiday. (B) a travel company.
C a job of tour leader.

6 The mother
A doesn't want her daughter to go away.
(B) is worried about the dangers of travelling alone.
C wants her daughter to go to Canada only.

WORD STORE 3D Compound nouns

4 1.43 **Complete WORD STORE 3D with the nouns in the box. Then listen, check and repeat.**

5 **Complete the questions with appropriate compound nouns in WORD STORE 3D. Sometimes more than one answer is possible.**

Have you ever …

1 been snowboarding at a well-known ski resort ?
2 stayed in a budget/three-star hotel in a foreign country?
3 been on a skiing holiday/bus journey with your friends?
4 booked a single/double/twin room in a hotel?
5 dreamt of going on a round-the-world trip/ skiing holiday/package holiday ?
6 thought about working for a travel company/agent ?

6 SPEAKING **Ask and answer the questions in Exercise 5. Give as much detail as possible.**

A: *Have you ever been snowboarding at a well-known ski resort?*
B: *Yes, I have. My parents and I went to the French Alps.*
A: *When was that?*
B: *About …*

PRONUNCIATION FOCUS

7 1.44 **Listen and repeat the names of places in the box. Mark the stress.**

~~the Andes~~ the Canaries ~~Cyprus~~ the Danube
Hawaii the Himalayas Naples the Nile
the Pyrenees ~~the Thames~~ Vienna ~~Warsaw~~

8 1.45 **List the places in the correct column. Then listen, check and repeat.**

Cities	Islands	Rivers	Mountain ranges
Warsaw	Hawaii	the Nile	the Himalayas
Vienna	Cyprus	the Danube	the Andes
Naples	The Canaries	the Thames	the Pyrenees

9 **Where in the world are the places in Exercise 8? Compare your answers with a partner.**

REFERENCES

Culture notes **pp. 173–174**
Audioscript **p. 184**

EXTRA ACTIVITIES

• Students use their notes about five types of holiday for their discussion in ex. 1.

• After ex. 6, give students a copy of Audioscript 1.42 with missing words. Students try to complete it, and then compare answers in pairs. Finally, they listen again and check.

WORKBOOK

p. 35

NEXT CLASS

Ask students to imagine they are going backpacking for three months or more. Have them prepare a list of things they would NOT take with them, and say why.

3.4 READING

Multiple choice

I can identify the key information in an extended article.

1 SPEAKING **Imagine you are going on a journey alone to a distant location. Discuss whether the following are advantages or disadvantages of travelling with a smartphone.**

- You don't need to carry flight/train/bus tickets.
- You can text your parents as soon as you land at your destination.
- You'll never get lost – you've got a map on your phone and GPS.
- You can post selfies on social media and make everyone jealous.
- You can show photos of your family and home to new friends.
- You can stay in touch with new friends on social media.
- You can keep up-to-date with everything that's going on at home.

2 Below are some reasons for travelling. Can you think of any more? Add them to the list.

- For a holiday
- To do voluntary work
- For a life-changing experience

3 Read the article. Which of the reasons for travelling in Exercise 2 are mentioned? Are any other reasons given?

For a life-changing experience. To learn about different cultures.

EXAM FOCUS Multiple choice

4 Read the article again. For questions 1–5, choose the correct answer, A, B, C or D.

1 William Sutcliffe believes that
- A backpackers had worse travel experiences twenty years ago.
- B young people worry about their hostel being comfortable.
- C young people find it hard to leave their daily lives behind.
- D travel was much easier in a pre-digital world.

2 Charlotte Johnstone
- A went on the same journey as William Sutcliffe.
- B found it hard to live in a foreign culture.
- C learnt new things about the world thanks to her smartphone.
- D experienced a different culture in spite of her smartphone.

3 Charlotte Johnstone believes that
- A William Sutcliffe is wrong about the benefits of travel.
- B the way we travel has changed the world.
- C smartphones are an advantage in travel situations.
- D teenagers in remote places don't use social media.

4 Charlotte Johnstone thinks that Millennials
- A are less independent than their parents' generation.
- B can be in touch with home and still enjoy experiences.
- C want to have different experiences from those of their parents.
- D have a hard time saving up for and planning a gap year trip.

5 In the article
- A both writers disagree about the importance of travel.
- B William Sutcliffe is critical of Millennials.
- C Charlotte Johnson argues that smartphones haven't changed the way we travel.
- D both writers think that if you have Wi-Fi, you can't have a life-changing experience.

5 SPEAKING **Think about the holidays and trips you go on. Discuss how they would be different without Wi-Fi. Would that be a problem for you?**

WORD STORE 3E Negative adjectives

6 1.47 **Complete WORD STORE 3E with the negative prefixes *dis-* or *un-*. Use the words in blue in the article to help you. Then listen, check and repeat.**

7 Choose the correct option. Use WORD STORE 3E to help you. Where would you expect to hear or see these announcements?

1 Passengers should make themselves *familiar* / *unfamiliar* with emergency procedures.
2 Due to poor weather conditions, delays may be *avoidable* / *unavoidable*.
3 The hotel would like to wish guests a *pleasant* / *unpleasant* stay.
4 Guests' digital devices should be *connected* / *disconnected* during a thunderstorm.
5 When driving abroad, you need to be *informed* / *uninformed* about the country's road laws.

8 1.48 **Complete the verbs phrases with the words in the box. Use the underlined phrases in the article to help you. Then listen, check and repeat.**

challenge cut yourself off from ~~immerse yourself in~~ withdraw money from take

1 *immerse yourself in* a foreign culture
2 challenge your beliefs
3 cut yourself off from your family/home
4 take a gap year
5 withdraw money from a cash point

9 SPEAKING **Replace the underlined phrases with words or phrases with a similar meaning in Exercise 8. Which do you agree with? Discuss with a partner.**

1 If you never go abroad, you never think critically about our own opinions.
2 It's impossible to stop communicating completely with home when you have unlimited access to the Internet.
3 I don't like being a tourist. It's better if you live with local people and experience their lifestyle.
4 Nobody gets money from a machine outside a bank or a shop these days. You just use your phone to pay for things.
5 Travelling abroad for a year before going to university is a waste of time and money.

Exercise 9
1 challenge your beliefs
2 cut yourself off from home
3 immerse yourself in a foreign culture
4 withdraws money from a cash point
5 Taking a gap year

REFERENCES

Culture notes **p. 174**

EXTRA ACTIVITIES

- With books closed (before ex. 1) have students compare their lists in pairs. Check with the whole class whether anybody mentioned leaving their smartphone at home.
- After ex. 4, ask students to close their books and quickly give two arguments for/against and two facts they remember from the article, e.g. *Charlotte Johnstone went to India and Zambia. William Sutcliffe thinks travel should be a deep experience.*

Can travel still broaden the minds of the **smartphone generation?**

1.46

No

Travel writer William Sutcliffe believes that smartphones have changed backpacking in a bad way.

I believe that travel ought to be a profound experience. By cutting us off from everything that has previously been **familiar** to us, travel challenges our beliefs and makes us see the world in new ways. But when so many relationships and social support networks are carried out digitally, and with every backpacker hostel from Machu Picchu to Dharamsala offering Wi-Fi, it's actually impossible for Millennials* to cut themselves off from home. What has this done to the nature of travel?

A modern traveller will probably be more concerned about whether their room has Wi-Fi than whether it has a bathroom. To be **disconnected** is **unthinkable**. But this means that they have one foot firmly planted at home at all times. I don't think you can consider this way of travelling as a journey of self-discovery.

Yes

Charlotte Johnstone, a Millennial, argues that her smartphone did not get in the way of life-altering travel experiences.

I took my gap year a couple of years ago, and I'm really glad I did, because it changed my life. The time I spent in India and Zambia were the hardest and most **rewarding** of my life. Despite the fact that I had my smartphone in my pocket, I really felt that I had immersed myself in a foreign culture, and I learned a lot about myself and the world around me.

So I think Mr Sutcliffe is **uninformed** when he belittles the experience of today's travellers. Of course, the way we travel has changed; the world around us has changed. It's **unavoidable**. There are lots of pluses: you can call home when something happens, book plane tickets on your phone, withdraw money from a cash point, even find hidden temples on Google Maps. And don't think that teenagers in remote Sub-Saharan African villages don't have Facebook accounts – they do, and you can stay in touch long after you have left.

Staying connected doesn't detract from travelling – independence doesn't necessarily have to be solitary and young people don't need to be cut off from home to explore the wider world and appreciate their place in it. Just as much as our parents' generation did, we Millennials want to watch the sun rise, make friends with like-minded strangers as we dip our feet into the waters of a deserted beach after an **unpleasant** overnight journey on two different buses. The values and aspirations are the same.

We also have to address the same challenges. Saving up for, planning and executing a gap year trip is hard work. During the trip – even if you are only a text away from your friends at home – you still have to learn how to budget, problem-solve and develop people skills in order to survive.

I've made a promise to myself: if I have children, I shall never tell them 'it's not like it was in my day'.

*Millennial – someone born between 1980 and 2000

WORKBOOK
pp. 36–37

NEXT CLASS
- Ask students to do *Show What You Know* in the WB, p. 38.
- Ask students to bring in photos of themselves as children.

3.5 GRAMMAR

Used to and *would*

I can talk about past states and repeated actions using used to *and* would.

1 **Are the statements about road travel in the 1960s true (T) or false (F)? Compare with a partner.**

1 Roads **used to be** quieter. T
2 People **used to talk** about traffic pollution. F
3 Cars **didn't use to have** seat belts. T
4 Children **would play** video games on long journeys. F
5 GPS didn't exist so people **would follow** maps. T

2 1.49 **Listen to Zoe's grandfather talking about road travel when he was young. Check your ideas in Exercise 1.**

3 **Read the GRAMMAR FOCUS and answer the questions.**

1 Which sentences in Exercise 1 describe past actions? 2, 4, 5
2 Which sentences in Exercise 1 describe past states? 1, 3

GRAMMAR FOCUS 12

Used to and *would*

- You can use ***used to* + verb** or ***would* + verb** to talk about regular past actions that don't happen any more.
  *Harry **used to** go to school by bus. He'**d leave** the house at 8 a.m.*
- You can use ***used to* + verb** (NOT ~~*would* + verb~~) to talk about past states that are no longer true. (Usually with stative verbs: *be*, *have*, *love*, etc.)
  *Harry **used to** be a good student.*

Note:

Don't use ***used to*** or ***would*** for single past actions.
*In 1963 my granddad **bought** his first car.* (NOT ~~*used to buy* …~~ or ~~*would buy* …~~)

4 **Rewrite the statements using *would*. If *would* is not possible, use *used to*.**

1 Air travel was cheaper than now.
Air travel used to be cheaper than now. F
2 Air travel was more comfortable. used to be T
3 The flight from London to New York took longer. would take F
4 People smoked on the plane. would smoke T
5 People wore their best clothes to travel by air. would wear T
6 Airports didn't have so many security checks. didn't use to have T

5 1.50 **Which of the sentences in Exercise 4 do you think are true? Compare with a partner. Then listen and check.**

6 1.51 **Complete the text with the verbs in brackets.**

- Use *would* + verb (where possible)
- Use *used to* + verb (where *would* is not possible)
- Use the Past Simple (where *would* or *used to* are not possible)

Then listen and check. Is the UK the only country where people drive on the left?

Left or right?

Today, 75% of cars drive on the right, but it [1] *didn't always use to be* (not always be) like that. In fact, everybody used to travel on the left! In Roman times, roads [2] used to be (be) dangerous and travellers [3] would carry (carry) swords in their right hands. Travellers on horses [4] would ride (ride) on the left side of the road so that the right hand was free to use the sword. Then Napoleon [5] changed (change) the rule. Why? Because he was a revolutionary! Before the French Revolution, the aristocracy [6] would travel (travel) on the left and poor people [7] would stay (stay) on the right. After the Revolution, the aristocracy joined the poor people on the right and driving on the right [8] became (become) the new law. What about the rest of the world? China, Portugal, Sweden and parts of Canada used to drive on the left and only changed the law during the mid-twentieth century. More than fifty countries including the UK, Australia, Japan and India still drive on the left today.

7 **Write six sentences about your life when you were ten. Use *used to* or *would*. Use the suggestions in the box or your own ideas.**

clothes you wore	sports you did
food you liked/didn't like	things you read
music you listened to	your bedroom

I didn't use to like mushrooms or green beans.

8 **Compare your sentences in Exercise 7. Did you use to be similar or different?**

FOCUS VLOG 13 About holidays

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

Grammar page 139

REFERENCES

Audioscript **p. 184**
Videoscript **pp. 197–198**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 13 *True or false?* (15 min.) pp. 207–208, 231
- Extra digital activities: Grammar Checkpoint
- In pairs, students show each other their photos and their partner says what things are different now and in the photo, e.g. *You used to have long hair, now you've got short hair.*

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.

38

3.6 USE OF ENGLISH

Phrasal verbs

I can understand and use separable and inseparable phrasal verbs.

1 1.52 **Look at a photo of the Zapp family and listen to Jenny James talking about them. What do the numbers in the box refer to?**

2000 100 3 → 6 80 65

2 1.52 SPEAKING **Discuss the questions. Then listen again and check your ideas.**

1 What did the couple **walk away from** to go travelling? Their day-to-day lives.
2 Where did they **set off** from? Argentina.
3 Why did they decide to **carry on** travelling? Because they met such great people.
4 What do they do when they **run out of** money? Work for a bit.
5 Who sometimes **put** them **up**? Local families.
6 Why did they **put** a tent **up** on the car roof? So the kids could sleep.
7 What did the car seats **turn into**? A bed for the parents.
8 What happened when the car **broke down**? People helped them.

3 SPEAKING **Can you imagine your own family travelling around the world for seventeen years? Would it be a good experience for you and your siblings? Why?/Why not?**

4 **Read the LANGUAGE FOCUS and complete the examples using the phrasal verbs in bold in Exercise 2.**

LANGUAGE FOCUS

Phrasal verbs – verb + particle(s)

When you are learning phrasal verbs you need to understand both the meaning and the grammar.

- Meaning

  Sometimes the meaning is literal –
  they [1] ___put___ *a tent up* (= construct or erect)
  Sometimes the meaning is idiomatic –
  local people [2] ___put___ *them up* (= let sb stay)

- Grammar

  Some phrasal verbs are separable –
  they bring children up (= raise)
  Some phrasal verbs are inseparable – *the car seats* [3] ___turn___ *into a bed* (= change)

- Separable phrasal verbs

  If the object is a noun, it can come before or after the particle:
  bring *children* ***up*** or ***bring up*** *children*
  If the object is a pronoun it can only come before the particle:
  bring *them* ***up*** but NOT ~~***bring up*** *them*~~

5 **Match the phrasal verb dictionary entries in the box with definitions 1–7. How do dictionaries show whether phrasal verbs are separable or inseparable or don't take an object?**

For separable phrasal verbs dictionaries put the sb/sth before the particle. For inseparable they put it after the particle.

drop sb off hold sb up keep up with sb
head for sth pick sb up ~~pull over~~ turn up

1 ___pull over___ = stop in a car by the side of the road
2 ___drop sb off___ = take somebody in a car and leave them somewhere
3 ___head for sth___ = go in the direction of somewhere
4 ___hold sb up___ = delay somebody
5 ___turn up___ = arrive at a place
6 ___pick sb up___ = collect somebody, usually in a car
7 ___keep up with sb___ = go at the same speed as somebody

6 USE OF ENGLISH **Choose one word, A, B or C to complete both sentences.**

1 I'll drop you _____ at the next bus stop.
Tell the driver where you want to get _____ .
A over (B) off C in
2 This car has never broken _____ before.
She walked _____ the steps into the sunshine.
A up B along (C) down
3 When do you think they'll turn _____ ?
Mum's picking me _____ at midday.
(A) up B into C off
4 Can I try _____ your new motorbike?
Oh, no! We've run _____ of petrol.
A for B on (C) out
5 It's kind of them to put us _____ .
I don't want to hold you _____ – I know you're in a hurry.
A away (B) up C over

7 **Write one false and two true sentences about yourself. Use a different phrasal verb in each sentence. Then read out your three sentences. Your partner guesses which one is false.**

Use of English page 140

Exercise 1

2000 – the year they started travelling
100 – the number of countries they have visited
3→6 – the number of people in the family
80 – the age of the car
65 – the speed the car can do

REFERENCES

Audioscript **pp. 184–185**

EXTRA ACTIVITIES

Students use the phrasal verbs in ex. 2 and 5 to write a short travel-related story. They exchange their stories with a partner, to read and correct. Monitor and offer feedback where necessary.

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 think if they'd prefer to study in their own town or in a different city.

3.7 WRITING

A personal email

I can write a personal email giving advice.

1 Match problems 1–3 to advice a–c.

1 Should I go to university in my hometown, or in another city? c
2 I want to ask Katie on a date, but I'm too shy. a
3 Mum's worried about me camping overnight at the music festival. b

a If I were you I wouldn't ask her. She might say no.
b Tell her there are six of us. We'll look after each other.
c You should study at your local university and live with your parents.

2 SPEAKING Discuss how good the advice in Exercise 1 is. Think of an alternative solution for each problem.

3 Read Tim's message to his older brother Ben and answer the questions.

1 Which problem from Exercise 1 does Tim describe? Problem 1
2 What advice would you give him?

To: Ben
Subject: How are you?

Hi Ben,

How's life back at uni? Having fun? Working hard? ;-)

I'm writing because I need your advice. I've been offered two places to study IT next year. One is here at the local university, and the other is all the way up in Edinburgh!

4 Read Ben's reply. Did he mention any of the advice you thought of?

To: Tim
Subject: Re: How are you?

Hey little brother,

Having a great time back at uni. You should come and visit soon.

Congratulations on the offers – I'm really proud of you. [1]**I understand what a difficult decision it is**, but it's better than having no options! Can't believe you're going to uni already! Seems like five minutes ago we were playing Lego together!

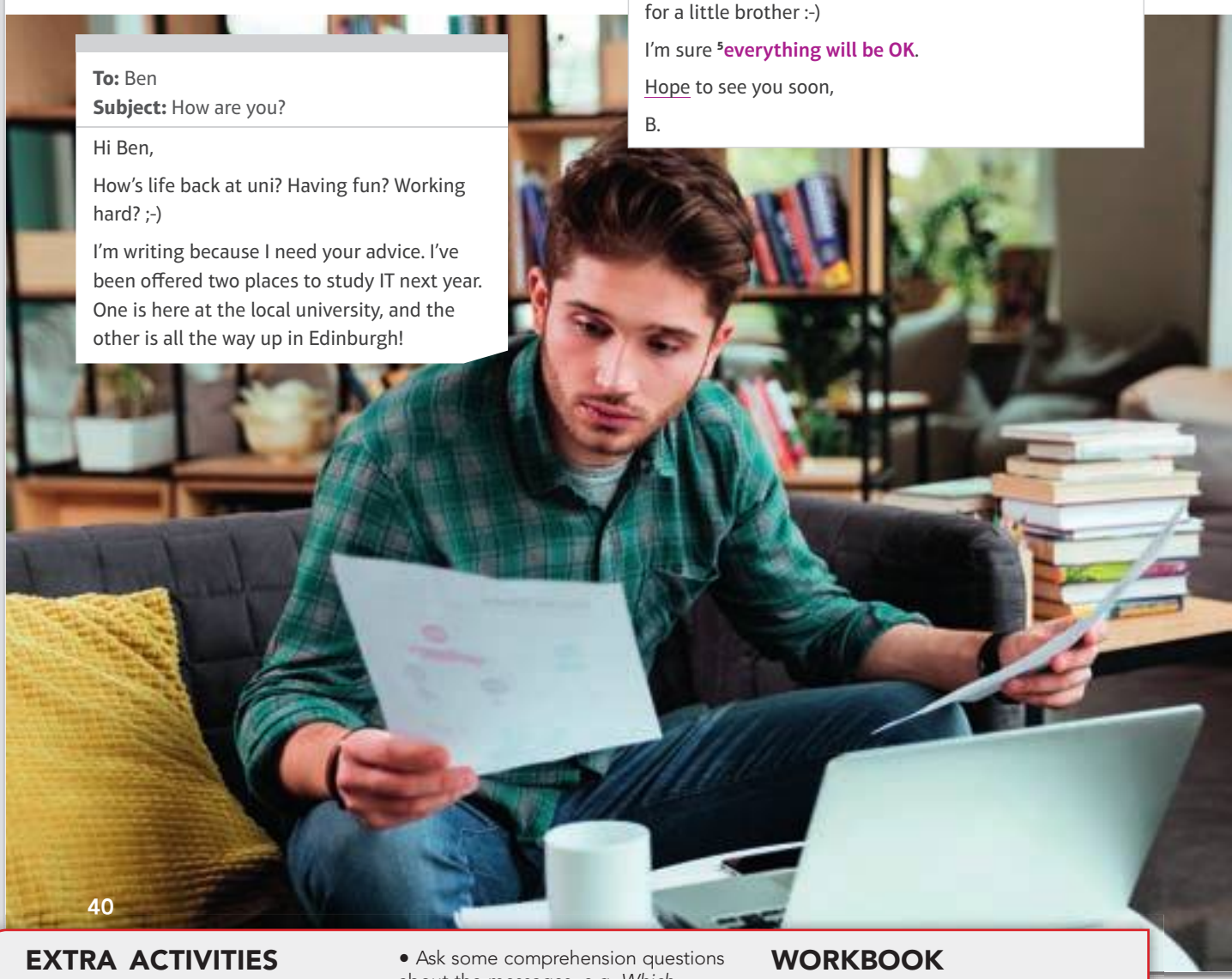
[2]**Have you thought about making** a list of the pluses and minuses? E.g. if you study at home and live with Mum and Dad (plus or minus? ;-)), you won't have to do your own washing, cooking, etc. On the other hand, if you go to Edinburgh, you'll have to look after yourself, but you'll have your freedom. [3]**If I were you, I'd** find out more about the courses as well.

[4]**By the way**, thanks for the mix – I played it at Scotty's party on Friday and everyone loved it. Great to have a DJ for a little brother :-)

I'm sure [5]**everything will be OK**.

Hope to see you soon,

B.



EXTRA ACTIVITIES

• Photocopiable resource 14
A personal email (15 min.) pp. 208, 232
• Before ex. 1, ask students to discuss the place they'd like to study (hometown or another city) in small groups. Run a class vote to check which answer is most popular.
• Ask some comprehension questions about the messages, e.g. *Which universities has Tim been offered a place at? Is Ben having a good time? What advice does he give? Do you agree?*, etc.

WORKBOOK

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

5 **Match the phrases in purple in the email (1–5) with phrases that have a similar meaning (a–e).**

a Incidentally, 4
b I can see why you are confused 1
c things will work out fine 5
d Why don't you make … 2
e It's a good idea to … 3

6 **Read the WRITING FOCUS and check your answers in Exercise 5.**

WRITING FOCUS

A personal email giving advice

- Start with general news and/or a reference to what your friend wrote in their last email.
- Express sympathy for your friend's situation
  I understand what a difficult decision it is.
  I can see why you're worried/unhappy.
- Offer advice by asking a question
  Have you thought about … (making a list)?
  Why don't you … (talk to your friend)?
- Offer advice by making a statement
  If I were you, I'd … (find out more).
  It's a good idea to … (read about it online/ask a teacher you get on well with).
  (See also *Giving advice* SPEAKING FOCUS p. 42)
- Change the subject and say something positive or give more news
  By the way, thanks for …
  Incidentally, did you hear that …?
- Reassure your friend at the end of the email
  I'm sure everything will be OK.
  I'm sure things will work out fine.

7 **Look at the underlined phrases in the email. What do you notice about them? Complete the LANGUAGE FOCUS with *It, It's, I* (x2) or *I'm*.**

LANGUAGE FOCUS

Ellipsis

- In informal English, you can leave words out. This is called ellipsis. You usually leave out subject pronouns and auxiliary verbs at the beginning of a clause when the meaning is obvious:
  Having a great time … = [1] I'm *having a great time …*
  Can't believe you're going to uni … = [2] I *can't believe you're going to uni …*
  Seems like five minutes ago … = [3] It *seems like five minutes ago …*
  Great to have a DJ for a little brother. = [4] It's *great to have a DJ for a little brother.*
  Hope to see you soon. = [5] I *hope to see you soon.*
- You can also leave out repeated words:
  Feeling a bit tired but I always am. = I'm feeling a bit tired but I'm always tired.

8 **Make this email more informal by removing seven words or phrases.**

To: Carla
Subject: How are you?

Hi Carla

Thanks for your email! ~~I~~ felt really sick last week but ~~I'm~~ getting better now thanks. Mum was worried, but she always is ~~worried~~. ~~I~~ finally finished my essay, so that's good. My tutor was pleased! ~~I~~ can't believe it's nearly summer. ~~I'm~~ looking forward to being on holiday.

~~I'll~~ see you next weekend,

L xx

9 **Read the message from a friend and mark the advice ✗ = bad idea, ✓ = it might work, ✓✓ = good idea. Compare your ideas with a partner.**

How r u? I'm :-(((Mum doesn't want me to go to the festival next weekend. Says she's worried about us camping overnight there. She said she could come with us to make sure we are safe!!!! LOL! What can I say or do to stop her worrying?

1 Forget about the festival. Your mum is right. ☐
2 Just go for the day and come home in the evening. ☐
3 Promise her you'll call before you go to bed and first thing in the morning. ☐
4 Remind her that my big brother is coming. He'll look after us. ☐
5 Ask your mum to come with us. It'll be fun. ☐
6 Tell her you're staying at my house. ☐

SHOW WHAT YOU'VE LEARNT

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

Reply to the message in Exercise 9. Write a personal email and:

- express sympathy for your friend's situation,
- offer some advice,
- change the subject and give some positive news,
- reassure your friend at the end of the email.

Just a quick email to answer your message.

NEXT CLASS

Ask students to write a list of the five most important things to take on holiday with you, and reasons to justify their choices.

3.8 SPEAKING

Asking for and giving advice

I can ask for, give and accept advice.

1 **Imagine you are going to England to do an English course and you are going to stay with an English family for a month. Write a list of things you need to take with you. Compare your list with a partner.**

2 2.1 **Listen to Markus asking Sophie for advice about what to take to England and answer the questions.**

1 Which of the things on your list do they mention?
2 Why does Sophie want Markus to remember his phone charger? So that he can take lots of photos.

3 2.1 **Listen again and tick the expressions in the SPEAKING FOCUS that you hear. Which three expressions on the list are not used in the dialogue?**

SPEAKING FOCUS

Asking for advice

Can you do me a (big) favour?	✓
Can you give me some advice?	✓
Do you think I need …?	
What do you think I should ...?	✓

Giving advice

The first thing you should do is …	✓
If I were you, I'd/I wouldn't …	✓
I think/don't think you should …	✓
You need/don't need to …	✓
You (really) ought to …	✓
You must/mustn't …	✓
The best thing would be to …	✓
It's a good idea to …	✓
Why don't you …?	

Accepting advice

Good idea!	
Good thinking!	✓
That's really helpful.	✓
Oh, I didn't think of that!	✓

Exercise 6

Things to wear

Good idea: light, comfortable clothes

Bad idea: a big coat, snow boots, very warm clothes

Things to take

Good idea: earphones for smartphone or iPod, a good book, snacks, sunglasses, tissues, water, pillow

Bad idea: chocolate, fizzy drinks

4 **Imagine a friend from England wants to visit your country during the winter. Complete the advice with one or two words from the SPEAKING FOCUS.**

1 The first thing you should do is book your flights.
2 If I were you, I'd pack lots of warm clothes.
3 You need/ought/don't need to bring a lot of formal clothes.
4 I think/don't think you should bring lots of cash.
5 You must remember to get some travel insurance.
6 You need/really ought to make sure you have a warm winter coat.

5 SPEAKING **Look at the photo and discuss the questions.**

1 Which form of transport do you prefer for long journeys?
2 What's the longest journey you've ever made by car, train or bus?
3 When did you last travel by bus?

6 SPEAKING **Discuss which ideas below are good and which are bad for a very long bus journey. Give reasons. Then complete the table.**

a big coat water earphones for smartphone or iPod fizzy drinks a good book light, comfortable clothes a pillow snacks snow boots sunglasses tissues chocolate very warm clothes

	Good idea	Bad idea
Things to wear		
Things to take		

7 SPEAKING **Follow the instructions below to prepare a dialogue. Use the SPEAKING FOCUS to help you. Then act it out to the class.**

Student A: You're from England. You're going to travel to Student B's country by bus. You've never been on a long bus journey before. Ask Student B for advice about what to wear, what to take for the journey and what kind of presents to take for the family.

Student B: Student A is visiting you from England. He/She is going to travel to your country by bus. Give him/her some advice about what to wear, what to take for the journey and what kind of presents to bring for your family.

A: *Hi Marcel. Can you do me a big favour? I need your help.*
B: *Yes, sure. What's the problem?*
A: *Well, you know I'm travelling to your country by bus. I've never been on a long bus journey before and I'm not sure what to take. Can you ...*

ROLE-PLAY 14 Asking for and giving advice

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

REFERENCES

Audioscript **p. 185**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

In pairs, students discuss the five most important things to take on holiday on each of their lists. Tell them they have to agree on a new list of five items together. They discuss the items and negotiate to come up with a new list, e.g. *I think the most important thing is to take your passport. You must take it or you can't travel!* Pairs can then work in groups of four to agree on a list for the group. Groups compare their ideas.

WORKBOOK

p. 42

NEXT CLASS

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

42

3.1 Vocabulary 4.17

airport /'eəpɔːt/
arrive /ə'raɪv/
bay /beɪ/
boat /bəʊt/
cable car /'keɪbəl kɑː/
car hire /'kɑː haɪə/
catch a bus/a train /ˌkatʃ ə 'bʌs/ə 'treɪn/
collapse /kə'læps/
cross a continent /ˌkrɒs ə 'kɒntɪnənt/
cross a river/valley /ˌkrɒs ə 'rɪvə/'væli/
crossing /'krɒsɪŋ/
cruise /kruːz/
cycle downhill/uphill /ˌsaɪkəl ˌdaʊn'hɪl/ ˌʌp'hɪl/
dirt track /'dɜːt træk/
donkey /'dɒŋki/
drive /draɪv/
fasten a seatbelt /ˌfɑːsən ə 'siːtbelt/
ferry /'feri/
flight /flaɪt/
for pleasure /ˌfə 'pleʒə/
get a lift /ˌget ə 'lɪft/
get stuck in traffic /ˌget ˌstʌk ɪn 'træfɪk/
have access to /ˌhæv 'ækses tə/
helicopter /'heləkɒptə/
journey /'dʒɜːni/
land /lænd/
miss a bus/a train /ˌmɪs ə 'bʌs/ə 'treɪn/
neighbourhood /'neɪbəhʊd/
on foot /ˌɒn 'fʊt/
plane /pleɪn/
public transport /ˌpʌblɪk 'trænspɔːt/
remote /rɪ'məʊt/
rickshaw /'rɪkʃɔː/
ride /raɪd/
route /ruːt/
rush hour /'rʌʃ aʊə/
sea lion /'siː ˌlaɪən/
sail /seɪl/
school bus /'skuːl bʌs/
short cut /'ʃɔːt kʌt/
sledge /sledʒ/
stroll /strəʊl/
suspension bridge /sə'spenʃən brɪdʒ/
terminal /'tɜːmənəl/
tour /tʊə/
traffic jam /'træfɪk dʒæm/
train /treɪn/
travel by train /ˌtrævəl baɪ 'train/
travel journalist /'trævəl ˌdʒɜːnəlɪst/
urban /'ɜːbən/
valley /'væli/
voyage /'vɔɪɪdʒ/
walk barefoot /ˌwɔːk 'beəfʊt/
winding path /ˌwaɪndɪŋ 'paːθ/

3.2 Grammar 4.18

baggage reclaim /'bægɪdʒ ˌrɪkleɪm/
cheetah /'tʃiːtə/
domestic animal /dəˌmestɪk 'ænəməl/
holidaymaker /'hɒlədeɪˌmeɪkə/
lion /'laɪən/
on the loose /ˌɒn ðə 'luːs/
pet /pet/
puma /'pjuːmə/
roar /rɔː/
tiger /'taɪgə/
zoo /zuː/

3.3 Listening 4.19

adventure /əd'ventʃə/
beach holiday /'biːtʃ ˌhɒlədi/
budget/three-star hotel /ˌbʌdʒɪt/ˌθriː stɑː həʊ'tel/
bus journey /'bʌs ˌdʒɜːni/
business trip /'bɪznəs trɪp/
campsite /'kæmpsaɪt/
get off /ˌget 'ɒf/
go away /ˌgəʊ ə'weɪ/
mountain /'maʊntən/
overland tour /ˌəʊvəlænd 'tʊə/
package holiday /'pækɪdʒ ˌhɒlɪdeɪ/
put up a tent /ˌpʊt ˌʌp ə 'tent/
return journey /rɪ'tɜːn ˌdʒɜːni/
round-the-world trip /ˌraʊnd ðə ˌwɜːld 'trɪp/
seaside resort /ˌsiːsaɪd rɪˌzɔːt/
single/double/twin room /ˌsɪŋgəl/ ˌdʌbəl/ˌtwɪn 'ruːm/
ski resort /'skiː rɪˌzɔːt/
skiing holiday /'skiːɪŋ ˌhɒlədi/
tour guide /'tʊə gaɪd/
tour leader /'tʊə ˌliːdə/
travel agent /'trævəl ˌeɪdʒənt/
travel company /'trævəl ˌkʌmpəni/
trekking /'trekɪŋ/
youth hostel /'juːθ ˌhɒstl/

3.4 Reading 4.20

appreciate /ə'priːʃieɪt/
avoidable /ə'vɔɪdəbl/
backpacker /'bæk'pækə/
belittle /bɪ'lɪtl/
book plane tickets /ˌbʊk 'pleɪn ˌtɪkɪts/
budget /'bʌdʒɪt/
challenge beliefs /ˌtʃæləndʒ bə'liːfs/
connected /kə'nektɪd/
cut yourself off from your family/home /ˌkʌt jɔːˌself ɒf frəm jə 'fæməli/'həʊm/
destination /ˌdestə'neɪʃən/
detract from /dɪ'trækt frəm/
dip /dɪp/
disconnected /ˌdɪskə'nektɪd/
execute /'eksɪkjuːt/
familiar /fə'mɪliə/
go backpacking /ˌgəʊ 'bækˌpækɪŋ/
GPS /ˌdʒiː ˌpiː 'es/
have one foot firmly planted at home /ˌhæv wʌn fʊt ˌfɜːmli ˌplɑːntɪd ət 'həʊm/
keep up-to-date with /ˌkiːp ˌʌp tə 'deɪt wɪð/
immerse yourself in a foreign culture /ɪˌmɜːs jɔːˌself ɪn ə ˌfɒrən 'kʌltʃə/
informed /ɪn'fɔːmd/
Millennial /mɪ'leniəl/
overnight journey /ˌəʊvənaɪt 'dʒɜːni/
passenger /'pæsɪndʒə/
pleasant /'plezənt/
problem-solve /'prɒbləm sɒlv/
profound /prə'faʊnd/
rewarding /rɪ'wɔːdɪŋ/
save up for /ˌseɪv 'ʌp fə/
solitary /'sɒlɪtəri/
survive /sə'vaɪv/
take a gap year /ˌteɪk ə 'gæp jɪə/
temple /'tempəl/
thinkable /'θɪŋkəbəl/
ticket /'tɪkət/
travel abroad /ˌtrævəl ə'brɔːd/
traveller /'trævələ/
unavoidable /ˌʌnə'vɔɪdəbəl/
unfamiliar /ˌʌnfə'mɪliə/
uninformed /ˌʌnɪn'fɔːmd/
unpleasant /ʌn'plezənt/
unrewarding /ˌʌnrɪ'wɔːdɪŋ/
unthinkable /ʌn'θɪŋkəbəl/
withdraw money from a cash point /wɪðˌdrɔː 'mʌni frəm ə 'kæʃ pɔɪnt/

3.5 Grammar 4.21

go through security /ˌgəʊ θruː sɪ'kjʊərəti/
security check /sɪ'kjʊərəti tʃek/
sword /sɔːd/
traffic pollution /'træfɪk pəˌluːʃən/
travel on the left/right /ˌtrævəl ɒn ðə 'left/'raɪt/

3.6 Use of English 4.22

break down /ˌbreɪk 'daʊn/
head for /'hed fə/
hold sb up /ˌhəʊld ˌsʌmbɒdi 'ʌp/
keep on /ˌkiːp 'ɒn/
keep up with /ˌkiːp 'ʌp wɪð/
pick sb up /ˌpɪk sʌmbɒdi 'ʌp/
pull over /ˌpʊl 'əʊvə/
put sb up /ˌpʊt ˌsʌmbɒdi 'ʌp/
run out of /ˌrʌn 'aʊt əv/
set off (on a journey) /ˌset 'ɒf (ɒn ə 'dʒɜːni)/
turn into /ˌtɜːn 'ɪntə/
walk away from /ˌwɔːk ə'weɪ frəm/

3.7 Writing 4.23

express sympathy /ɪkˌspres 'sɪmpəθi/
hometown /ˌhəʊm'taʊn/
incidentally /ˌɪnsɪ'dentəli/
reassure your friend /ˌriːəˌʃʊə jə 'frend/
uni /'juːni/

3.8 Speaking 4.24

pillow /'pɪləʊ/
snow boots /'snəʊ buːts/
tissue /'tɪʃuː/
travel by bus /ˌtrævəl baɪ 'bʌs/
travel insurance /'trævəl ɪnˌʃʊərəns/

WORD LIST ACTIVITIES

Divide students into teams. Call out a word for the first team. They have to explain the meaning. The same activity can be done in pairs. Students give each other words to explain.

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FOCUS REVIEW 3

VOCABULARY AND GRAMMAR

1 Complete the sentences with the correct form of the verbs in the box. There are two extra verbs.

board catch cross cycle fasten get miss

1 We need to leave right away or we're going to ___miss___ our train!
2 We had to ___cross___ the river by boat because the bridge was damaged.
3 The first thing to do after you take your seat on a plane is ___fasten___ your seatbelt.
4 I can ___catch___ the bus just outside my house, which is really convenient.
5 I hope we don't ___get___ stuck in traffic because we are already late.

2 Complete the sentences with words from the unit. The first letter of each word is given.

1 Our tour guide told us some fascinating stories as he showed us around Oxford.
2 There were no single rooms available, so they put me in a room with two large beds.
3 In Mexico, we stayed in a seaside resort which had three pools, a club and several restaurants.
4 It's cheaper to pay for a return journey instead of buying two single tickets.

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 I'm sure that snake isn't dangerous. There aren't any poisonous snakes in this area. **CAN'T**
That snake ___can't be___ dangerous. There aren't any poisonous snakes in this area.
2 I don't know how they got to London, but it's possible that they travelled by train. **MAY**
They may have got/travelled to London by train.
3 I'm certain that animal is a jaguar – look how fast it can run! **MUST**
That animal must be a jaguar – look how fast it can run!
4 Let's print out our itinerary. It's possible that we'll need it. **MIGHT**
Let's print out our itinerary. We ___might need it___.
5 I'm sure Jack lived in China as a child. **MUST**
Jack must have lived in China as a child.

4 Complete the sentences with the correct form of the verbs in brackets and *used to* or *would*. Sometimes both are possible.

1 We used to take/would take (take) at least two guidebooks on holiday, but these days I only need my smartphone.
2 I didn't use to like (not like) travelling by train as a child – I was afraid of the noise they made.
3 Public transport ___used to be___ (be) really slow when I was younger, but it's improved a lot since then.
4 Did you use to cycle/Would you cycle (you/cycle) to work or take the train before you bought your car?

USE OF ENGLISH

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

1 It was hard for me to _____ with the others on the cycling tour.
A turn up B drop off (C) keep up
2 Allan's grandparents _____ travel agents, so his family always got an extra discount for their holiday.
A was B would be (C) used to be
3 X: Why don't you go by train?
Y: You're right. _____ . I'll avoid the overcrowded bus again.
A I don't think I should do it.
(B) I didn't think of that.
C I'm not sure about that.
4 You can just _____ at the airport. Don't wait around for my flight to leave.
(A) drop me off B pick me up C hold me up
5 _____ stay in France for a few months. You won't learn much in a week.
A In my opinion, you mustn't (B) If I were you, I would
C I don't think I would

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

A Holiday to Help Others

Last summer, my friend Kara and I had a unique opportunity. Instead of going on a package holiday as we [1]_____ normally do, we decided to volunteer in Puerto Rico.

Our friends and parents said it could be dangerous as we had to [2]_____ the continent and we knew little about the place. However, we were determined to go. We went to a travel [3]_____ who arranges holidays for volunteers and she organised everything.

We ended up in a mountain village in Puerto Rico which had been seriously damaged in a terrible storm. We stayed in a small hotel in the valley, so we had to cycle [4]_____ to the village every morning. The ride was hard and the work was even harder, but it was very satisfying.

A couple of evenings a week we [5]_____ a lift into the nearest town where we could have a delicious meal or go dancing with other volunteers. I have to say that Puerto Rican food might be the best I have ever tasted! We weren't ready to leave after two weeks, and our [6]_____ home was a sad one. After this experience, I will never go on an ordinary holiday again.

1	A must	(B) would	C had
2	(A) cross	B miss	C fly
3	A guide	B leader	(C) agent
4	A forward	(B) uphill	C back
5	(A) used to get	B were getting	C might have got
6	A tour	B travel	(C) journey

REFERENCES
Audioscript **p. 185**

EXTRA ACTIVITIES
- Photocopiable resource 45 Multiple choice (12 min.) pp.215–216, 266
- Photocopiable resource 43 Multiple-choice cloze (20 min.) pp. 215, 264
- Use of English 3, WORD STORE booklet, p. 6
- Photocopiable resource 15 *Holiday with a difference* (speaking; 12 min.) pp. 208, 233–234
- Extra digital activities: Listening and Use of English

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

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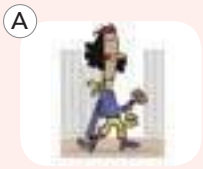
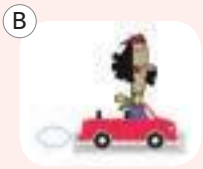
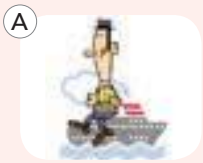
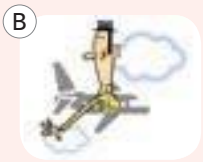
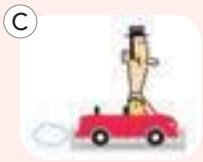
LISTENING

7 2.2 **Listen to three conversations and choose the correct answer, A, B or C.**

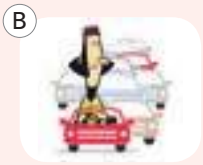
1 How did the woman get to the village? C

A  B  C

2 How did the man not travel on his holiday? C

A  B  C 

3 What is the woman's problem? B

A B  C

WRITING

8 Read the writing task and match parts 1–4 with sentences a–e. There is one extra sentence.

a If I were you, I'd find out if there are any organised trips for students.
b India must be a great place to visit in the summer.
c Congratulations on getting into university.
d Last summer, I convinced my parents to let me go to a concert in Paris alone.
e I can see why your parents don't want you to go to India on your own.

Your friend in Australia has been offered a place at university. Before she starts studying, she'd like to travel alone around an exotic country. Her parents do not want her to go.

Write an email to you friend and

1 congratulate her on her place at university and say you hope she will enjoy it [c]
2 express your opinion on her parents' worries [e]
3 offer advice on her problem [a]
4 describe a problem you recently had and how you solved it. [d]

9 Write the email in Exercise 8.

SPEAKING

10 In pairs, roleplay a conversation.

Student A

Each year you go kayaking in the lake district in your country. You're talking to a friend from the UK and you would like to invite him/her to join you. Start the conversation and mention:

- Transport
- Other attractions
- Training before the trip
- Accomodation

Student B

You're a friend of Student B who each year goes kayaking in the lake district in his country, and has invited you to join him/her. Use some or all of the following sentences after Student A starts the conversation:

- Which part of the country will it be in? How can I get there from (the airport)?
- What interesting places are we going to visit?
- Do you have to be fit to take part?
- But I've never slept in a tent! Will you help me put it up?

11 Look at the photos. They show different holidays people like to go on. In pairs, follow these steps.

- Talk to each other about why people like to go on these holidays.
- Decide on the type of holiday the right weather is most important for.

A B
C
D E

12 Ask and answer the questions.

1 Some people say it's better to learn a lot about places in your own country before travelling abroad. What do you think? Why?
2 Do you think it's a good idea to plan a holiday in advance or decide what to do at the last moment? Why?
3 Where would your ideal holiday be? Why?

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PROJECT

- How to teach with projects p. T19
- Work in groups. Imagine you live in a US city, e.g. Seattle or San Francisco, and are to show some friends around it. Do some research online and prepare a digital presentation about the city. Then present it to your class.

4

Eat, drink and be healthy

One man's meat is another man's poison.

A proverb

BBC

UMAMI

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

UNIT 4 VIDEOS

BBC Umami 15

FOCUS VLOG About food
Lesson 4.2 16

GRAMMAR ANIMATION
Lesson 4.5 17

ROLE-PLAY
Lesson 4.8 18

4.1 VOCABULARY

Fruit and vegetables • describing food • collocations

I can talk about food that I like and don't like.

SHOW WHAT YOU KNOW

1 Choose the odd one out in each group. Add other items to each list.

1 You can boil … potatoes, eggs, cheese, pasta.
2 You can chop … onions, carrots, fruit, salt.
3 You can fry … an omelette, soup, salmon, bacon.
4 You can mix … a sauce, ingredients, spices, meat.
5 You can slice … honey, bread, ham, cake.

2 SPEAKING Discuss the questions.

1 Who is the best cook in your family?
2 What dishes can you cook?

STRANGE CELEBRITY DIETS

When I read about the weird and wacky diets of famous celebrities, I think that being in the public eye can make people a bit crazy. And it's nothing new – more than two centuries ago, the romantic poet Lord Byron wanted to be pale and thin, so he only ate stale, dry biscuits, soda water and potatoes covered in vinegar – yuck! So sour! No wonder he died at the age of thirty-six!

Here's my list of today's top five strangest celebrity diets.

#5 Once, when **Beyoncé** was preparing for a video shoot, she went on a detox. This involved living on lemon juice, sweetened with maple syrup and made a little less bland with cayenne pepper. Give that woman some chocolate cake!

#4 Gwyneth Paltrow, Jennifer Aniston and Reese Witherspoon choose the baby food diet which involves eating fourteen jars of baby food a day, and one low-calorie meal of lean meat or fish and green salad.

REFERENCES

Culture notes **pp. 174–175**
Videoscript **p. 198**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Photocopiable resource 16 *Odds and ends from the fridge* (15 min.) pp. 208, 235
- Extra digital activities: Vocabulary Checkpoint
- Students divide the food words in ex. 5 and 7 into three categories to show the number of syllables in each word, and then underline the main stress, e.g. 1 syllable: *raw, bland*; 2 syllables: *cabbage, spinach*; 3 or more syllables: *cauliflower, aubergine*.

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3 **Read the blog post and discuss which celebrity diet you think is:**
- the most appealing
- the easiest to do
- the least appealing.

4 **Imagine you are doing the colour diet. Add the correct colour heading to each list of foods Check meanings in your dictionary if necessary.**

1 *red*	2 orange	3 green
cherries	apricots	avocados
chilli peppers	carrots	cabbage
radishes	pumpkin	spinach
4 yellow	5 white	6 purple
grapefruit	cauliflower	aubergines
pineapple	coconut	beetroot
sweetcorn	garlic	figs

#3 American singer Jennifer Hudson thinks the Cookie Diet™ is more fun – instead of breakfast, lunch and snacks, you have six biscuits. But these are not delicious, crunchy biscuits with milk chocolate on top. Dr Siegal, the inventor of the Cookie Diet, was careful to make his cookies taste good, but not too good.

#2 Katy Perry keeps in shape with the mushroom diet, but instead of enjoying a bowl of delicious mushroom soup, she swaps one meal a day with **raw** mushrooms for fourteen days at a time.

#1 – MY FAVOURITE! Christina Aguilera does the seven-day colour diet, eating food of a different colour every day for a week. Day one is white, but that means white fruit and vegetables, not white bread or white rice! This is followed by red, green, orange, purple, yellow and on the seventh day, all of the colours. This diet might encourage you to try new things, like deep-red cherries, **ripe** avocados or fresh figs, and you'd get plenty of vitamins. I think this is the only one I would actually try.

Go to **WORD STORE 4** page 9

WORD STORE 4A Fruit and vegetables

5 **2.3 Match the photos in WORD STORE 4A with the words in Exercise 4. Then listen, check and repeat.**

6 SPEAKING **Mark the items in WORD STORE 4A as follows:**
✓ = 'I like this'
✗ = 'I don't like this'
? = 'I've never tried this'.
Compare with your partner. What other items can you add to each list?

A: *I don't like radishes, what about you?*
B: *I don't think I've ever tried them. What do they taste like?*

WORD STORE 4B Describing food

7 **2.4 Complete WORD STORE 4B with the adjectives in red in the blog post. Then listen, check and repeat.**

8 **Complete the sentences with an appropriate adjective from WORD STORE 4B. Which sentences are true for you?**

1 Thai and Indian curries are too spicy for me. I know it's boring but I prefer ___bland___ food.
2 My friend likes anything ___sweet___ : she particularly loves ice cream and chocolate.
3 The taste of dark chocolate or strong coffee is too ___bitter___ for me.
4 If we have any old, ___stale___ bread, we feed the birds.
5 I've never tried sushi. I don't like the idea of eating ___raw___ fish.
6 I can't eat salad if the dressing has a lot of vinegar. It's too ___sour___ for me.
7 I don't like bananas that are too ___ripe___ . I prefer them to be white and firm.
8 I only like ___lean___ meat so I cut off the fat and leave it on the side of my plate.

WORD STORE 4C Collocations

9 **2.5 Complete WORD STORE 4C with the underlined examples in the blog post. Then ask and answer.**

10 SPEAKING **Complete the questions with appropriate collocations from WORD STORE 4C. Then ask your partner.**

1 Have you ever eaten _____ ?
2 When was the last time you had _____ ?
3 Which do you prefer: _____ or _____ ?
4 In what kind of recipes do you use _____ ?
5 Where would I find _____ in your kitchen?

11 SPEAKING **You are going to write a menu for either the most delicious or the most disgusting meal you can imagine. Use the words in WORD STORE 4A, 4B, 4C and your own ideas.**
- Think about some delicious or disgusting food.
- Use words from the lesson and your own ideas.
- Write a menu with a starter, a main course and a dessert.
- Who has the best or worst menu in the class?

• Students make two lists: *Food I like/ Food I don't like.*

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

Future forms

I can talk about the future using a range of future forms.

1 SPEAKING **Read about the best restaurant experiences in London. Which one would you most like to visit and why?**

BEST RESTAURANT EXPERIENCES IN LONDON

Circus restaurant
As you dine, performers entertain you.

Inamo
You place your order via a 3D menu and you choose a virtual tablecloth. You can even order a taxi home from your table.

Pitch black
You eat in the dark and the waiters are blind. They don't tell you what you're eating.

Oblix in The Shard
You get the best view in London from the thirty-second floor of The Shard.

2 2.6 **Listen to Charlie and Lianne. Which restaurant is Charlie going to, and which one is Lianne going to?**

Exercise 2
Charlie is going to Pitch Black.
Lianne is going to Circus restaurant.

3 2.6 **Listen again and choose the correct future form.**

1 Are you doing anything special? *Will* / *Shall* I organise something?
2 *I'll go* / *I'm going* there with my mum and dad next week.
3 *I'm eating* / *I'm going to eat* as much as possible because my parents are paying.
4 Soon you *can't* / *won't be able to* go to a restaurant without having an experience!
5 It *opens* / *will open* at 6:30.
6 It's a Saturday night so *it is* / *it's going to be* crowded.
7 *I'll message* / *I'm messaging* you as soon as *I leave* / *I'll leave* the theatre.

4 **Read the GRAMMAR FOCUS. Match the rules with the examples in Exercise 3. Use one of the examples twice.**

GRAMMAR FOCUS

Future forms

- You use the **Present Simple** to talk about a fixed future event on a timetable, a schedule or a programme. [1] 5
- You use the **Present Continuous** to talk about a future arrangement. You often mention a time, a date or a place. [2] 2
- You use ***be going to*** to talk about a future intention – something you have already decided to do [3] 3 or a future prediction based on what you can see or what you know. [4] 6
- You use ***will/won't*** to talk about a spontaneous decision when you react to circumstances [5] 7 or a future prediction based on your opinion. [6] 4
- You use ***shall*** (NOT ~~*will*~~) for offers and suggestions. [7] 1

Note: When you talk about the future, you use the present tense after the conjunctions *if*, *when*, *as soon as*, *unless*, *before* and *after*. [8] 7

5 **Complete the messages with appropriate future forms of the verbs in brackets.**

Hi. I'm out of the theatre.
How was it?
Brilliant. You must see it and it's selling out fast.
I know. I've already decided I [1] 'm going to get (get) tickets tomorrow.
You can go with Max and Jenny – they [2] are going (go) next Thursday.
Oh right. I [3] 'll call (call) Max. Anyway, let's do something now. [4] Shall I come (I/come) and meet you?
Yes, okay. I [5] I'll go (go) and wait for you in the café next to the theatre. Hurry up – I think it [6] closes (close) at 11 o'clock.
Right. I [7] 'll be (be) there in twenty minutes.

6 **Complete the sentences with appropriate future forms of the verbs in brackets. Then rewrite them to make them true for you.**

1 My local shop opens (open) at 6 a.m. tomorrow.
2 I've decided that I 'm going to stop (stop) eating meat.
3 I'm really hungry so when I get (get) home from school, I 'm going to have (have) a snack.
4 It's my birthday on Saturday and I 'm meeting up (meet up) with my friends for a pizza.
5 I think supermarkets will disappear (disappear) as more people shop online.
6 I don't feel very well. I think I 'm going to be (be) sick!

7 SPEAKING **Talk about the things below.**

1 Your plans or intentions for this evening.
2 An arrangement you've made for the weekend.
3 Ideas or plans you have for your next holiday.

FOCUS VLOG 16 About food

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

Grammar page 141

REFERENCES
Culture notes **p. 175**
Audioscript **pp. 185–186**
Videoscript **p. 198**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES
- Photocopiable resource 17 Test yourselves (10 min.) pp. 208, 236
- Extra digital activities: Grammar Checkpoint

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 find examples of healthy or unhealthy recipes in English.

48

4.3 LISTENING

Matching

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

1 SPEAKING **Look at the photos in the leaflet and decide whether they show healthy or unhealthy diets.**

2 **Take *The Healthy Diet Test* and compare your results with a partner.**

The Healthy Diet Test

Remember, the more ticks you get, the healthier you are.

1 I don't eat too much salt (e.g. in crisps and fast food). ☐

2 I don't eat too much sugar (e.g. in sweets and fizzy drinks). ☐

3 I am not difficult or fussy – I like most things. ☐

4 I have a balanced diet – I eat a variety of different kinds of fresh food. ☐

5 I eat fish at least once a week. ☐

6 I don't eat red meat more than three times a week. ☐

7 I feel well – I have plenty of energy. ☐

8 I look well – my skin and my hair look healthy. ☐

3 2.7 **Listen to a nutritionist giving advice. Which statement in *The Healthy Diet Test* does she not mention at all?** Doesn't mention 6.

EXAM FOCUS Matching

4 2.8 **Listen to four people talking about their diets. Match statements A–E with speakers 1–4. There is one extra statement.**

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

The speaker's diet …

A is based on fresh local produce.
B doesn't involve any cooking.
C used to include lots of sweet things.
D is based on Mediterranean produce.
E changed when he/she became a teenager.

5 2.8 **Answer the questions. Is it speaker 1, 2, 3 or 4? Listen again and check.**

1 Who couldn't become a vegetarian? 3
2 Who has a lot of energy? 1
3 Who supports animal rights? 4
4 Who rarely eats the same thing as his/her family? 1
5 Who doesn't use animal products? 4
6 Who has realised that his/her favourite food is unhealthy? 2

6 SPEAKING **Discuss the questions in Exercise 5 about your family and friends.**

My sister is a vegan and supports animal rights. She never eats the same things as the rest of my family, because they all love meat.

WORD STORE 4D Collocations

7 2.9 **Complete the collocations in WORD STORE 4D with *diet*, *food*, *meal* and *snack*. Then listen, check and repeat.**

8 **You are going to find out how well you know your partner's attitude to food.**

- Write three true sentences and one false one to describe your attitude to food.
- Begin your sentences with *I …* or *My …* and include the collocations in Exercise 7.
- Swap your sentences with a partner.
- Guess which sentence is false.

I think I have a very balanced diet.
I often have a quick snack between meals.
I have a hot meal every lunchtime.

PRONUNCIATION FOCUS

9 2.10 **Listen and repeat the words. Notice that the vowels in green have the same sound in each group.**

1 coffee orange *cauliflower*
2 beef beans sardines
3 grapes cakes potato
4 banana avocado tomato
5 cabbage spinach lettuce

10 2.11 **Add the words in the box to the correct group in Exercise 9. Then listen, check and repeat.**

~~cauliflower~~ lettuce potato sardines tomato

REFERENCES

Culture notes **p. 175**
Audioscript **p. 186**

EXTRA ACTIVITIES

In groups or as a whole class, students share the recipes they found. They say what the dish is, what the ingredients are and if they think it is healthy or unhealthy.

WORKBOOK

p. 49

NEXT CLASS

Ask students to write a description of the main photo on p. 51 without reading the text.

4.4 READING

Open-ended questions

I can identify the key information in an extended article.

1 SPEAKING **Read UK TODAY and discuss the questions.**

1 Which facts do you find most shocking?
2 Do you think the situation is similar or different in your country?

UK TODAY

- £13bn of food is thrown away each year.
- 71 percent of food waste comes from households.
- More than 50 percent of household food waste could have been eaten.
- Average UK household loses £470 per year due to avoidable food waste.
- 32 percent of children regularly skip breakfast before school.

2 SPEAKING **Read the title of the article, look at the photos and discuss what you think it's about. Then read the article and check your ideas.**

3 **Match headings a–f with paragraphs 1–4 in the article. There are two extra headings.**

a Everyone is welcome in The Real Junk Food cafés. 2
b Food past its sell-by date is consumed by animals.
c Children are taught how to make positive changes at home. 4
d One man's mission is to end food waste by feeding people, not bins. 1
e Food served in The Real Junk Food cafés is checked by officials. 3
f A healthy Australian diet and lifestyle is the best solution.

EXAM FOCUS Open-ended questions

4 **Read the article again and answer questions 1–5.**

1 How did Adam Smith get the idea to set up The Real Junk Food Project?
2 What is the point of selling meals on a pay-as-you-feel basis?
3 What kind of work can volunteers do for The Real Junk Food Project?
4 How can customers be sure that it's safe to eat at The Real Junk Food cafés?
5 What does the Fuel for School initiative teach children about food?

5 SPEAKING **Discuss whether you would consider eating or working in one of The Real Junk Food cafés. Give reasons for your answer.**

WORD STORE 4E Collocations

6 2.13 **Complete WORD STORE 4E with the examples in blue in the article. Then listen, check and repeat.**

7 SPEAKING **Complete the questions with an appropriate noun from WORD STORE 4E. Then discuss them with a partner.**

1 Have you ever thought about working in the voluntary ___sector___ ?
2 Would you eat anything that was past its sell-by ___date___ ?
3 Do you do anything at home to recycle household ___waste___ ?
4 Would you like a job in the catering ___industry___ ?
5 Could you do anything at school to reduce energy ___consumption___ ?
6 Are you worried that food waste has reached record ___levels___ ?

8 2.14 **The article talks about reducing leftovers. Listen to three people talking about their favourite leftovers recipes. Answer the questions:**

1 What is the main ingredient in all three? Stale bread
2 Have you ever made any of these dishes?
3 Which recipe do you like best?

9 2.14 **Use the words in the box to complete the instructions for the first recipe in Exercise 8. Then put the instructions in the correct order. Listen again and check.**

boil chop mix pour put slice

Bread and butter pudding

a Heat some milk in a small pan. Don't ___boil___ it. 4
b ___Put___ the slices of bread and butter in a dish with some dried fruit. 2
c ___Chop___ up some ripe bananas and put them in the dish. 3
d ___Slice___ the stale bread and put butter on it. 1
e ___Mix___ three eggs and three large spoons of sugar with the warm milk. 5
f ___Pour___ the mixture over the bread and fruit and cook in the oven for forty-five minutes. 6

10 SPEAKING **Discuss the questions.**

1 What happens to leftovers in your home?
2 What could your family, your school or your country do to cut down on food waste?

We don't have a lot of leftovers in my home. If there are any, my brother and his friends eat them.

Exercise 2
A project to recycle food that would otherwise go to waste and to educate schoolchildren about food.

Exercise 4
1 When he was travelling in Australia and saw how much food is wasted.
2 The point is that nobody is excluded.
3 They can collect food, they can help with the washing up.
4 The cafés are inspected regularly.
5 It teaches them the value of food so they can tackle food waste in their own homes.

REFERENCES

Audioscript **pp. 186–187**

EXTRA ACTIVITIES

- Before doing ex. 2, students compare their descriptions of the photo on p. 51. Then they discuss what they think the text will be about. Feedback with the class and encourage students to give reasons for their ideas.
- In pairs, students write more examples for the collocations in ex. 6 using their own ideas (e.g. *toxic waste, service sector, earlier date*) and a dictionary, if necessary, then compare with other pairs.

50

The Real Junk Food Project

2.12

1 d

Adam Smith is the founder of **THE REAL JUNK FOOD PROJECT**. He is passionate about collecting food that has been discarded by supermarkets, and transforming this wasted food into healthy nutritious meals.

Smith worked as a head chef for ten years and thought of the idea for The Real Junk Food Project when he was travelling in Australia and witnessed the scale of **food waste** in the **agricultural sector** and **catering industry**. The **global statistics** are shocking: roughly one third of food produced in the world for human consumption every year gets lost or wasted. Over 800 million people in the world (that's one in every nine people on Earth) do not have enough food to lead a healthy, active life. Smith founded The Real Junk Project to fill the gap between hunger and excess food, and to raise awareness about how much food goes to waste.

> " Over 800 million people in the world (that's one in every nine people on Earth) do not have enough food... "

2 a

Smith started the project and opened the first Real Junk Food café in his hometown Leeds in 2013. Since then, the concept has been exported as far away as Los Angeles and Brazil, Warsaw and Zurich. The idea is simple: volunteers go out and collect food from various sources: farms, restaurants, factories and supermarkets. Meals are produced and sold in cafés on a 'pay-as-you-feel' (PAYF) basis so that nobody is excluded. The cafés are for the community in general, not only for the poor. Those who can afford it pay what they think the meal is worth, while those who can't afford to buy meals from the café can earn their meals by volunteering – for instance, they can help with the washing up.

3 e

There is some controversy around the fact that some of the food served in The Real Junk Food cafés is past its **sell-by date**. Smith explains that chefs inspect the food and use their judgement to decide whether it is safe to eat. The food is cooked in accordance with official **government standards**, and cafés are inspected regularly by the environmental health department. They've fed over 10,000 people and nobody's been ill yet! Anything that isn't fit for **human consumption** goes to feed animals or as compost on vegetable gardens.

4 c

Smith believes that change needs to happen immediately and on a **local level**. Too many people are completely uneducated about food, and this was the incentive for setting up an educational branch of The Real Junk Food Project called Fuel for School. The initiative has two aims – to get breakfast to every hungry schoolchild in the country and secondly, to teach children the value of food so that they can reduce the amount of leftovers in their own homes. The idea is that if children know what they're eating, where it's come from and how it's prepared, they develop an engagement with food and life skills for the future.

WORKBOOK
pp. 50–51

NEXT CLASS
- Ask students to do *Show What You Know* in the WB, p. 52.
- Ask students to write their timetable for the things they will do at the weekend. They should write the time and the activity.

4.5 GRAMMAR

Future Continuous and Future Perfect

I can use the Future Perfect and Continuous to talk about future actions.

1 SPEAKING **Look at the photo and read the advert. Then discuss the questions.**

1 Would you like to go to Cook Camp? Why?/Why not?
2 How many things listed in the advert can you make?
3 Which dishes would you like to learn how to make?

teenage cook camp

In a few years, you will have graduated from school and will be living in a student house with other people your age.

WILL YOU KNOW HOW TO FEED YOURSELF?

At Cook Camp we believe that basic cooking skills are an important life skill but many young people will be leaving school and home without them.

JOIN OUR WEEKEND COOK CAMP NOW

By the end of the weekend, you'll have learnt how to make:

a pasta sauce vegetable soup pizza cakes and biscuits three chicken dishes an apple pie and much, much more!

2 **Read the GRAMMAR FOCUS and underline examples of the Future Continuous and Future Perfect in Exercise 1.**

GRAMMAR FOCUS 17

Future Continuous and Future Perfect

- You use the **Future Continuous** to talk about longer unfinished actions in progress at a time in the future.
  In a few years, you will be living in a student house.

Future Continuous: *will* + *be* + *-ing*

+	*I'll be working.*
–	*She won't be working.*
?	*Will they be working?* *Yes, they will./No, they won't.*

- You use the **Future Perfect** to talk about an action that will be completed before a certain time in the future.
  By 9 a.m. they'll have had their breakfast.

Future Perfect: *will* + *have* + past participle

+	*You'll have finished.*
–	*He won't have finished.*
?	*Will they have finished?* *Yes, they will./No, they won't.*

3 **Look at tomorrow's schedule at Cook Camp. Choose the correct option.**

1 At 6 a.m. they'll *be getting up* / *have got up*.
2 By 9 a.m. they'll *be having* / *have had* their breakfast.
3 In the morning they won't *be working* / *have worked* in the kitchen.
4 By 3 p.m. they'll *be finishing* / *have finished* lunch.
5 In the afternoon they'll *be cooking* / *have cooked* in the kitchen.
6 By 11 p.m. they'll be ready for bed. They will *be having* / *have had* a busy day!

Cook Camp *day 1*

6 a.m.	get up, breakfast
9 a.m.	field work: planting, gardening
12 p.m.	lunch
3 p.m.	kitchen basics: chopping, peeling, cleaning; talk by a guest speaker
6 p.m.	dinner
9 p.m.	film or games
11 p.m.	bed

4 **Write your schedule for tomorrow. Use the Future Continuous.**

At 7 a.m. I'll be having breakfast.

5 SPEAKING **Ask each other about your schedules for tomorrow. How similar or different are they?**

A: *Will you be having breakfast at 7 a.m.?*
B: *No, I won't. I'll be …*

6 **Use the prompts to write about things you *will* or *won't have done* by the end of today.**

By the end of today …
1 eat/pieces of fruit
By the end of the day, I'll have eaten three or four pieces of fruit.
2 drink/water drunk
3 cook/meals cooked
4 receive/text messages received
5 speak to/people spoken to
6 go into/shops been into
7 spend/money spent
8 do/homework done

7 **Use the prompts in Exercise 6 to make questions with *you*.**

1 *How many pieces of fruit will you have eaten by the end of the day?*

8 SPEAKING **Ask and answer the questions in Exercise 7.**

Grammar page 142

Exercise 7
By the end of today, how …
1 many pieces of fruit will you have eaten?
2 much water will you have drunk?
3 many meals will you have cooked?
4 many text messages will you have received?
5 many people will you have spoken to?
6 many shops will you have been into?
7 much money will you have spent?
8 much homework will you have done?

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

EXTRA ACTIVITIES
- Grammar animation
- Photocopiable resource 18 *A kitchen race against time* (10 min.) pp. 209, 237–238
- Extra digital activities: Grammar Checkpoint
- Use the timetables students prepared at home. In pairs they exchange timetables and say, e.g. *At 9:30 I'll be getting up. By 10:30 I will have had a shower and eaten breakfast.*

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.

52

4.6 USE OF ENGLISH

Question tags

I can use a range of question tags.

1 SPEAKING **Imagine you and your friends want to order a pizza delivery. Discuss the questions.**

1 How do you order? With an app.
2 Who do you order from? Regal Pizzas
3 What type of pizzas do you order? gluten-free Margherita, spicy sausage, normal Margherita

2 2.15 **Listen to a conversation between three friends in *Pizza Delivery* Part 1. How do they answer the questions in Exercise 1?**

3 2.15 **Complete the example sentences in LANGUAGE FOCUS I with the correct auxiliary verb. Then listen again and check.**

LANGUAGE FOCUS I

Question tags

- You use question tags to change affirmative or negative statements into questions.
- You form question tags with an **auxiliary/modal verb** + **pronoun**.

Positive statement + negative tag
You've got *the Food Delivery App,*[1] ___haven't___ ***you****?*
We can *use Regal Pizzas,* [2] ___can't___ ***we****?*

Negative statement + positive tag
I'm not *the only one,* [3] ___am___ ***I****?*
We haven't had *pizza for ages,* [4] ___have___ ***we****?*

Special cases
That's *unusual,* [5] ___isn't___ ***it****?*
Let's *order some pizzas,* [6] ___shall___ ***we****?*

4 2.16 **Listen to *Pizza Delivery* Part 2. What is the problem?** Wrong address

5 2.16 **Read LANGUAGE FOCUS II and complete the exchanges from *Pizza Delivery* Part 2. Does the intonation rise or fall? Listen again and check.**

LANGUAGE FOCUS II

Intonation and meaning in question tags

- Tags which have rising intonation ↑ mean 'Please answer my question – I don't know if my statement is true'.
- Tags which have falling intonation ↓ mean 'Please agree with my statement – I think my statement is true'.

1 Hi, you ordered food, ___didn't you___ ?
2 That's everything, ___isn't it___ ? – rising
3 You are Mr and Mrs Whitecross, ___aren't you___ ? – rising
4 We don't look like Mr and Mrs anybody, ___do we___ ? – rising
5 And this isn't 102 Corn Street, ___is it___ ? – falling

6 Work with a partner.

- Add an appropriate tag to statements 1–5.
- Think about your partner and decide whether you think the statement is true or you have no idea.
- Use appropriate intonation to practise the questions tags.

1 You don't have any special dietary needs, ___do you___ ?
2 There's a restaurant near your house, ___isn't there___ ?
3 You didn't go out for a meal last Saturday, ___did you___ ?
4 Your mum can cook really well, ___can't she___ ?
5 You'd like to have a snack right now, ___wouldn't you___ ?

7 USE OF ENGLISH **Choose the correct question tag, A, B or C to complete *Pizza Delivery* Part 3.**

Jess: Listen, I'm so hungry. We could just take the curries, [1]_____
Delivery 1: Mr and Mrs Whitecross wouldn't be too happy, [2]_____
Olly: They won't know, [3]_____
Maggie: No, that's just wrong. We can wait a bit longer, [4]_____. Listen, number 102 is across the road. You won't get lost again now, [5]_____
Delivery 1: I'll try not to. Thanks!
Delivery 2: Hello. This is 120 Corn street, [6]_____
All: Yes, it is.
Olly: Have you got our pizzas?

1	A shall we?	B could we?	C couldn't we?
2	A are they?	B would they?	C would he?
3	A will they?	B would they?	C won't they?
4	A shall we?	B can we?	C can't we?
5	A do you?	B won't you?	C will you?
6	A isn't it?	B is this?	C is it?

8 2.17 **Listen and check your answers in Exercise 7.**

9 Work in groups of three. Write a conversation between three friends deciding on a food delivery order. Your conversation must include the question tags in the box.

did she? hasn't he? isn't it? shall we? will you?

Use of English page 143

REFERENCES

Audioscript **p. 187**

EXTRA ACTIVITIES

Students do a variation of ex. 9 (in different groups than before), only discussing a weekly shopping list. They have to agree on a minimum of five items and use question tags. Time the activity at five minutes.

WORKBOOK

p. 53

NEXT CLASS

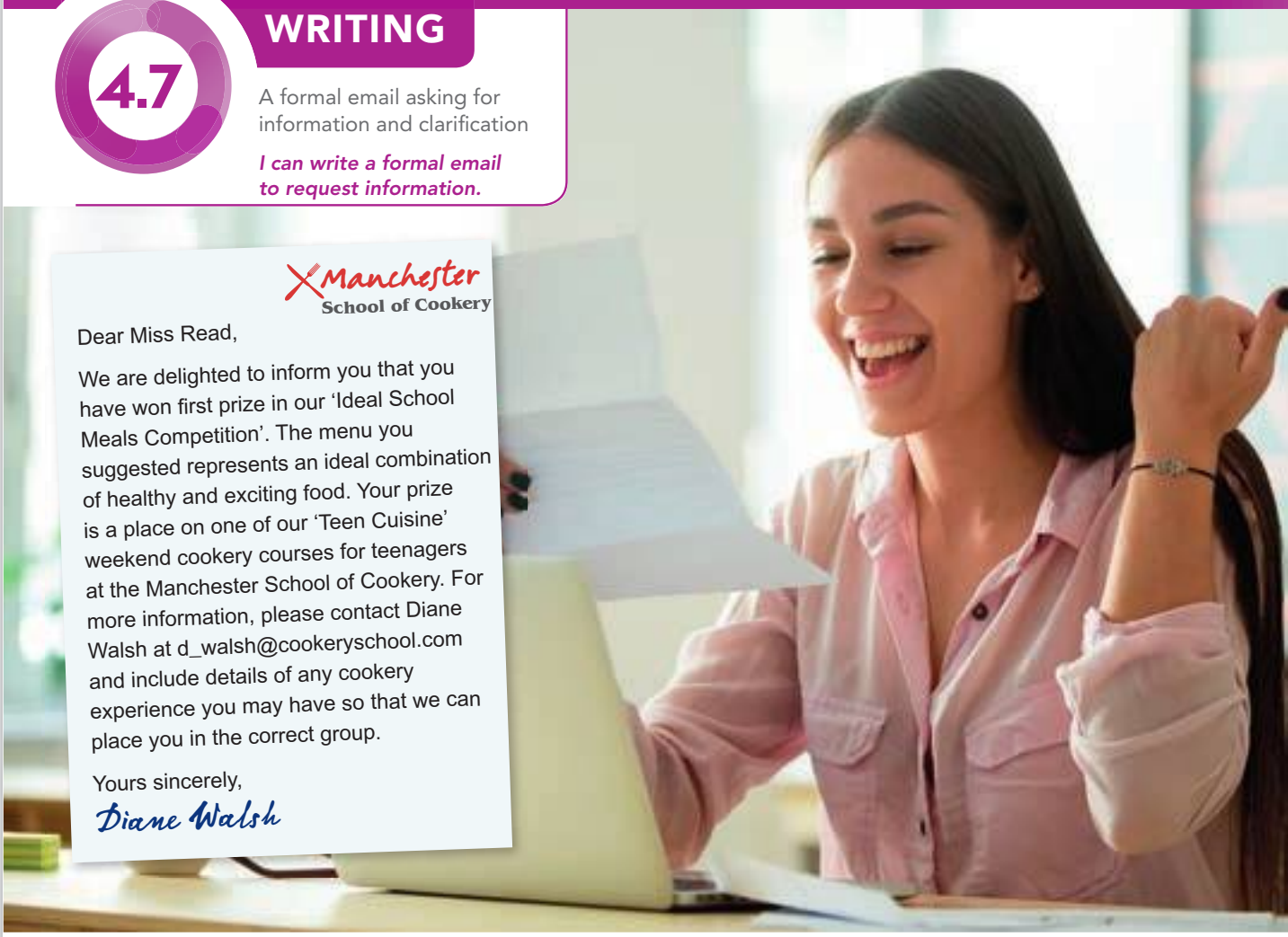
- Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 4.6, Use of English.
- Ask students if they'd like to win a cookery competition and, if yes, what the prize should be.

53

4.7 WRITING

A formal email asking for information and clarification

I can write a formal email to request information.



Manchester School of Cookery

Dear Miss Read,

We are delighted to inform you that you have won first prize in our 'Ideal School Meals Competition'. The menu you suggested represents an ideal combination of healthy and exciting food. Your prize is a place on one of our 'Teen Cuisine' weekend cookery courses for teenagers at the Manchester School of Cookery. For more information, please contact Diane Walsh at d_walsh@cookeryschool.com and include details of any cookery experience you may have so that we can place you in the correct group.

Yours sincerely,

Diane Walsh

1 Read the letter. Is it formal or informal? Think of three questions you would ask about the prize mentioned in the letter. Formal

2 Read Mia's reply. Does she ask any of your questions in Exercise 1?

[1]Hi Diane,

Thanks for your letter telling me that I have won the competition. [2]**I'm** very **happy** and I [3]can't wait for the 'Teen Cuisine' experience. I am [4]getting in touch to ask for more information about the course. I have **lots of** questions that I **want** to ask.

First, what are the dates and times of the next course? Also, do I need to bring anything with me? I do not have my own special clothing or kitchen **stuff**.

You asked about cookery experience and in fact, I have never done a cookery course before. However, we did have some cookery lessons at school and I do quite a lot of cooking at home. You mentioned placing me in the correct group, but [5]you didn't say which levels are available.

Thank you once again for choosing my menu as the winner. [6]Write back and answer my questions soon.

Yours sincerely,

Mia Read

3 Parts of Mia's email are too informal. Match the words in purple in the email with the more suitable formal alternatives below.

1 equipment – stuff
2 informing – telling
3 would like – want
4 a number of – lots of
5 Thank you – Thanks
6 pleased – happy

4 Replace the underlined phrases in the email with the more formal alternatives below.

a I hope to hear from you … 6
b I am … 2
c could you clarify …? 5
d Dear Ms Walsh, 1
e contacting you … 4
f I am looking forward to 3

EXTRA ACTIVITIES

- Photocopiable resource 19 A formal email asking for information and clarification (15 min.) pp. 209, 239
- Check students' cookery competition ideas before they read the letters.
- Ask students some comprehension questions about the letters, e.g. *What has Mia won? What did she have to do?*, etc.

WORKBOOK

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

NEXT CLASS

Ask students to find and bring examples of menus.

54

5 Read the WRITING FOCUS and complete it with the phrases in Exercise 4.

WRITING FOCUS

A formal email asking for information and clarification

- Start the email politely.
  Dear Sir or *Dear Madam*
  Dear Sir/Madam (if gender is unknown)
  Dear Mr, *Dear Mrs* or *Dear Miss* (to a young woman) + surname
  Dear Ms + surname (to an unmarried woman, or if you are not sure) [1] *Dear Ms Walsh*
- Don't use:
  - **abbreviations**: ~~*Thanks*~~ = *Thank you*
  - **informal phrases**: ~~*lots of*~~ = *several, a number of*
    ~~*I can't wait for*~~ = [2] I am looking forward to
  - **contractions**: ~~*I'm*~~ = [3] I am
- In the first paragraph, refer to the letter/email/advert you are responding to and say why you are writing.
  Thank you for your letter/email informing me that …/ regarding …
  I am [4] contacting you *to enquire about/ask for …*
- If something is unclear, ask for clarification.
  [5] Could you clarify *which levels are available?*
  Could you confirm/explain when/where/what/how/whether/ if …?
- In the final paragraph, mention that you would like a reply.
  I look forward to receiving your reply soon.
  [6] I hope to hear from you *soon.*
- Close the email politely.
  Yours sincerely (if you know the name of the person you are writing to)
  Yours faithfully (if you started the letter with *Dear Sir/Madam* or *Dear Sir or Madam*)

6 Choose the more formal alternative.

1 a Hello there (b) Dear Mr Stein
2 (a) Thank you for contacting me …
  b Thanks for your email …
3 a I want to know about …
  (b) I would like to enquire about …
4 (a) I look forward to hearing from you soon
  b Please write back soon
5 a All the best, (b) Yours sincerely,

7 Complete the LANGUAGE FOCUS with direct questions from Mia's email.

LANGUAGE FOCUS

Indirect questions

You can use indirect questions to be more polite:

Direct: [1] What are the dates and times of the next course?

Indirect: *Could you tell me what the dates and the times of the next course are?*

Direct: [2] Do I need to bring anything with me?

Indirect: *I would also like to know whether I need to bring anything else.*

Note: The word order in indirect questions is the same as in affirmative statements.
You use ***if/whether*** for *yes/no* questions. You don't use *do, does* or *did*.

8 Write indirect questions using the question beginnings in brackets.

1 What time do I have to arrive?
  (Could you tell me …)
2 Is the school near the station?
  (Can you tell me …)
3 How many students are there on the course?
  (I would like to know …)
4 Do you offer accommodation on campus?
  (Could you tell me …)
5 Do students get a certificate at the end?
  (I would like to know …)

9 Rewrite Mia's email request for further information using indirect questions where possible.

Dear Ms Walsh,

Thank you for your email and for sending details of the different kinds of accommodation on offer. I've thought about all the possibilities, and I've decided that I would like to stay with a host family, please. I've got a few questions about meals. Will I have breakfast and dinner with the host family or only breakfast? I am vegetarian so can the host family provide vegetarian meals?

As for the payment to the host family, do I have to pay in advance? And if so, can I do a bank transfer, or would they prefer cash?

I'd like to cycle to school from the host family, but that depends on the distance. How far is the host family from the school? Alternatively, is there is a bus?

I hope to hear from you soon.

Yours sincerely,

Mia Read

Exercise 8

1 Could you tell me what time I have to arrive?
2 Can you tell me whether/if the school is near the station?
3 I would like to know how many students there are on the course.
4 Could you tell me whether/if you offer accommodation on campus?
5 I would like to know whether/ if students get a certificate at the end.

SHOW WHAT YOU'VE LEARNT

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

A famous chocolate company have chosen you as the winner of their online competition to suggest an interesting new flavour for their chocolate. The prize is a visit for you and a friend to their chocolate factory in Switzerland. Write an email and:

- thank the company for choosing your suggestion as the winner,
- say how you feel about the prize,
- ask about dates, travel arrangements and accommodation,
- ask for confirmation that your friend will also travel and stay for free.

55

4.8 SPEAKING

In a restaurant

I can use indirect questions in a simple conversation on a familiar topic.

VIDEO 18

1 SPEAKING **Imagine you are in Mario's restaurant. Look at the lunch menu. What would you choose? What questions would you ask?**

Mario's lunch menu

2 courses €10

Main course

Pizza Margherita
Cheeseburger and chips
Mario Special Salad
Mario Special Pasta
Soup of the day

Dessert

Chocolate mousse
Fruit salad and ice cream
Cheese and biscuits

2 2.18 **Listen to a conversation between Alex and a waiter. What are the problems? What solution do they find?**

The customer is vegetarian and allergic to onions.
The solution is a salad without chicken and chips.

3 2.18 **Complete the conversation with phrases in the SPEAKING FOCUS. Listen again and check.**

Alex: Excuse me – [1] Can I order, please? ?
Waiter: Certainly. What can I get you?
Alex: [2] Can you tell me what the Mario Special Salad is?
Waiter: Sure. It's a salad with lettuce, red peppers and chicken.
Alex: Oh. [3] Do you have any vegetarian dishes?
Waiter: Vegetarian? What about pasta?
Alex: [4] Do you know what the pasta sauce is?
Waiter: Yes, it's a delicious salmon sauce.
Alex: Oh, I don't eat fish.
Waiter: You don't eat fish? Can I suggest a very good vegetarian restaurant, just five minutes from here?
Alex: No, it's OK. [5] Can you tell me what the soup is?
Waiter: Ah, it's vegetable soup today! Would you like the soup?
Alex: Er maybe. But first [6] I'd like to know if there are onions in it.
Waiter: Yes, it's a vegetable soup. There are onions in it. Is that a problem?
Alex: Yes, I'm sorry, but I'm allergic to onions.
Waiter: Right. How about the salad without chicken?
Alex: Yes, salad sounds good. [7] Can I have chips with that?
Waiter: Yes, of course. Is that everything?
Alex: Yes, thanks.
...
Waiter: Would you like to see the dessert menu?
Alex: No thanks. [8] Could I have the bill, please?

SPEAKING FOCUS

Ordering food

a Can I order, please?
b Do you have any vegetarian dishes?
c Can I have chips with that?
d Could I have the bill, please?

Asking for information with indirect questions

e Can you tell me what the soup is?
f Can you tell me what the Mario Special Salad is?
g Do you know what the pasta sauce is?
h I'd like to know if there are onions in it.

4 2.19 **Listen to the end of the conversation. Why does the waiter change his attitude to Alex?**

Because she is writing a review of this restaurant for her food blog.

5 SPEAKING **Write indirect questions using the question beginnings in brackets. Then ask and answer the questions.**

1 What's your favourite fruit? (Can you tell me …)
2 Where's an Italian restaurant near your house? (Do you know …)
3 Is there anything you don't eat? (I'd like to know …)
4 Are you a good cook? (I'd like to know …)
5 Where can I get the best ice cream? (Can you tell me …)
6 Who's the fussiest eater you know? (Could you tell me …)

6 **Follow the instructions below to prepare a restaurant dialogue. Use the SPEAKING FOCUS and phrases in the dialogue in Exercise 3 to help you.**

Student A: You are a customer in a restaurant. You're a vegetarian and you're allergic to eggs and mushrooms. You don't like peppers very much. Ask the waiter for information about: pizza, pasta, soup and salad. Explain why you can't eat some dishes.

Student B: You are a waiter. Take Student A's order. Answer Student A's questions about the dishes and make suggestions.

- pizza: ham, eggs, tomatoes, cheese
- pasta: prawn sauce
- soup: mushroom
- salad: chicken, green beans, lettuce, peppers

7 SPEAKING **Practise the dialogue and act it out. Take it in turns to be A and B.**

ROLE-PLAY 18 **In a restaurant**

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

Exercise 5

1 Can you tell me what your favourite fruit is?
2 Do you know where an Italian restaurant near your house is?
3 I'd like to know if there's anything you don't eat.
4 I'd like to know if you're a good cook.
5 Can you tell me where I can get the best ice cream?
6 Could you tell me who the fussiest eater you know is?

REFERENCES

Audioscript **p. 187**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

Students work in pairs. Student A is a customer and Student B is the waiter/waitress. They use the menus they have brought to role-play ordering food, asking questions about the dishes. Then they swap roles.

WORKBOOK

p. 56

NEXT CLASS

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

4.1 Vocabulary 4.25

apricot /'eɪprɪkɒt/
aubergine /'əʊbəʒiːn/
avocado /ˌævə'kɑːdəʊ/
bacon /'beɪkən/
beetroot /'biːtruːt/
bitter /'bɪtə/
black/cayenne/ground pepper /ˌblæk/ ˌkeɪen/ˌgraʊnd 'pepə/
bland /blænd/
boil /bɔɪl/
brown/long-grain/white rice /ˌbraʊn/ ˌlɒŋ greɪn/ˌwaɪt 'raɪs/
cabbage /'kæbɪdʒ/
cake /keɪk/
carrot /'kærət/
cauliflower /'kɒlɪˌflaʊə/
cherry /'tʃeri/
chilli pepper /ˌtʃɪli 'pepə/
chocolate/maple/sugar syrup /ˌtʃɒklət/ ˌmeɪpəl/ˌʃʊgə 'sɪrəp/
chop (up) /ˌtʃɒp ('ʌp)/
coconut /'kəʊkənʌt/
coffee /'kɒfi/
cook /kʊk/
cooked /kʊkt/
crunchy/dry/stale biscuits /ˌkrʌntʃi/ˌdraɪ/ ˌsteɪl 'bɪskəts/
cut off /ˌkʌt 'ɒf/
(dark/milk) chocolate /(ˌdɑːk/ˌmɪlk) 'tʃɒklət/
delicious /dɪ'lɪʃəs/
disgusting /dɪs'gʌstɪŋ/
fatty /'fæti/
feed /fiːd/
fig /fɪg/
firm /fɜːm/
fresh /freʃ/
fry /fraɪ/
garlic /'gɑːlɪk/
grapefruit /'greɪpfruːt/
green salad /ˌgriːn 'sæləd/
homemade pizza /ˌhəʊm'meɪd 'piːtsə/
homemade/tinned soup /ˌhəʊm'meɪd/ ˌtɪnd 'suːp/
hot/spicy /hɒt/'spaɪsi/
ice cream /ˌaɪs 'kriːm/
ingredient /ɪn'griːdiənt/
jar /dʒɑː/
juice /dʒuːs/
lean /liːn/
low-calorie meal /ˌləʊ ˌkæləri 'miːl/
main course /ˌmeɪn 'kɔːs/
menu /'menjuː/
mild /maɪld/
milk /mɪlk/
mix /mɪks/
mixed salad /ˌmɪkst 'sæləd/
mushroom /'mʌʃruːm/
mushroom soup /'mʌʃruːm suːp/
omelette /'ɒmlət/
onion /'ʌnjən/
orange /'ɒrəndʒ/
pineapple /'paɪnæpəl/
plate /pleɪt/
potato /pə'teɪtəʊ/
pumpkin /'pʌmpkɪn/
radish /'rædɪʃ/
raw /rɔː/
ripe /raɪp/
roast /rəʊst/
rotten /'rɒtn/
salmon /'sæmən/
salt /sɔːlt/
side salad /'saɪd ˌsæləd/
slice /slaɪs/
sliced/white/wholemeal bread /ˌslaɪst/ ˌwaɪt/ˌhəʊlmiːl 'bred/
soda/sparkling/still water /'səʊdə/ 'spɑːklɪŋ/'stɪl ˌwɔːtə/
sour /saʊə/
sour milk /ˌsaʊə 'mɪlk/
spinach /'spɪnɪdʒ/
starter /'stɑːtə/
strong /strɒŋ/
sushi /'suːʃi/
sweet /swiːt/
sweetcorn /'swiːtkɔːn/
unripe /ˌʌn'raɪp/
vitamin /'vɪtəmən/

4.2 Grammar 4.26

animal products /'ænəməl ˌprɒdʌkts/
olive /'ɒlɪv/
olive oil /'ɒlɪv ɔɪl/
order /'ɔːdə/
protein /'prəʊtiːn/

4.3 Listening 4.27

add /æd/
balanced/fattening/healthy diet /ˌbælənst/ˌfætn-ɪŋ/ˌhelθi 'daɪət/
beef /biːf/
butter /'bʌtə/
cold/healthy/light/quick snack /ˌkəʊld/ ˌhelθi/ˌlaɪt/ˌkwɪk 'snæk/
crisps /krɪsps/
crispy /'krɪspi/
dried /draɪd/
fast food /ˌfɑːst 'fuːd/
fattening/healthy food /ˌfætn-ɪŋ/ˌhelθi 'fuːd/
fizzy drink /ˌfɪzi 'drɪŋk/
fussy /'fʌsi/
grape /greɪp/
healthy meal /ˌhelθi 'miːl/
heat /hiːt/
heavy meal /ˌhevi 'miːl/
hot meal /ˌhɒt 'miːl/
lettuce /'letəs/
local produce /ˌləʊkəl 'prɒdjuːs/
nutritionist /njuː'trɪʃənəst/
organic food /ɔːˌgænɪk 'fuːd/
pour /pɔː/
pudding /'pʊdɪŋ/
red meat /ˌred 'miːt/
sardines /ˌsɑː'diːnz/
three-course meal /ˌθriː kɔːs 'miːl/
vegan /'viːgən/
vegetarian diet /ˌvedʒə'teəriən 'daɪət/
warm /wɔːm/

4.4 Reading 4.28

agricultural sector /ˌægrɪkʌltʃərəl 'sektə/
alarming/official statistics /əˌlɑːmɪŋ/ əˌfɪʃəl stə'tɪstɪks/
assist /ə'sɪst/
catering/tourist industry /'keɪtərɪŋ/ 'tʊərəst ˌɪndəstri/
chef /ʃef/
curry /'kʌri/
discarded /dɪs'kɑːdɪd/
due date /ˌdjuː 'deɪt/
energy consumption /'enədʒi kənˌsʌmpʃən/
expiry date /ɪk'spaɪəri deɪt/
financial/voluntary sector /faɪ'nænʃəl/ 'vɒləntəri ˌsektə/
food/household waste /'fuːd/ 'haʊshəʊld weɪst/
frying pan /'fraɪɪŋ pæn/
global statistics /ˌgləʊbəl stə'tɪstɪks/
government/international standards /ˌgʌvənmən/ˌɪntənæʃənəl 'stændədz/
healthy lifestyle /ˌhelθi 'laɪfstaɪl/
human consumption /ˌhjuːmən kən'sʌmpʃən/
incentive /ɪn'sentɪv/
industrial waste /ɪnˌdʌstriəl 'weɪst/
leftovers /'leftˌəʊvəz/
local level /'ləʊkəl ˌlevəl/
manufacturing industry /mænjʊ'fæktʃərɪŋ ˌɪndəstri/
meat consumption /'miːt kənˌsʌmpʃən/
minimum/record level /'mɪnɪməm/ 'rekɔːd ˌlevəl/
mixture /'mɪkstʃə/
nutritious /njuː'trɪʃəs/
oven /'ʌvən/
pan /pæn/
recipe /'resəpi/
safety standards /'seɪfti ˌstændədz/
sell-by date /'sel baɪ deɪt/
serve /sɜːv/
spoon /spuːn/
throw away /ˌθrəʊ ə'weɪ/
waste /weɪst/

4.5 Grammar 4.29

apple pie /'æpəl paɪ/
chicken /'tʃɪkən/
dinner /'dɪnə/
pasta sauce /'pæstə sɔːs/
peel /piːl/
vegetable soup /'vedʒtəbəl suːp/

4.6 Use of English 4.30

dietary needs /'daɪətəri niːdz/

4.7 Writing 4.31

cookery course/lessons /'kʊkəri kɔːs/ ˌlesənz/
cuisine /kwɪ'ziːn/

4.8 Speaking 4.32

be allergic to /bi ə'lɜːdʒɪk tə/
bill /bɪl/
cheeseburger /'tʃiːzbɜːgə/
chips /tʃɪps/
chocolate mousse /ˌtʃɒklət 'muːs/
fruit salad /'fruːt ˌsæləd/
green beans /ˌgriːn 'biːnz/
prawn sauce /ˌprɔːn 'sɔːs/
red pepper /ˌred 'pepə/

WORD LIST ACTIVITIES

- Ask pairs to write some gap-fill sentences to practise words from Unit 4, e.g. *I have a _ diet. I don't eat meat.* (vegetarian). *I don't like cooked food, I prefer _ food.* (raw). Pairs exchange and complete the sentences.
- Students work in teams. They prepare clues to words from the unit. Teams take it in turns to read out their clues for the others to guess, e.g. *It's a vegetable. It's brown when it's cooked. You often eat it on pizza.* (mushroom). *It's the opposite of 'spicy'.* (mild). *To chop something up means to cut it into small pieces – true or false?* (True).

FOCUS REVIEW 4

VOCABULARY AND GRAMMAR

1 Complete the adjectives in the sentences. The first letter of each adjective is given.

1 Eating **r**aw meat is not safe. Always make sure that it is cooked all the way through.
2 I find **s**parkling water more refreshing than normal water in hot weather.
3 We always use **w**holemeal bread for sandwiches because it is tastier than white bread.
4 I hate the **b**itter taste of coffee. I always drink it with milk.
5 You don't have to use fresh tomatoes to prepare this dish. It's OK to use **t**inned ones.
6 The apples on our tree are still **u**nripe so we have to wait a couple of weeks before we can eat them.

2 Complete the sentences with the phrases in the box.

fattening food | ground pepper | human consumption | tourist industry | vegetarian diet

1 I believe that if food is not safe for human consumption, animals shouldn't eat it either.
2 Because the tourist industry is growing in our town, many new restaurants are opening.
3 I really enjoy fattening food like chips and cakes, but I'm trying to make healthier choices.
4 Following a vegetarian diet can have a positive impact on your health.
5 Freshly ground pepper has a lot of flavour and I love it in soups.

3 Complete the sentences with *will/won't, going to*, the Present Continuous or Present Simple form of the verbs in brackets.

1 I don't think I ___will bake___ (bake) a cake for Kate's birthday after all – it's better to buy one.
2 The local shops ___close___ (close) at five, so if you need anything you should go now.
3 We ___are eating___ (eat) dinner at that new restaurant tomorrow evening. I've just made the reservation.
4 It's too heavy for you! I ___will help___ (help) you carry it!
5 We are going to have (have) some friends over for dinner next weekend. Would you like to come?
6 I am glad we are going to the cooking class together next week. Shall I pick you up (I/pick you up) at ten?

4 Complete the sentences with the Future Continuous or Future Perfect form of the verbs in brackets.

1 Let's make a simple chocolate cake. I promise we will have finished (finish) baking by 12 o'clock.
2 Will you be using (you/use) this knife? If not, please wash it and put it in the drawer.
3 Tomorrow at 8 o'clock we will be watching (watch) a cooking competition. It's the final episode.
4 Will John have opened (John/open) his own nutrition clinic by the end of the year?
5 The cakes in this bakery are very popular. I'm sure they will have sold out (sell out) by lunchtime.

USE OF ENGLISH

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

1 X: Tom is going to come to our dinner party, ___ ?
Y: He's hoping to, but it's possible he'll have to work instead.
A won't he (B) isn't he C will he
2 X: Have you got any vegetarian dishes?
Y: ___
A Is that everything, Madam?
B Could you tell me what vegetarian is?
(C) How about pasta with vegetable sauce?
3 X: Ugh! These biscuits are not soft and they taste old!
Y: There's nothing worse than ___ biscuits, is there?
(A) stale B crunchy C sliced
4 X: What time is it?
Y: 7 o'clock. Tomorrow at 7 o'clock we ___ sushi in a Japanese restaurant. I can't wait.
A will have (B) will be having C will have had
5 X: You haven't told Sam about the party, ___ ? I want it to be a surprise.
Y: I promise to keep quiet about it.
A will you B do you (C) have you
6 X: ___
Y: Sure. What can I get for you?
(A) Can I order please?
B Can I have fries with that?
C Could I have the bill please?

6 Choose the word or phrase, A, B or C, that has a similar meaning to the underlined words and completes the second sentence.

1 I have made a promise to myself not to eat any sweets.
I have promised myself that I ___ any sweets.
A don't eat (B) am not going to eat C shall not eat
2 This yogurt has been in the fridge for days, so could you check if we can still eat it?
This yogurt has been in the fridge for days, so could you check its ___ date?
(A) sell-by B used C best
3 To have a healthy diet with all the nutritious elements, you must include all of the food groups.
To have a ___ diet, you must include all of the food groups.
A regular B lean (C) balanced
4 Excuse me. I'd like to know what today's special is, please.
Excuse me. ___ what today's special is, please?
(A) Could you tell me B Can you know
C Do you tell me
5 Next month will mark five years that Pam has worked at our restaurant.
Next month Pam ___ at our restaurant for five years.
A will work B has been working
(C) will have worked

EXTRA ACTIVITIES

- Photocopiable resource 45 Multiple choice (12 min.) pp. 215–216, 266
- Photocopiable resource 47 Sentence transformation (20 min.) pp. 216, 268
- Use of English 4, WORD STORE booklet, p. 8
- Photocopiable resource 20 *You are what you eat* (speaking; 10 min.) pp. 209, 240
- Extra digital activities: Reading and Use of English

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.

58

READING

7 Read the article and answer the questions.

NO MORE SHOPPING?

How to decide which service is best for you?

One of the hottest trends in the food industry is delivering boxes of fresh food to people's homes. The problem right now is the large number of new companies offering this type of service. In fact, there are so many new delivery services that it is increasingly hard to know which to choose.

Best for the enthusiastic cook who can't get to the shops.

One growing trend is delivering all the fresh ingredients you need to make a three-course meal. You'll receive the correct amount of ingredients and step-by-step instructions. For those who have little time for shopping but like to cook, this can be an ideal solution.

A positive move in several ways but with a risk.

Another option is to get a week's supply of local, organic vegetables, eggs and even meat delivered to your door. This is great for the environment, since no chemicals are used, little transport is needed and the food is good for you. The downside is that what they deliver sometimes depends on what is available, so you don't always get what you want. Even the freshest spinach leaves are no use if your family refuse to eat them.

A less frequent and longer-lasting option.

One other approach, which has been around longer, is having specific goods such as frozen food, dairy products or meat brought to your home. A company which delivers frozen vegetables and meat has been operating in the US for decades, and many households rely on the service. It is certainly convenient, and deliveries do not happen so often which is also a bonus.

1 What is the main problem with food box delivery services? There are too many services to choose from.
2 What is included in the three-course meal boxes? The correct amount of ingredients and step-by-step instructions.
3 What are the benefits of local vegetable boxes? They are great for the environment.
4 Why is frozen food delivery popular? It is convenient and deliveries do not happen often.
5 Which service would you choose for yourself and why?

SPEAKING

8 Look at the photos of some people eating out. In pairs, take turns to compare the photos and discuss where you would prefer to eat with your friends.

A

B

9 Ask and answer the questions.

1 Why do you think the people in the first photo are buying food in the street instead of going to a restaurant?
2 How do you feel about throwing away food?
3 Would you like to work as a cook or a waiter? Why?/Why not?

WRITING

10 Read part of an email you have received from the people running a TV cookery competition and write your reply.

We are really glad that you are interested in entering the competition. Please email us and tell us about your cooking experience and any queries you might have about dates, what to bring with you, clothes to wear, etc.

We look forward to hearing from you.

Yours sincerely,

Ruth Martin

PROJECT

- How to teach with projects p. T19
- Work in groups. Do some research online into the history of eating habits in your country since the 1950s. Then prepare a digital presentation and present it to your class.

5 Planet Earth

Let nature be your teacher.
William Wordsworth

BBC

CHAMELEONS

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

UNIT 5 VIDEOS

BBC Chameleons 19

GRAMMAR ANIMATION
Lesson 5.2 20 Lesson 5.5 22

FOCUS VLOG About the environment
Lesson 5.2 21

ROLE-PLAY
Lesson 5.8 23

Exercise 1
2 the Nile (it's a river, the others are mountain ranges)
3 China (it's a country, the others are continents)
4 the Sahara (it's a desert, the others are oceans)
5 Niagara (it's a waterfall, the others are seas)

5.1 VOCABULARY

Phrasal verbs • collocations • word families

I can talk about geographical features and oceans.

SHOW WHAT YOU KNOW

1 Choose the odd one out in each group and explain why.

1 Cyprus Munich Naples
2 the Himalayas the Nile the Pyrenees
3 Africa China Europe
4 the Atlantic the Pacific the Sahara
5 the Mediterranean Niagara the Baltic

1 Cyprus is the odd one out because it is an island. Munich and Naples are cities.

2 List the ten geographical categories you used in Exercise 1. Choose five of the categories and add one more example to each one.

islands, cities, rivers, mountain ranges, continents, countries, oceans, deserts, seas, waterfalls

MYSTERIES OF THE OCEAN

Around 70 percent of the Earth's surface is covered by oceans. But how much do you know about the mysteries hidden under the surface?

TRUE or FALSE?

1 The sea is blue because it reflects the colour of the sky. F
2 Winding rivers with strong currents exist deep under the ocean. T
3 The blue whale is the largest animal known to have ever existed. T
4 Most volcanic eruptions are underwater. T
5 The Pacific Ocean was named after the person who discovered it. F
6 Humpback whales live all year round in the calm seas around Hawaii. F
7 It's impossible to surf huge waves of over twenty metres high. F
8 The longest mountain range in the world is found underwater. T
9 The Great Barrier Reef is composed of 900 tropical islands and can be seen from the moon. T
10 The difference in the depth of water between low tide and high tide can be up to sixteen metres. T

REFERENCES

Culture notes **pp. 175–176**
Audioscript **p. 187**
Videoscript **pp. 198–199**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Photocopiable resource 21 *Fishing for words* (15 min.) pp. 210, 241–242
- Extra digital activities: Vocabulary Checkpoint
- With books closed, students try and remember as many facts as they can from the quiz on page 60.
- In pairs, students think of more nature- or geography-related collocations using the adjectives in ex. 8 and 10 (e.g. *strong wind, heavy rain, high mountain*) and use them to write several sentences, then swap with another pair and check their work.

Go to **WORD STORE 5** page 11

3 2.20 **Do the quiz with a partner. Then listen and check your answers.**

4 **Compare how many answers you guessed correctly. Which fact were you most surprised by?**

5 2.20 **Answer the questions. Then listen again and check.**

1 When the seabed is **disturbed** by stormy weather, what happens to the colour of the sea?
2 What caused the blue whale to almost **become extinct**?
3 What sometimes **increases the temperature** of seawater to 400 degrees Celsius?
4 What did Ferdinand Magellan **find by chance** and then name in 1520?
5 How many individual reefs and how many islands **is** the Great Barrier Reef **formed from**?
6 Where does the water depth only change by ten centimetres when the tide **rises** and **falls**?

WORD STORE 5A Phrasal verbs

6 2.21 **Complete WORD STORE 5A with the words and phrases in red in Exercise 5. Then listen, check and repeat.**

7 SPEAKING **Complete the questions with an appropriate particle. Then discuss the questions with a partner.**

Can you name a place or region in your country where …

1 … you can come ___across___ empty beaches with no tourists?
2 … the landscape is made ___up___ of rivers, lakes and forests?
3 … the tide goes ___out___ (and comes ___in___) a long way?
4 … a tradition or custom is dying ___out___?
5 … storms often stir ___up___ the sea and cause huge waves?

Exercise 5

1 It changes from blue to brown.
2 Hunting.
3 Volcanic lava.
4 The Pacific Ocean.
5 2,900 reefs and 900 islands.
6 In the Caribbean.

WORD STORE 5B Collocations

8 2.22 **Complete WORD STORE 5B with the underlined words in the quiz. Then listen, check and repeat.**

9 **Choose a collocation from WORD STORE 5B and write an example sentence that is either a well-known fact or true for you.**

There is a strong current in our local river as it flows under the main bridge.
or
When I swim in the sea I worry about the dangerous currents.

WORD STORE 5C Word families

10 2.23 **Complete WORD STORE 5C with some of the words used in the quiz and your own ideas. Use your dictionary if necessary. Then listen, check and repeat.**

11 **Complete the sentences with an appropriate form of the words in brackets.**

1 I can't swim very well so I stay out of the ___deep___ (depth) end of the swimming pool.
2 I could never do kite surfing. I don't have enough ___strength___ (strong) in my arms.
3 I'm shorter than my dad but about the same ___height___ (high) as my mum.
4 I completely agree with the saying: 'Travel ___broadens___ (breadth) the mind'.
5 I think the ___length___ (long) of your education is less important than the ___breadth___ (broad).
6 I believe the gap between generations has ___widened___ (width) recently.

12 SPEAKING **Ask questions and find out whether the sentences in Exercise 11 are true or false for your partner. How similar or different are you?**

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.
- Photocopy the quiz from p. 60 and gap-fill the articles. Make enough copies for pairs of students.

5.2 GRAMMAR

Articles: no article, *a/an* or *the*

I can use the definite, indefinite and zero article.

1 SPEAKING **Discuss questions 1–3. Then read the text and check your ideas.**

1 What was the world population in 1900? What is it now? What will it be in 2050? 1.65 billion / 7 billion / 9.2 billion
2 What is the biggest change in *where* people live? More people live in cities than in the countryside.
3 What are 'megacities'? Cities with more than 10 million inhabitants.

The world's growing problem

A famous scientist said recently that there's a growing problem in the world, and the problem is people – there are just too many of us! Because of economic growth, food has improved, healthcare has improved and people are living longer. During the twentieth century, the population of the world grew from 1.65 billion to 6 billion. Today it is 7.6 billion and by 2050 it is predicted to reach 9.7 billion. For the first time in history, more people live in cities than in the countryside. Across the globe there are thirty-one megacities – cities with more than 10 million inhabitants – and by 2030 the United Nations predicts the total will be forty-one. Megacities are more common in Asia, particularly in India and China. The biggest megacity is still Tokyo with a population of 38,140,000.

2 **Read the GRAMMAR FOCUS. Complete the examples in the table using the phrases in blue in the text.**

GRAMMAR FOCUS 20

Articles

No article

- You don't use articles to talk about things in general.
  Ø healthcare has improved and [1] *Ø people are living longer.*
- You don't use articles with continents, countries or cities.
  Ø Asia, Ø India, [2] (Ø) Tokyo
  Exceptions: *The United States, The United Kingdom, The Netherlands*

Indefinite article *a/an*

- You use ***a/an*** to talk about something for the first time when it means 'one of many'.
  There is [3] a growing problem … (there are many problems)
- You use ***a/an*** with jobs. [4] A famous scientist *said recently …*

Definite article *the*

- You use ***the*** when the thing you are talking about has already been mentioned.
  There's a growing problem in the world, and [5] the problem *is people …*
- You use ***the*** when the thing you are talking about is known or is 'the only one'.
  the population *of* [6] the world *…* ***in the countryside***
- You use ***the*** with historical periods, superlative adjectives and ordinal numbers.
  During ***the twentieth century*** *…* [7] the biggest *megacity is still Tokyo …*

3 2.24 **Read and complete the text with *a*, *the* or Ø (no article). Then listen and check. What has Jack Ng invented and why?**

Vertical farms in Singapore

[1] The biggest problem that megacities have is how to provide [2] Ø food and [3] Ø water for their inhabitants but one small country may have found [4] a solution. Singapore is [5] a tiny country which is famous for [6] Ø innovation but has very little space to grow [7] Ø food. Fortunately, [8] a vertical farm invented by Jack Ng, [9] a farmer, does not need much space at all. At the moment, [10] the farm only produces a few different kinds of vegetable but there are [11] Ø plans to expand production to include more. Perhaps in the future Jack Ng's invention will help feed [12] the world!

4 **Cross out *the* if it is incorrect in these general statements about a country.**

1 ~~The~~ poverty doesn't exist.
2 The cheapest form of public transport is the bus.
3 ~~The~~ food is mainly sold in big supermarkets.
4 ~~The~~ education and ~~the~~ healthcare are free.
5 The capital city is located in the centre of the country.

5 SPEAKING **Discuss whether the statements in Exercise 4 are true for your country. Rewrite them to make them all true.**

6 SPEAKING **Complete the questions with *a*, *an* or *the*. Then ask each other the questions.**

1 Do you live in the countryside?
2 Have you ever been to the UK?
3 Did you have a snack this morning?
4 Would you like to be a farmer?
5 Are you the oldest student in the class?

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

1 My father is _____ (a job).
2 I've never been to _____ (a continent).
3 I'd like to visit _____ (a country).
4 _____ (a city) is _____ (a superlative adjective) city in the world.
5 _____ (a problem) is/are a big problem in my country.

FOCUS VLOG 21 About the environment

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

Grammar page 144

REFERENCES

Culture notes **p. 176**
Videoscript **p. 199**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 22 *Geo Quiz* (15 min.) pp. 210, 243
- Extra digital activities: Grammar Checkpoint
- Students work in pairs and complete the photocopied quiz from p. 60 with the missing articles.

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.
- Make copies of audioscript 2.25.

62

5.3 LISTENING

Multiple choice

I can understand the key points of a radio interview on a familiar topic.

1 SPEAKING **Read UK TODAY and discuss the questions.**

1 What are your top three environmental worries?
2 What do you recycle, turn off and do less to protect the environment?

UK TODAY

Did you know that two-thirds of British teenagers admit they can do more to protect the environment?

What are British teenagers' top three environmental worries?
- poor air quality
- global warming
- not enough recycling

What do British teenagers say they can do?
- recycle more
- turn off unnecessary lights
- spend less time in the shower

2 SPEAKING **Look at the features in the box. Which would you expect an eco-school to have? Use your dictionary if necessary.**

solar panels ✓ | no textbooks, only tablets ☐
Technology lessons on renewable energy ✓
low-energy light bulbs ✓ | bicycle rack ☐
Science lessons on global warming ✓
a large car park ☐ | recycling bins ✓
an organic vegetable garden ✓

3 2.25 **Listen to the programme and check your ideas in Exercise 2.**

EXAM FOCUS Multiple choice

4 2.25 **Listen to the interview again. For questions 1–5, choose the correct answer, A, B, C or D.**

1 Friends of the Planet is an after-school club with members from
A one school. C seven schools.
B twelve schools. D six schools.

2 The interview with Michael is taking place
A in the school garden. C with a group of architects.
B in a radio studio. D on the roof of the school.

3 School dinners will include vegetables from
A the kitchen.
B a local farm.
C the local supermarket.
D the school garden.

4 Science and Technology lessons will
A be the same as in other secondary schools.
B not focus on climate change.
C sometimes take place in the school grounds.
D concentrate more on environmental issues.

5 During the interview, the interviewer comes to the conclusion that
A Michael is probably not a typical teenager.
B Michael is like every other person of his age.
C Michael likes games and gadgets.
D Michael cares about the environment as much as his friends.

WORD STORE 5D Compound nouns

5 2.26 **Complete WORD STORE 5D with the words in green in Exercises 2 and 4. Then listen, check and repeat.**

6 **Complete the sentences with the words in WORD STORE 5D.**

1 Solar ___panels___ make buildings look ugly.
2 There aren't enough recycling ___bins___ in my area.
3 Climate ___change___ doesn't affect my country.
4 More renewable ___energy___ is the only way to stop global ___warming___ .
5 Everybody should use low-energy light ___bulbs___ to save electricity.
6 People in my country are not interested in environmental ___issues___ .

7 SPEAKING **Discuss the statements in Exercise 6. Decide whether you agree or disagree. Explain your opinion.**

PRONUNCIATION FOCUS

8 2.27 **Listen and put the words in the box into groups A, B, or C depending on the stress.**

~~environment~~ interesting located organic recycling renewable responsible secondary vegetable

A ■■■	B ■■■	C ■■■■
interesting	located	*environment*
secondary	organic	renewable
vegetable	recycling	responsible

9 2.28 **Listen, check and repeat the words.**

REFERENCES
Culture notes **p. 176**
Audioscript **p. 188**

EXTRA ACTIVITIES
After ex. 4 give students a copy of the audioscript. They reread it and then role-play the interview.

WORKBOOK
p. 63

NEXT CLASS
Ask students to find out two or three facts about bears in North America. Prepare copies of the culture note entry on bears on pages 176–177.

5.4 READING

Multiple choice

I can understand an extract from a travel book and some survival advice.

1 SPEAKING Imagine you are camping in a mountainous or forested region in your country.

1 Which of the following might be a problem?

ants bears bees bulls mosquitoes snakes wolves

2 Which of the following might be useful?

a backpack a flashlight insect repellent a sharp knife nail clippers pepper spray a sleeping bag sunscreen

3 What other potential problems or useful items can you think of?

2 Read both texts. According to Text 2, what did the campers in Text 1 do wrong?

Exercise 2
They didn't put their food far enough away from the tents.
They didn't have pepper spray.

EXAM FOCUS Multiple choice

3 Read Texts 1 and 2 again. For questions 1–5, choose the correct answer, A, B, C or D.

Text 1

1 Bill and Stephen went into their tents because
A they'd finished all their food.
B tiny insects were annoying them.
C the weather made them sleepy.
D they wanted to get in their sleeping bags.

2 Bill woke up because
A his friend was snoring loudly.
B he found a nest of ants in his tent.
C he heard something moving in the bushes.
D he'd left his backpack outside the tent.

3 Bill and Stephen
A were equally alarmed about the noise.
B had heard a skunk in their camp.
C both saw the animal's eyes in the dark.
D were armed against animal attacks.

Text 2

4 If you meet a bear in the wild
A turn around and walk away.
B shout and scream loudly.
C aim a gun at the bear's head.
D be ready to use pepper spray.

5 The text focuses on
A useful ways of avoiding bears in the wild.
B the different weapons you can use against bears.
C avoiding and defending yourself against bears.
D territories where bear encounters are frequent.

4 2.30 Listen to the last part of the book extract (Text 1). What animal caused the disturbance?
A group of bears or other animals.

5 SPEAKING Describe a time when you had an unexpected encounter with an animal. What happened?

6 2.31 Complete the lists using the words in blue in the texts. Then listen, check and repeat.

Places:
1 a clearing 2 a path 3 a pond 4 a spring 5 a trail

Trees:
1 branches 2 leaves 3 roots 4 a trunk

Animals:
1 a bee 2 a fox 3 a hedgehog 4 a skunk 5 a squirrel

Hunting:
1 a predator 2 prey

7 Complete the email with words in Exercise 6.

We had a great weekend. We went camping in the forest. During the day we hiked a [1] trail through the forest. We found a lovely [2] clearing in the trees for a picnic. We were close to a [3] spring so we refilled our water bottles.
It was very peaceful but suddenly there was a loud noise of breaking [4] branches. I imagined a big hungry bear hunting its [5] prey, but then I remembered we weren't in bear territory! Maybe it was another hiker.

8 SPEAKING Describe one of the following activities to your partner. Use words from Exercise 6.

The last time I went … a) camping … b) for a picnic … c) for a walk in the woods …

WORD STORE 5E Verb phrases

9 2.32 Complete WORD STORE 5E with the underlined verbs in the texts. Then listen, check and repeat.

10 Replace the underlined words and phrases with an appropriate verb phrase in WORD STORE 5E.

1 I continue sleeping in spite of my alarm going off in the morning. sleep though
2 The first thing I pick up when I wake up is my phone. reach for
3 I don't like strong cheese that smells as if it's too old to eat. gone off
4 In our city we have urban foxes that look for food in bins at night. search for
5 I once encountered a cow when I was walking in the countryside. came face to face with
6 I'm frightened of thunderstorms. I'm afraid of being killed by a lightning strike. dying from
7 I like nothing better than relaxing and doing nothing with friends on a campsite. sitting around

11 SPEAKING Find out whether the sentences in Exercise 10 are true or false for your partner.

A: *I think you always sleep through your alarm going off in the morning.*
B: *Sometimes, but not always! I think you …*

REFERENCES
Culture notes **pp. 176–177**
Audioscript **p. 188**

EXTRA ACTIVITIES
After ex. 1 students share their information about bears. Hand out the culture note for them to read. They then look at the photo on p. 65 and decide which information, if any, will also be in the text.

WORKBOOK
pp. 64–65

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

64

Adapted extract from A Walk in the Woods *by Bill Bryson*

Text 1 2.29

We hiked till five and camped beside a spring in a small, grassy clearing in the trees just off the trail. Because it was our first day back on the trail, we had plenty of food, including cheese and bread that had to be eaten before they went off or were shaken to bits in our backpacks, so we rather gorged ourselves, then sat around chatting lazily until numerous little flying insects drove us into our tents. It was perfect sleeping weather, cool enough to need a sleeping bag but warm enough that you could sleep in your underwear, and I was looking forward to a long night's sleep – indeed was enjoying a long night's sleep – when, at some dark hour, there was a sound nearby that woke me up suddenly. Normally, I slept through everything – through thunderstorms, through Katz's snoring – so something big enough to wake me was unusual. There was a sound of breaking branches, something heavy pushing through the trees, and then a kind of loud breathing noise.

I sat straight up. Every neuron in my brain was awake. I reached for my knife, then realized I had left it in my backpack, just outside the tent. After many quiet nights, I was no longer worried about having to defend myself in the night. There was another noise, quite near.

'Stephen, you awake?' I whispered.

'Yup,' he replied in a tired but normal voice.

'What was that?'

'How should I know.'

'It sounded big.'

'Everything sounds big in the woods.'

This was true. Once a skunk had come through our camp and it had sounded like a stegosaurus. There was another noise and then the sound of drinking at the spring. It was having a drink, whatever it was.

I moved on my knees to the foot of the tent, carefully opened the entrance and looked out, but it was pitch black. As quietly as I could, I brought in my backpack and with the light of a small flashlight searched through it for my knife. When I found it and opened it I was shocked at how small it looked. It was perfectly suitable for, say, putting butter on pancakes, but useless for defending oneself against 400 pounds of hungry bear.

Carefully, very carefully, I climbed from the tent and put on the flashlight, which shone a disappointingly feeble light. Something about fifteen or twenty feet away looked up at me. I couldn't see anything at all of its shape or size – only two shining eyes. It went silent, whatever it was, and stared back at me.

'Stephen,' I whispered at his tent, 'did you pack a knife?'

'No.'

'Have you got anything sharp at all?'

He thought for a moment. 'Nail clippers.'

Text 2

HOW TO SURVIVE A BEAR ATTACK

You're more likely to die from a bee sting than you are to be killed by a bear, but in the unlikely event of meeting a bear in the wild, here are a few tips.

The best way to survive a bear encounter is to never have one. This is not too difficult because most bears just want to be left alone.

Bears often want your food, so if you're camping in bear territory, make sure you store your food carefully, at least 100 metres from your tent.

To avoid surprising a bear in the wild, make a noise as you walk, sing loudly, clap your hands.

Never get between a female bear and her cubs.

If you do come face to face with a bear, don't turn your back and run – you're acting like prey. Stay calm and walk backwards and slowly take out your pepper spray – it's better than a gun. If the bear runs towards you, aim the spray just above the bear's head. It almost always works!

If the bear keeps coming towards you, lie down on your front with your hands over the back of your neck to protect it, and pretend to be dead. Don't move for at least twenty minutes.

5.5 GRAMMAR

Non-defining relative clauses

I can use non-defining relative clauses to add information.

1 SPEAKING **Discuss the questions.**

1 What are your favourite/least favourite animals? Why?
2 What good or bad experiences have you had with animals?

2 **Read Story 1. How did the elephant save the rancher's life?**

It placed him under a tree, out of the sun, and guarded him.

Story 1

The elephant and the rancher

A rancher, who was working in the bush, came across a small herd of about twenty elephants. The leader of the herd, which is usually the largest, oldest and most aggressive female elephant, attacked him and he fell off his horse. Later, rescuers found the rancher, whose leg was broken. The same elephant was standing over him. The rancher told his rescuers that the elephant had lifted him with her trunk and placed him under a tree, where he was protected from the sun. For the rest of the day she watched over him, brushing him gently with her trunk every so often.

3 **Read the GRAMMAR FOCUS. Cross out the four non-defining relative clauses in blue in the text. Does the story make sense without them?** Yes.

GRAMMAR FOCUS 22

Non-defining relative clauses

You use non-defining relative clauses to give extra information about the person or thing you are talking about. The sentence makes sense without it.

A rancher, who was working in the bush, came across a small herd …

Note: Start and end a non-defining relative clause with a comma. Use relative pronouns *who*, *which*, *where* and *whose* but don't use *that*.

Exercise 6

(2) …, which was five metres long, …
(3) …, who was surfing close by, …
(4) …, whose right leg was now in the shark's mouth, …
(5) …, which had been playing in the waves nearby.
(6) …, where surgeons managed to save his leg.

4 2.33 **Complete Story 2 with relative clauses a–f. Then listen and check. How did the gorilla save the boy's life?**

a whose baby was still in her arms
b which was called Binti Jua
c who is now twenty-one years old
d where he made a complete recovery
e who was unconscious
f where a female gorilla was feeding her baby

She saved his life by placing him near the door.

Story 2

The gorilla and the toddler

An American boy, [1] ___c___, owes his life to a gorilla at Brookfield Zoo. When he was three years old his family took him to the zoo. He wanted a better view of the gorillas so he climbed a wall and fell six metres into the gorilla cage, [2] ___f___. The gorilla, [3] ___b___, went over to the boy, [4] ___e___. Then, the gorilla, [5] ___a___, lifted the boy up gently and carried him to the door. The boy spent four days in hospital, [6] ___d___. Binti Jua is still at Brookfield Zoo near Chicago.

5 **Read the extra information 1–6 from Story 3. What do you think happened? Read the story and check your ideas.**

1 Todd Endris lived next to the beach.
2 The shark was five metres long.
3 Todd's friend was surfing close by.
4 Todd's right leg was now in the shark's mouth.
5 Dolphins had been playing in the waves nearby.
6 Surgeons from the hospital managed to save his leg.

Story 3

The surfer, the shark and the dolphins

It was a perfect day for surfing off the coast of California. Todd Endris, *who lived next to the beach,* was out on his surfboard. Without warning, something hit him from under the water. Todd knew immediately that it was a shark. He got back on his board but the shark (2) bit him on the back. Todd's friend (3) saw the huge shark and at first thought it was a whale. Todd (4) was kicking the shark with his free leg, and didn't see the dolphins (5). Suddenly, the shark let go of his leg. The dolphins had surrounded the injured surfer and were protecting him from the shark. Three friends helped Todd get back on his board and reach the beach. A helicopter transported him to hospital. (6) Six weeks later Todd was back in the water.

6 2.34 **In pairs, rewrite the story including the extra information in Exercise 5.**

- Find appropriate places in the text to add extra information 1–6.
- Rewrite the extra information as a suitable relative clause.
- Listen to the completed story and check your answers.

7 SPEAKING **Discuss the questions.**

1 Which of the stories do you like best?
2 Which wild animals are you most afraid of?

Grammar page 145

REFERENCES

Culture notes **p. 177**
Audioscript **p. 188**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 23 Test yourselves (10 min.) pp. 210, 244
- Extra digital activities: Grammar Checkpoint
- Give students a news item about animals to rewrite with a non-defining relative clause to, e.g. *Scientists have discovered a new species of shrew. Shrews are small mammals.*, etc.

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.

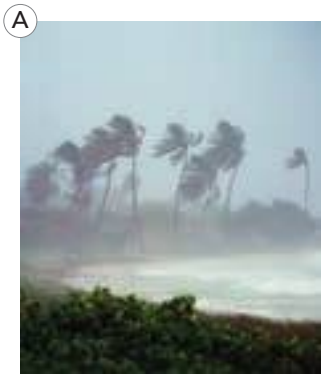
66

5.6 USE OF ENGLISH

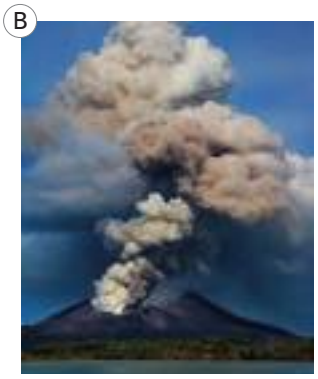
Prepositions at the end of clauses

I can use prepositions at the end of clauses.

A



B



C

1 SPEAKING **Look at the photos and discuss the questions.**

1 What natural disasters do the photos illustrate?
The photos show: a tropical storm/typhoon, a volcanic eruption, a forest fire.
2 What other natural disasters can you name?
3 Which natural disasters are common in your country?
4 Have you ever experienced a natural disaster? What happened?

2 2.35 **Listen to a radio programme called *Violent Earth*. Where are the two reporters and what natural disasters are they reporting on?**

3 2.35 **Put the words in the sentences and questions from the programme in the correct order. Then listen again and check. What type of word comes at the end of each sentence or question?**

1 the crops / A tropical storm / which / on / flattened / rely / people
2 are / being criticised / What / for / the public services / ?
3 with / These situations / very difficult / to deal / are
4 The firefighters / which / don't know / on / ones / to focus
5 for / Which island / heading / it / is / ?
6 people / anybody / with / don't / Some / can / stay / they / have
7 those people / getting / Who / from / are / help / ?

4 **Read the LANGUAGE FOCUS and add two more examples from Exercise 3.**

LANGUAGE FOCUS

Prepositions at the end of clauses

- In relative clauses
  Not everybody has somebody (who) they can stay ***with****.*
  [1] A tropical storm flattened the crops which people rely on .
- In *wh-* questions
  Who are those people getting help ***from****?*
  [2] Which island is it heading for?
- In infinitive structures
  These situations are very difficult to deal ***with****.*

5 **Complete the sentences with your own ideas and the phrases in the box to make them true for you. Then compare them with a partner.**

agree with | believe in | ~~care about~~ | focus on | happen to | wait for

1 *Animal welfare* is something which I really *care about* .
2 … is somebody who I nearly always agree with. .
3 … is something which I've never believed in .
4 … is somebody who I always have to wait for .
5 … is something which I find difficult to focus on .
6 … is somebody who strange things always happen to !

6 SPEAKING **Write questions for these answers using the verb in brackets and an appropriate preposition. Then ask each other the questions and give your own answers.**

1 A: _____ (worry)? B: Global warming.
What sort of things do you worry about?
2 A: _____ (listen)? B: Heavy metal.
3 A: _____ (spend money)? B: Clothes.
4 A: _____ (want to work)? B: A technology company.
5 A: _____ (borrow money)? B: My sister.
6 A: _____ (have lunch)? B: My classmates.

7 USE OF ENGLISH **Complete the text with one word in each gap.**

The natural world is something I care [1] about and one of the things I'm most worried about is the increase in the number of forest fires near where I live. It's not something you can ever get used [2] to and it takes a long time for nature to recover [3] from the effects. I think the government needs to [4] focus on the causes of the fires. That's the first thing they should spend money [5] on .

Use of English page 146

Exercise 2

Reporter 1 in California reporting on a forest fire.

Reporter 2 in Florida reporting on a hurricane.

Exercise 3

1 A tropical storm flattened the crops which people rely on.
2 What are the public services being criticised for?
3 These situations are very difficult to deal with.
4 The firefighters don't know which ones to focus on.
5 Which island is it heading for?
6 Some people don't have anybody they can stay with.
7 Who are those people getting help from?

Exercise 6

2 What type of music do you listen to?
3 What do you spend (most) money on?
4 What kind of company do you want to work for?
5 Who would you borrow money from?
6 Who did you have lunch with?

REFERENCES

Audioscript **pp. 188–189**

EXTRA ACTIVITIES

- Photocopiable resource 24 Test yourselves (10 min.) pp. 210, 245
- In pairs students look at Audioscript 2.35 and prepare comprehension questions, e.g. *Where is Vanuatu?* Then they swap with another pair and answer.

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.
- Ask students to think about the advantages and disadvantages of zoos.

5.7 WRITING

A 'for and against' essay

I can present and support arguments in a simple discursive essay.

1 SPEAKING **Discuss which of these things it would be most difficult to live without.**

electricity medicine school shops running water

2 **Read the essay on contacting rainforest tribes and answer the questions.**

1 How many arguments for and against the topic does the writer give? two arguments for and two arguments against
2 What is your personal opinion on the topic in the essay?

1 Nowadays, many of us live in a world of high technology and instant communication. For most people, it is hard to believe that, in places like the Amazonian rainforest, there are still tribes who have never had contact with the outside world. Some people think that we should make contact with such groups, but others believe they should be left alone.

2 **On the one hand**, there are several arguments for making contact. **First of all**, the people in these tribes could enjoy a better standard of living. For example, they could get access to electricity and running water. **Furthermore**, their young people could go to school and benefit from a modern education. They would probably be amazed to learn about modern technology and life in other parts of the world.

3 On the other hand, there are also many arguments against making contact. Firstly, after contact, many tribal people suffer and die from diseases that do not exist in the forests where they live. Next, history shows that they often join larger society at the lowest level. **For instance**, many become beggars or tourist 'attractions'.

4 **To sum up**, there are clearly strong arguments for and against making contact with rainforest tribes. **Personally, I think** they should be left alone to continue their traditional way of life until they choose to make contact with the outside world.

3 **Look at the essay again. In which paragraphs does the writer:**

a give a personal opinion? 4
b present arguments against the topic? 3
c introduce both sides of the issue? 1
d present arguments for the topic? 2
e make some general, historical or factual comments about the topic? 1
f make a statement summarising the main arguments? 4
g support arguments with examples 2, 3

4 **Read the WRITING FOCUS and check your answers in Exercise 3.**

WRITING FOCUS

A 'for and against' essay

- Paragraph 1 – Introduction
  Begin with general comments or facts about the topic.
  End with a statement that mentions both sides of the issue.
- Paragraph 2 – Arguments for
  Present two or three arguments for the topic.
  Include some examples to support arguments.
- Paragraph 3 – Arguments against
  Write a similar paragraph presenting and supporting arguments against the topic.
- Paragraph 4 – Conclusion
  Make a summarising statement.
  Add your personal opinion.

5 **Read the LANGUAGE FOCUS and complete the examples with the linkers in purple in the essay.**

LANGUAGE FOCUS

Linkers

- List arguments: [1] *First of all* , *Firstly, Secondly,* [2] Furthermore , *In addition, Finally*
- Give examples: *For example,* [3] For instance
- Show contrast: *However,* [4] On the one hand , *On the other hand*
- Give a personal opinion: *In my opinion,* [5] Personally, I think
- Introduce a conclusion: *In conclusion,* [6] To sum up

EXTRA ACTIVITIES

- Photocopiable resource 25 A 'for and against' essay (15 min.) pp. 210, 246
- Ask students to read the essay again and write a plan, e.g. *Paragraph 1: introduce the idea; Paragraph 2: arguments for (people in the tribes could enjoy better living standards, young people could get an education, etc.).* Discuss with the class how the plan could be used for a 'for and against' essay.
- Students compare their ideas about the advantages and disadvantages of zoos before doing ex. 8.

WORKBOOK

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

NEXT CLASS

Ask students to bring in posters about environmental issues.

68

6 **Read this short essay discussing tourism. Choose the correct linkers.**

Tourist trap

As travel to remote and exotic locations becomes more affordable, there is a growing demand for trips to developing countries that haven't been considered as holiday destinations until now. This can have both positive and negative effects on the countries.

[1]*For example* / *First of all*, let's look at some positive effects. Tourism can bring wealth to developing countries. [2]*In my opinion* / *For instance*, jobs are created and tourists use local shops and businesses. [3]*However* / *Secondly*, tourism encourages traditional customs, festivals and local handicrafts. [4]*On the other hand* / *Furthermore*, communication between local people and tourists promotes better cultural understanding.

[5]*In conclusion* / *On the other hand*, the jobs created by tourism are often seasonal and badly paid. [6]*For instance* / *Furthermore*, tourism drives up the cost of basic products and local people cannot afford to do their shopping in supermarkets and local shops. [7]*In addition* / *To sum up*, it can damage the natural environment and increase pollution.

[8]*In conclusion* / *For instance*, tourism must be managed carefully in developing countries. [9]*Personally, I think* / *Furthermore*, tourists need to be more respectful of the local culture and environment.

7 **Add appropriate linkers to the social media post below.**

My parents booked a holiday to a Caribbean island which has been badly damaged by a tropical storm. [1] In my opinion , they should have cancelled their holiday. [2] Personally , I think it's wrong to relax on a beach while local people are rebuilding their homes. [3] Furthermore/In addition , there may be a shortage of water and food, and tourists will make matters worse.

Some people disagree. [4] Firstly/First of all , they say that those destinations may rely on tourism income. [5] For instance/For example hotels, restaurants and taxi drivers will struggle to survive. [6] Secondly , people want to go back to normal as soon as possible.

Some tourists may want to help. [7] However , it's important that they do it through an organisation.

[8] To sum up/Finally/In conclusion , my parents should do some research before they go and find out what the local people think.

COMMENTS

I agree with you! Your parents should cancel their holiday and send the money to the people who have lost everything.

8 **You are going to write an essay on the topic of keeping animals in zoos. Mark the arguments F (for) or A (against).**

1 There are opportunities for research. F
2 The animals suffer from stress and depression. A
3 It is very difficult to recreate the animals' natural environments. A
4 Endangered species can be protected. F

9 **Match the arguments in Exercise 8 with supporting examples below.**

a For instance, birds kept in zoos can never fly freely like wild birds. 3
b For example, we have learned more about genetics from studying zoo animals. 1
c For instance, some species which used to be wild are now only found in zoos. 4
d For example, some animals become stressed because of contact with zoo visitors. 2

10 **Write two more arguments for or against keeping animals in zoos. Write supporting examples.**

SHOW WHAT YOU'VE LEARNT

11 **Do the writing task. Use the ideas in Exercises 8 and 9, and the WRITING FOCUS and the LANGUAGE FOCUS to help you.**

Write an essay in which you present arguments for and against keeping animals in zoos.

69

5.8 SPEAKING

Expressing and justifying an opinion

I can describe a picture and express and justify my opinion about it.

1 SPEAKING Look at the logos and discuss which one you would choose and why.

1

2

3

2 2.36 Listen to the head teacher and two students discussing the three logos. Which logo do they choose and why?

Logo 3 because glasses suggest learning and they need the words 'Eco School'.

3 2.36 Read the SPEAKING FOCUS and complete the dialogue with one word in each gap. Then listen again and check.

HT: So, what do you think of these three designs?

S1: Personally, I think they're all great. The three logos focus [1] on the environment. Logos 2 and 3 are attractive and amusing. But I think the best option would be logo number 1 [2] because it has a serious message about learning.

S2: I agree, but the [3] problem with logo number 1 is that it doesn't mention 'Eco School'. Logo number 2 looks attractive, but it doesn't [4] illustrate school or learning. So [5] I'd choose number 3 because it's clever and simple.

S1: Personally, I wouldn't [6] go for number 3. I'd definitely [7] choose logo number 1 because it's [8] more effective [9] than the other two, and the message is clear. The words suggest that we are responsible for the future of the planet.

HT: [10] Out of these three logos, I'd choose logo number 3. I [11] wouldn't choose the logo showing vegetables because it doesn't look serious. I like logo number 3 for two reasons. [12] Firstly, because the glasses suggest learning and [13] secondly, because I think we need the words 'Eco School' in the logo. So let's go for number 3. I'll call the designer …

Exercise 4

1 Posters 1, 2 and 3 show the effects of global warming.
2 Posters 1 and 3 are not as shocking as Poster 2.
3 Poster 2 is effective but I prefer Poster 1.
4 The problem with Poster 2 is that its meaning is not clear.
5 The reason I don't like Poster 2 is because it's frightening.

SPEAKING FOCUS

Describing, comparing and contrasting pictures

The three pictures show/focus on/illustrate …
Picture X is/looks interesting/attractive, but …
Picture X is more … than the other pictures.
Picture X isn't as … as the other pictures.

Choosing one of the options and justifying the choice

I think the best option would be X because …
I prefer/I'd go for/I'd (definitely) choose picture X because …
I like the (first/second) picture best for two reasons. Firstly, because … and secondly, because …
Out of these three pictures, I'd choose picture X because …

Explaining reasons for rejecting other options

The problem with picture X is that …
Personally, I wouldn't go for X because …
I wouldn't choose the picture showing … because …
The reason I don't like X is because …

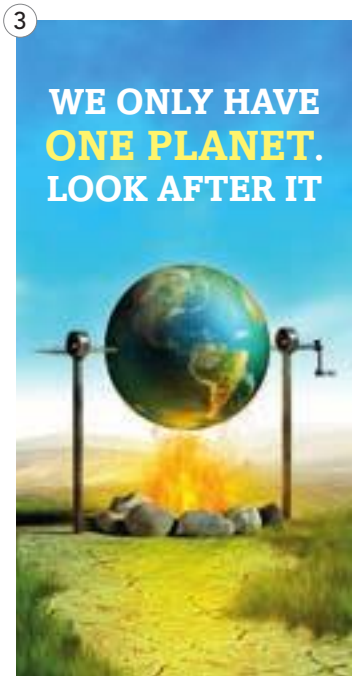
4 Rewrite the sentences about the posters below using the words in brackets. Which sentences do you agree with?

1 Posters 1, 2 and 3 illustrate the effects of global warming. (show)
2 Poster 2 is more shocking than Posters 1 and 3. (not as … as)
3 Poster 2 is effective but I like Poster 1 better. (prefer)
4 The meaning of Poster 2 is not clear. (problem)
5 I don't like Poster 2 because it's frightening. (reason)

1

2

3



5 SPEAKING You are organising a Stop global warming! campaign at school and need to choose a poster to advertise it. Use the SPEAKING FOCUS to help you.

- Choose the poster in Exercise 4 which, in your opinion, is most appropriate and support your choice with some reasons.
- Explain why you have rejected other options.

ROLE-PLAY 23 Expressing and justifying an opinion

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

REFERENCES

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

EXTRA ACTIVITIES

Students describe the posters they have brought in. They express and justify their opinions about them.

WORKBOOK

p. 70

NEXT CLASS

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

70

5.1 Vocabulary 4.33

be made up of /bi ˌmeɪd 'ʌp əv/
breadth /bredθ/
broad /brɔːd/
broaden /'brɔːdn/
calm sea /ˌkɑːm 'siː/
come across /ˌkʌm ə'krɒs/
come in /ˌkʌm 'ɪn/
dangerous current /ˌdeɪndʒərəs 'kʌrənt/
deep /diːp/
deepen /'diːpən/
depth /depθ/
desert/remote island /ˌdezət'/rɪˌməʊt 'aɪlənd/
die out /ˌdaɪ 'aʊt/
fast-flowing/slow-moving river /ˌfɑːst ˌfləʊɪŋ/ˌsləʊ ˌmuːvɪŋ 'rɪvə/
flow /fləʊ/
giant/huge wave /ˌdʒaɪənt/ˌhjuːdʒ 'weɪv/
go out /ˌgəʊ 'aʊt/
heat up /ˌhiːt 'ʌp/
heavy/rough sea /ˌhevi/ˌrʌf 'siː/
height /haɪt/
heighten /'haɪtn/
high/rising tide /ˌhaɪ/ˌraɪzɪŋ 'taɪd/
length /leŋθ/
lengthen /'leŋθən/
long /lɒŋ/
low tide /ˌləʊ 'taɪd/
mountain peak /'maʊntən piːk/
mountain range /'maʊntən reɪndʒ/
mountain ridge /'maʊntən rɪdʒ/
ocean current /'əʊʃən ˌkʌrənt/
river bank /'rɪvə bæŋk/
seabed /'siːbed/
stir up /ˌstɜːr 'ʌp/
strength /strenθ/
strengthen /'strenθən/
strong /strɒŋ/
strong current /ˌstrɒŋ 'kʌrənt/
tidal wave /'taɪdl weɪv/
tropical island /ˌtrɒpɪkəl 'aɪlənd/
volcanic eruption /vɒlˌkænɪk ɪ'rʌpʃən/
whale /weɪl/
wide /waɪd/
widen /'waɪdn/
width /wɪdθ/
winding river /ˌwɪndɪŋ 'rɪvə/

5.2 Grammar 4.34

capital city /ˌkæpətl 'sɪti/
continent /'kɒntənənt/
country /'kʌntri/
economic growth /ˌekənɒmɪk 'grəʊθ/
expand /ɪk'spænd/
inhabitant /ɪn'hæbətənt/
innovation /ˌɪnə'veɪʃən/
locate /ləʊ'keɪt/
megacity /'megəsɪti/
population /ˌpɒpjə'leɪʃən/
poverty /'pɒvəti/
predict /prɪ'dɪkt/
production /prə'dʌkʃən/
provide /prə'vaɪd/
vertical /'vɜːtɪkəl/

5.3 Listening 4.35

affect /ə'fekt/
air quality /'eə ˌkwɒləti/
bicycle rack /'baɪsɪkəl ræk/
climate /'klaɪmət/
climate change /'klaɪmət tʃeɪndʒ/
electricity /eˌlek'trɪsəti/
environment /ɪn'vaɪrənmənt/
environmental issues /ɪnˌvaɪrən'mentl 'ɪʃuːz/
gadget /'gædʒət/
global warming /ˌgləʊbəl 'wɔːmɪŋ/
in the school grounds /ɪn ðə 'skuːl ˌgraʊndz/
low-energy light bulb /ˌləʊ ˌenədʒi 'laɪt bʌlb/
organic /ɔː'gænɪk/
recycle /ˌriː'saɪkəl/
recycling bin /riː'saɪklɪŋ bɪn/
renewable energy /rɪˌnjuːəbəl 'enədʒi/
save electricity /ˌseɪv eˌlek'trɪsəti/
solar panels /ˌsəʊlə 'pænlz/

5.4 Reading 4.36

backpack /'bækpæk/
bear /beə/
bear encounter /'beər ɪnˌkaʊntə/
bee /biː/
branch /'brɑːntʃ/
clearing /'klɪərɪŋ/
come face to face with /ˌkʌm ˌfeɪs tə 'feɪs wɪð/
cub /kʌb/
defend /dɪ'fend/
die from /'daɪ frəm/
flashlight /'flæʃlaɪt/
fox /fɒks/
go off /ˌgəʊ 'ɒf/
gorge yourself /'gɔːdʒ jɔːˌself/
hedgehog /'hedʒhɒg/
in the bushes /ɪn ðə 'bʊʃɪz/
insect repellent /'ɪnsekt rɪˌpelənt/
leaf/leaves /liːf/liːvz/
nail clippers /'neɪl ˌklɪpəz/
pancake /'pænkeɪk/
path /pɑːθ/
pepper spray /'pepə spreɪ/
pitch black /ˌpɪtʃ 'blæk/
pond /pɒnd/
predator /'predətə/
prey /preɪ/
reach for /'riːtʃ fə/
root /ruːt/
search through /ˌsɜːtʃ 'θruː/
sharp knife /ˌʃɑːp 'naɪf/
sit around /ˌsɪt ə'raʊnd/
skunk /skʌŋk/
sleep through /ˌsliːp 'θruː/
sleeping bag /'sliːpɪŋ bæg/
snore /snɔː/
spring /sprɪŋ/
squirrel /'skwɪrəl/
store food /ˌstɔː 'fuːd/
sunscreen /'sʌnskriːn/
trail /treɪl/
trunk /trʌŋk/

5.5 Grammar 4.37

bite /baɪt/
cage /keɪdʒ/
coast /kəʊst/
dolphin /'dɒlfən/
female elephant/gorilla/bear /ˌfiːmeɪl 'eləfənt/gə'rɪlə/'beə/
herd /hɜːd/
leader /'liːdə/
make a complete recovery /ˌmeɪk ə kəmˌpliːt rɪ'kʌvəri/
owe /əʊ/
rescuer /'reskjuːə/
shark /ʃɑːk/
surgeon /'sɜːdʒən/
surround /sə'raʊnd/
unconscious /ʌn'kɒnʃəs/

5.6 Use of English 4.38

agree with /ə'griː wɪð/
believe in /bə'liːv ɪn/
care about /'keər əˌbaʊt/
criticised for /'krɪtɪsaɪzd fə/
crops /'krɒps/
deal with /'diːl wɪð/
earthquake /'ɜːθkweɪk/
erupt /ɪ'rʌpt/
evacuate /ɪ'vækjueɪt/
evacuation /ɪˌvækju'eɪʃən/
focus on /'fəʊkəs ɒn/
get help from /ˌget 'help frəm/
happen to /'hæpən tə/
hurricane /'hʌrəkeɪn/
rely on /rɪ'laɪ ɒn/
tsunami /tsʊ'nɑːmi/
volcano /vɒl'keɪnəʊ/
wait for /'weɪt fə/
wind /'wɪnd/

5.7 Writing 4.39

affordable /ə'fɔːdəbəl/
beggar /'begə/
benefit from /'benəfɪt frəm/
developing countries /dɪˌveləpɪŋ 'kʌntriz/
endangered species /ɪnˌdeɪndʒəd 'spiːʃiːz/
get access to /ˌget 'ækses tə/
instant communication /ˌɪnstənt kəˌmjuːnə'keɪʃən/
local handicrafts /ˌləʊkəl 'hændikrɑːfts/
location /ləʊ'keɪʃən/
make contact with /ˌmeɪk 'kɒntækt wɪð/
outside world /ˌaʊtsaɪd 'wɜːld/
pollution /'pəˌluːʃən/
rainforest /'reɪnfɒrɪst/
recreate /ˌriːkri'eɪt/
running water /ˌrʌnɪŋ 'wɔːtə/
shortage of water and food /'ʃɔːtɪdʒ əv ˌwɔːtə ənd 'fuːd/
tourism income /'tʊərɪzəm ˌɪŋkʌm/
tribal people /ˌtraɪbəl 'piːpəl/
tribe /traɪb/
way of life /ˌweɪ əv 'laɪf/

5.8 Speaking 4.40

desert /'dezət/
effective /ɪ'fektɪv/
frightening /'fraɪtnɪŋ/
reject /rɪ'dʒekt/
shocking /'ʃɒkɪŋ/

WORD LIST ACTIVITIES

- Students work in pairs. They write anagrams for their partner, e.g. *LWEHA* (whale), *MECIALT HACNEG* (climate change), *OLARS NESALP* (solar panels). They can tell their partner the lesson number or topic to help them.
- Students prepare gap-fill sentences in pairs, e.g. *A ___ island is a place where nobody lives.* (desert), or *___ lightbulbs are good for the environment.* (low-energy). They exchange with another pair and complete the sentences.

FOCUS REVIEW 5

VOCABULARY AND GRAMMAR

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

calm fast heavy long low remote strong

1 It is dangerous to swim here because of the ___strong___ current which could pull you out to sea.
2 Going kayaking on such a ___fast___-flowing river is exciting but it needs a lot of skill.
3 North Keeling is such a ___remote___ island that few people have ever been there.
4 The beach is so much bigger at ___low___ tide that it takes ages to walk down to the water.
5 It was such a ___calm___ sea that our boat hardly moved up and down at all.

2 Choose the correct option.

1 I can't believe you slept *away* / *through* / *along* the storm. The wind was really loud!
2 It is important to develop *returnable* / *renewable* / *reusable* energy instead of depending on oil, gas and coal.
3 It is obvious that climate *turn* / *exchange* / *change* is happening, but not everyone agrees on the cause.
4 We were really scared when we *went* / *came* / *turned* face to face with a bear in the forest.
5 Because of global *heating* / *changing* / *warming*, storms are becoming more frequent and dangerous.

3 Complete the sentences with *a*, *an*, *the* or Ø (no article).

1 We were about to start our hike when we saw that _a_ tree had fallen across _the_ trail.
2 In _the_ 20th century, almost fifty percent of the global population lived in _Ø_ cities.
3 In fact, _Ø_ scientists expect _a_ major earthquake to hit _Ø_ Los Angeles soon.
4 There was no _Ø_ running water in _the_ village where my granddad lived as _a_ child.
5 _Ø_ Europe isn't _the_ largest continent in _the_ world.

4 Add the information in brackets to the sentences using non-defining relative clauses.

1 Tokyo is the capital of Japan. (It is a megacity.)
Tokyo, which is a megacity, is the capital of Japan.
2 My friend Jenny knows a lot about environmental issues. (Her mother is a scientist.)
My friend Jenny, whose mother is a scientist, knows a lot about environmental issues.
3 The company builds houses all over the country. (It has been accused of cutting down too many trees.)
The company, which has been accused of cutting down too many trees, builds houses all over the country.
4 The tribal leader wants to teach his people about the outside world. (He studied in Paris.)
The tribal leader, who studied in Paris, wants to teach his people about the outside world.
5 People in Liverpool are working to improve the environment. (Janet opened her shop there.)
People in Liverpool, where Janet opened her shop, are working to improve the environment.

USE OF ENGLISH

5 Complete the sentences with the correct form of the words in brackets. Use up to six words in each gap and make any changes necessary.

1 Some people claim that water shortage is something which we should worry about (which/we/should/worry), and I think they are right.
2 The bald eagle, which is the national bird of (be/national/bird) the United States of America, is no longer on the list of endangered species.
3 That environmental protester, who is now sitting (now/sit) in the biggest tree in the park, says he will come down when they promise not to cut it down.
4 Instead of just complaining about damage to the environment, the issues (which) we need to focus on (we/need/focus) are preserving nature and using renewable energy.
5 Several members of this group, whose purpose is (purpose/be) to stop cutting down trees in the area, have been arrested by the police.

6 Complete the text with the correct form of the words in brackets.

ECOLOGICAL TOUR

It may be true that travel can [1] ___broaden___ (BROAD) the mind, but going on an ecological tour can [2] ___deepen___ (DEEP) your knowledge in ways that simple tourism can't do. For example, I went on a tour of the Amazon River which taught me a lot about the damage we are doing to the planet. I also realised why some people have such [3] ___strong___ (STRENGTH) arguments for environmental protection. It was an amazing holiday and although we didn't travel the entire [4] ___length___ (LONG) of the Amazon, we saw trees of an amazing [5] ___height___ (HIGH) that may one day disappear from our planet. Because of the [6] ___width___ (WIDE) of the river it is sometimes called a sea and it is home to hundreds of plants, animals and fish. I can't imagine one day waking up and finding that all of this life is gone.

REFERENCES

Audioscript **p. 189**

EXTRA ACTIVITIES

- Photocopiable resource 49 Word building (20 min.) pp. 216, 270
- Photocopiable resource 51 Sentence formation (20 min.) pp. 217, 272
- Use of English 5, WORD STORE booklet, p. 10
- Photocopiable resource 26 *If I were to choose …* (speaking; 7 min.) pp. 211, 247
- Extra digital activities: Listening 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

LISTENING

7 2.37 **Listen to a radio interview about monarch butterflies and choose the correct answer, A, B, C or D.**

1 What is true about monarch butterflies?
(A) Most of them live in the United States.
B Many of them stay in Mexico after the winter.
C The species no longer exists in North America.
D They migrate from the US to Mexico in winter.

2 How are the monarch butterfly and the milkweed plant connected?
A The monarch causes damage to the milkweed.
B The milkweed needs the monarch to survive.
(C) The milkweed is necessary for young monarch butterflies.
D The monarch eats milkweed when there is nothing else.

3 Dr Clarke says that people in Mexico
A can't help the monarch in any way.
(B) should stop destroying the forests.
C shouldn't use chemicals in agriculture.
D must plant milkweed in their gardens.

4 Dr Clarke mainly talks about
A why monarch butterflies migrate over long distances.
B the effects of farming on the life of monarch butterflies.
C why monarch butterflies fly to warmer climates.
(D) the problems monarch butterflies are facing.

WRITING

8 Ask and answer the questions.

1 What are the advantages of having a pet?
2 What are the disadvantages of having a pet?

9 Read the exam task and plan your essay. In pairs, discuss your ideas.

People who want to adopt a pet from an animal shelter often have to prove they have the space and time to look after a new pet. Write an essay in which you present arguments for and against this rule.

10 Write the essay in Exercise 9.

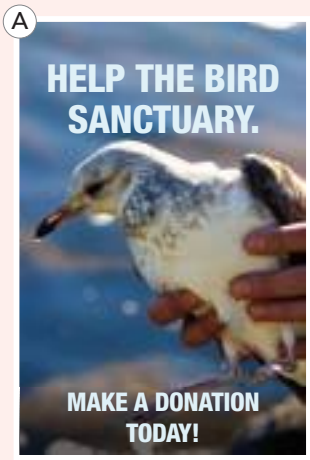
SPEAKING

11 Ask and answer the questions.

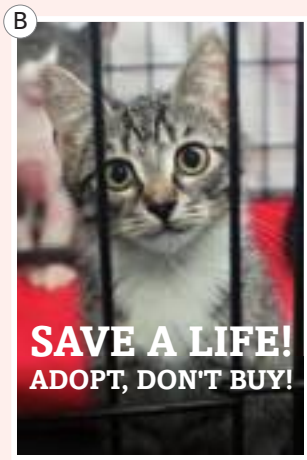
1 What can people do to protect animal rights better in your country?
2 Some people say that animals should have the same rights as humans because they have emotions. Do you agree? Why?/Why not?
3 What animals are the most popular pets and why?
4 Why do you think some people keep exotic, and often dangerous, animals as pets?

12 Describe the posters and discuss which one in most effective.

A



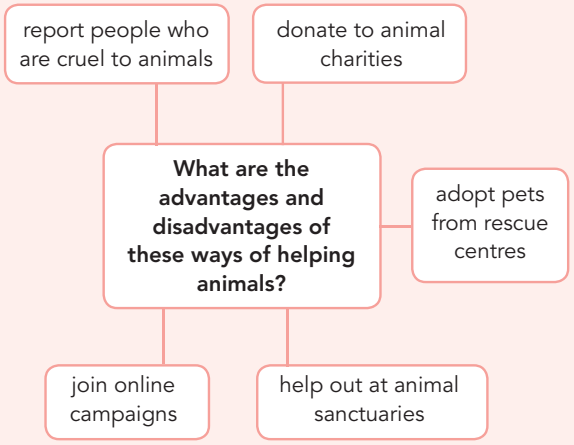
B



C

13 Look at the diagram. It shows different ways to help animals. In pairs, follow these steps.

- Talk to each other about the advantages and disadvantages of these ways of helping animals.
- Decide which is the best way to help animals.



PROJECT

- How to teach with projects p. T19
- Work in groups. Look the word 'endemic' up in a dictionary. Then choose an endemic plant or animal species and do some research online into it. Prepare a digital presentation about the species and present it to your class.

6 Good health

The only way to keep your health is to eat what you don't want, drink what you don't like, and do what you'd rather not.

Mark Twain

BBC

CAFFEINE ALTERNATIVES

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

UNIT 6 VIDEOS

BBC Caffeine alternatives 24

GRAMMAR ANIMATION
Lesson 6.2 25 Lesson 6.5 26

FOCUS VLOG About health and sleep
Lesson 6.6 27

6.1 VOCABULARY

Parts of the body • injuries • body idioms

I can talk about parts of the body and injuries.

SHOW WHAT YOU KNOW

1 **Draw a man or a woman's body and label it with the words in the box. Compare your drawing with a partner.**

bottom chest eyebrow fingernail forehead hip knee lips neck shoulder big toe tongue

2 **Label as many other parts of the body on your drawing as you can in sixty seconds. Compare again. How many words do you know?**

3 SPEAKING **Look at the cartoon and read the excuses for missing school on page 75. Discuss the questions.**

1 Which excuses does the picture illustrate? 2, 3, 8, 11
2 Which excuse is the most believable?
3 Which excuse is the least believable?

REFERENCES

Culture notes **p. 177**
Audioscript **p. 189**
Videoscript **pp. 199–200**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- BBC video
- Photocopiable resource 27 *All about the body* (10 min.) pp. 211, 248
- Extra digital activities: Vocabulary Checkpoint
- Elicit onto the board a part of the body for as many letters of the alphabet as possible, e.g. *ankle, bottom, cheek …* Then rub out the words, leaving only the letters students were able to find words for. Students work in pairs. They take turns to call out a letter for their partner to say a part of the body beginning with that letter. They get one point for each

VIDEO 24

These are all genuine excuses that students have given for missing school.

Dear Sir ...

1 I slipped on a coin and **sprained my ankle**.
2 My parrot has flu and I need to take care of it.
3 I fell out of bed and **dislocated my shoulder**.
4 My toe got stuck in the bath tap and it's broken (the toe, not the tap).
5 My nose is blocked and I can't breathe.
6 I **burnt my hand** on the toaster.
7 I poked myself in the eye while combing my hair and I've got bruises and a black eye.
8 I **broke my arm** trying to catch a falling sandwich.
9 I got dizzy from reading too much.
10 I've got **a sore finger**.
11 I've been **bitten by an insect**.
12 I was there all the time – you just didn't notice me.

Go to **WORD STORE 6** page 13

WORD STORE 6A Parts of the body

4 2.38 **Label the picture in WORD STORE 6A with the words in the box. Use a dictionary if necessary. Then listen, check and repeat.**

5 SPEAKING **Test your partner's physical abilities! Use the words in WORD STORE 6A and find out what your partner can do.**

Can you touch your left ankle with your chin?
Can you touch your right cheek with your left shoulder?

WORD STORE 6B Injuries

6 2.39 **Complete WORD STORE 6B with the words in red in Exercise 3. Then listen, check and repeat.**

7 Choose the correct option. Then ask and answer the questions.

Have you ever …
1 … been bitten by (*a dog*) / *a plant*?
2 … broken your *hair* / (*thumb*)?
3 … burnt your (*tongue*) / *spine*?
4 … dislocated your (*shoulder*) / *forehead*?
5 … had a black (*eye*) / *neck*?
6 … sprained your *fingernail* / (*ankle*)?

8 SPEAKING **Choose one of the minor injuries you identified in Exercise 7 or think of another one and tell your partner about the circumstances.**

I'll tell you about the time I broke my thumb.
I was playing with my friends in the woods behind my house.
I was about nine or ten. We were …

WORD STORE 6C Body idioms

9 2.40 **Listen to six dialogues. Complete the typical English idioms with the correct body part.**

1 I'm pulling your ___leg___ .
2 She broke his ___heart___ .
3 I laughed my ___head___ off.
4 Can you give me a ___hand___ ?
5 I couldn't believe my ___eyes___ .
6 It's on the tip of my ___tongue___ .

10 2.41 **Complete WORD STORE 6C with the idioms in Exercise 9. Then listen, check and repeat.**

11 SPEAKING **Write a short dialogue including an idiom. Act out your dialogue to the class and decide which one is the best.**

A: *I heard this fantastic joke yesterday.*
B: *Really?*
A: *Yes, it's so funny I just laughed my head off. It's about a man who …*

correct answer. Check the total scores at the end of 2–3 minutes.

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.

6.2 GRAMMAR

Second Conditional • *wish/if only*

I can talk about imaginary situations using the Second Conditional and I wish/If only.

Exercise 5
The cat comes into Ron's house.
The window is closed and it's hot.
The neighbours play loud music at night.
His foot hurts.
He doesn't have the doctor's phone number.

1 **What do you know about first aid? Do the quiz and compare your answers with a partner.**

DR MAXWELL'S FIRST AID QUIZ

1 If I had a nosebleed, I'd ...
a hold my nose and look up. (b) hold my nose and look down.

2 If I burnt my hand, I'd ...
(a) hold it under the cold water tap. b put oil on it.

3 If I twisted my ankle, I'd ...
a put it in a bowl of hot water. (b) put ice on it.

4 If I got a black eye, I'd ...
(a) put ice on it. b put some eye drops in.

5 If a bee stung me, I'd ...
(a) take some antihistamine tablets. b put a plaster on the sting.

6 If I cut my finger and it was bleeding, I'd ...
(a) wash and dry it and then put a plaster on.
b tie something around my wrist to stop the blood flowing.

2 2.42 **Listen to Dr Maxwell's podcast and check your answers in Exercise 1.**

3 **Read GRAMMAR FOCUS I and answer the questions.**
1 Are the example sentences about real or imaginary situations? imaginary
2 Are they about the present/future or the past? present/future
3 Do you have to begin a conditional sentence with 'if'? no

Exercise 8
I wish/If only ...
2 I lived near the beach.
3 our teacher wouldn't give us a test every week.
4 I had a motorbike.
5 I could play the guitar.
6 my friend would let me copy his homework.

GRAMMAR FOCUS I 25

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('d)/wouldn't* + verb**

*If I **burnt** my hand, I'**d hold** it under the cold water tap.*
*I'**d put** ice on the sting if I **didn't have** any tablets.*

4 **Complete the Second Conditional sentences with the correct form of the verbs in brackets. Which sentences are true for you?**
1 If I *didn't feel* (not feel) well at school, I 'd go (go) home.
2 If I had (have) hay fever, I 'd get (get) some antihistamine tablets.
3 I 'd take (take) a cold shower if I had (have) sunburn.
4 If I had (have) flu, I wouldn't come (not come) to school.
5 I 'd have (have) a cat if I wasn't (not be) allergic to them.
6 If I heard (hear) a mosquito in my room, I wouldn't be able (not be able) to sleep.

5 2.43 **Listen to Ron talking to a friend. What problems does he have with the following?**

the cat the window the neighbours
his foot the doctor's phone number

6 2.43 **Match the sentence halves to show what Ron says about his problems. Then listen again and check.**

1 I wish the cat wouldn't d
2 If only it wasn't a
3 I wish they wouldn't e
4 I wish I wasn't b
5 If only I had c

a so hot.
b so clumsy.
c the doctor's phone number.
d come into the house.
e play loud music at night.

7 **Read GRAMMAR FOCUS II and find another example of each use of *wish/if only* in Exercise 6.**

GRAMMAR FOCUS II 25

wish/if only

- You can use ***wish/If only* + Past Simple** to say that you really want a present situation to be different.
  *I **wish** I **wasn't** so clumsy.*
- You use ***wish/if only* + *would* + verb** to say that you want somebody's present behaviour to change.
  *If only the neighbours **would be** quiet.*

Note:
If only is stronger than ***wish***.

8 **Write a second sentence to show that you would like the situation or behaviour to be different. Which wishes are true for you?**
1 I'm allergic to nuts.
I wish I wasn't allergic to nuts.
2 I don't live near the beach.
3 Our teacher gives us a test every week.
4 I don't have a motorbike.
5 I can't play the guitar.
6 My friend won't let me copy his homework.

9 **Complete the sentences. Then write a Second Conditional sentence to explain your wishes.**
1 I wish my parents/sister/brother would/wouldn't ...
I wish my sister would get her own laptop. If she had her own laptop, she wouldn't use mine.
2 I wish I had/didn't have ...
3 If only I was/wasn't ...
4 I wish I knew ...
5 If only I could ...

Grammar page 147

REFERENCES
Audioscript **pp. 189–190**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES
- Grammar animation
- Photocopiable resource 28 *Just imagine!* (15 min.) pp. 211, 249
- Extra digital activities: Grammar Checkpoint
- In pairs, students write as many sentences as they can with *wish/if only* for each of the situations below, e.g. *I haven't got any money. I don't understand my homework. My friend isn't speaking to me.*

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

Note completion

I can understand a news report and an informal conversation on a common topic.

1 Read UK TODAY and answer the questions.

1 How much do UK charities raise every year?
2 How many people donate money?
3 What do people do to raise money?

2 SPEAKING Discuss which of the charities listed you would give money to.

UK TODAY

Did you know that people donate almost £10 billion to UK charities every year?

Who donates money?

- Over half the adult population.
- The average amount is £18.
- Over 25 percent of people donate online.

What sort of events raise the most money?

London Marathon

- 40,000 participants run a marathon around London.
- Over £890 million has been raised for various charities.

London to Brighton Cycle

- 25,000 participants ride about eighty-seven kilometres.
- The event has raised over £65 million for the British Heart Foundation.

Red Nose Day

- 7.5 million viewers watch a TV 'telethon' organised by British comedians.
- Over £1 billion has been raised so far.
- Money goes to help vulnerable people in the UK and Africa.

3 2.44 Listen to two dialogues and a news report. Answer the questions.

1 Which event is Rob taking part in?
2 What did Rob's grandfather die of?
3 How is Rob training for the cycle?
4 What does Rob's mother want to buy him?
5 How old is the London to Brighton Cycle?
6 How old do you have to be to do the London to Brighton Cycle?

EXAM FOCUS Note completion

4 2.44 Listen again to the three recordings. Complete the summary with up to three words in each gap.

Rob is preparing for the London to Brighton cycle ride. Last year his friend Anna raised [1] £800 pounds for cancer research. Rob wants to raise money for the British Heart Foundation. Anna suggests setting up [2] a webpage. She says it's a good idea to ask adults for sponsorship because they have [3] more money than people Rob and Anna's age.
Rob's mother doesn't think his old [4] helmet is bright enough. She wants to buy him a new one.
The cycle ride starts just after [5] 9 o'clock in the morning.
It will take approximately [6] six hours for most people to reach the coast.

5 2.45 Put the sentences in an appropriate order to describe how Rob is going to raise money for charity. Then listen and check.

1 Rob is taking part
4 and asks his friends to sponsor
8 the page with people who will donate money
3 money for charity. He sets up a webpage
9 online. The money goes straight to the charity.
2 in a cycle race and he wants to raise
6 memory of his grandfather who died from a heart
7 attack. He's going to share
5 him. He explains that he's doing it in

WORD STORE 6D Charity fund-raising

6 2.46 Complete WORD STORE 6D with the prepositions or particles in the box. Then listen, check and repeat.

7 SPEAKING Complete the questions with an appropriate verb phrase in WORD STORE 6D. Then ask and answer the questions.

Have you ever …
1 taken part in a fund-raising event?
2 raised money for your school?
3 sponsored a friend or a family member?
4 set up/shared a webpage to support a charity?
5 donated money to a local charity?
6 trained for a charity sporting event?

8 SPEAKING Think of charity events that take place in your country or local area. How do they raise money and what do they use it for?

PRONUNCIATION FOCUS

9 Say the words and cross out the one with a different vowel sound. In one group more than one answer is possible.

1 ~~hear~~ heel knee ~~heart~~
2 waist hay ~~calf~~ sprain
3 ~~ice~~ rib wrist sting
4 burn ~~thumb~~ work hurt
5 view ~~blood~~ bruise flu

10 2.47 Listen, check and repeat.

Exercise 1

1 Almost £10 billion.
2 Over half the adult population.
3 They run marathons, do bike rides, watch telethons.

Exercise 3

1 The London to Brighton Cycle.
2 Heart disease.
3 By going for a run.
4 A brightly coloured helmet.
5 More than forty years old.
6 Sixteen years old.

REFERENCES

Culture notes **p. 177**
Audioscript **p. 190**

EXTRA ACTIVITIES

With books closed, write the numbers from the UK TODAY box on the board under the heading CHARITY IN THE UK (£10 billion, £18, 25 percent, 40,000 participants, £890 million, 25, 000 participants, £65 million, £1 billion). Students speculate about what each number might refer to. Then they read and check their guesses.

WORKBOOK

p. 77

6.4 READING

Matching

I can scan several short, simple texts on the same topic to find specific information.

1 SPEAKING **Discuss the questions.**

1 How many different jobs in the medical profession can you think of?
2 What kind of daily tasks do you think each job involves?
3 Do you know someone who works in medicine? Tell your partner about them.

2 **Read about three medical practitioners. What examples do they give of things that give them job satisfaction?**

Exercise 2

A Helping a seriously ill person on a flight.
B Seeing a six-month-old baby boy gain weight and survive.
C Delivering a baby.

EXAM FOCUS Matching

3 **Read again and match texts A–C with sentences 1–4. One text has two matching sentences.**

This medical practitioner …
1 was anxious that he/she would be unable to save his/her patient's life. B
2 would like to have more say in choosing who he/she treats. C
3 feels that it is his/her duty to deal with all sorts of different situations. A
4 knows that if he/she overreacts, it doesn't help anybody. C

Life in Medicine – Three Snapshots

3.1

If you like surprises, and can face dealing with accidents, injuries, births and deaths, medicine is for you. For those of you considering a career in medicine, three people give a snapshot of their medical life.

A

Dr Richard Young told us about the more unusual and unexpected locations where he's used his medical skills.

'I'm a doctor, and I work in a doctor's surgery where I treat patients, write prescriptions, and generally help people recover from illnesses and injuries. But that's only part of the story!

I've given people first aid in public places several times – once I helped a man who collapsed in a park. Another time, a teenager was suffering from a nut allergy.

On flights, nervous passengers often have panic attacks and doctors are asked to calm them down. When I hear "Is there a doctor on board?" I always offer my help. Once, on a flight from London to Los Angeles I helped a woman who was seriously ill. I spent the twelve-hour flight caring for her. I stayed with her after we landed until the ambulance arrived, which meant that I missed my connecting flight, but I was happy to help. In my job, saving lives must come first, even when I'm off duty.'

B

Some nurses choose to work in extreme conditions, like war zones. Senior nurse Sonia Costa spent two months in Yemen as part of a Doctors without Borders* emergency team.

'I decided to work in Yemen because, as a result of war, there was a cholera epidemic and over 620,000 people were suffering from the disease. In places where there's no clean food or water, people catch diseases easily. I worked on the children's ward and one of my patients was a six-month-old baby boy who was so ill that he looked like a two-week-old. Each morning, I arrived at the hospital, afraid that I may not see the child in his bed. But finally, he started gaining weight and when he was well enough to go home, I was the happiest nurse in the hospital.'

**Doctors without Borders, also known as Médecins Sans Frontières, is an international organisation helping people in war zones and developing countries.*

REFERENCES

Culture notes **p. 177**

EXTRA ACTIVITIES

- In pairs, students write more matching questions about the text. They exchange with another pair and answer the questions. Check with the whole class.
- Students work in pairs and role-play an interview. Student A is one of people A–C and Student B is a journalist. They talk about A's job.

78

4 3.2 **Complete the collocations with a noun or adjective from the words in blue in the text. Then listen, check and repeat.**

1 a food/a *nut* **allergy**
2 a stable/a ___serious___ **condition**
3 a deep/a ___shaving___ **cut**
4 a flu/a ___cholera___ **epidemic**
5 a muscle/a ___stomach___ **pain**
6 a local/a ___doctor's___ **surgery**
7 a rescue/an ___emergency___ **team**
8 a maternity/a ___children's___ **ward**

C **Unpredictability is a daily reality for paramedics. Sally James says there is no such thing as a typical day.**

'I work a twelve-hour shift. I never know when I might have to try and save someone's life, but I stay calm, because if I panic, everybody else gets anxious too.

Some days, nothing dramatic happens. The most common call is **stomach pain**, and we get a lot of non-emergency calls like toothaches or **shaving cuts** or people who say they've burned themselves on their hair straighteners, which is annoying, but we have to take them seriously. While we're dealing with these time wasters, we may get a call from someone who really needs us, but there's nothing we can do about it.

We're not doctors, but we're highly trained to deal with **serious conditions** like heart attacks. But my favourite thing is delivering a baby. If I can start my day by getting someone's heart beating again, and end it with childbirth, I'm happy.'

5 **Use appropriate collocations in Exercise 4 to answer the comprehension questions. Then check your answers in the text.**

1 Where does Dr Young usually treat patients?
In a doctor's surgery.
2 What did he once treat a teenager in a restaurant for?
A nut allergy.
3 Why did Sonia Costa decide to work in Yemen?
Because there was a cholera epidemic.
4 Which ward did she work on in the hospital?
The children's ward.
5 What is the most common call that Sally James deals with?
Non-emergency calls about toothaches and shaving cuts.
6 What sort of situations is she trained to deal with?
People with serious conditions.

6 SPEAKING **Think of three questions to ask your partner using different collocations in Exercise 4. Ask and answer the questions.**

Have you got any food allergies?
Have you ever visited a maternity ward?

7 SPEAKING **Discuss the pros and cons of working as one of the medical professionals described in the text. What would be the best or worst thing? Think about the following:**

- qualifications
- hours
- job satisfaction
- training
- salary

8 SPEAKING **Would you consider a career in medicine? Why?/Why not?**

WORD STORE 6E Health issues

9 3.3 **Complete WORD STORE 6E with the underlined phrases in the text. Then listen, check and repeat.**

10 3.4 **Put the sentences in an appropriate order to describe two funny experiences that Doctor Roberts has had. Then listen and check.**

[1] I'm Doctor Roberts and I'm proud to say I've saved
[6] attack. She recovered quickly when I gave her
[4] had some funny experiences. Once, I was on
[7] first aid. Then she told me I looked like her third husband.
[9] 'Two' she replied! Last week, I was treating
[2] lives and helped many people. I've even delivered
[11] better, but the medicine tasted awful. I'd written
[3] a baby on a flight to New York. But I've also
[5] a bus when an elderly lady had a panic
[8] I asked her how many husbands she'd had.
[10] a patient for earache. Today she told me she felt much
[12] a prescription for eardrops!

11 SPEAKING **Discuss what personality and what qualities a doctor needs. Do you think a sense of humour is one of them?**

I think a doctor needs to be patient and hard-working. Everybody should have a sense of humour, not only doctors!

WORKBOOK
pp. 78–79

NEXT CLASS
- Ask students to do *Show What You Know* in the WB, p. 80.
- Ask students to think about disaster films or books where something went wrong, e.g. *Titanic, The Impossible, The Perfect Storm,* etc. They write down the titles.

VIDEO 26

6.5 GRAMMAR

Third Conditional

I can talk about hypothetical past results of a past action using the Third Conditional.

1 3.5 **Read and listen to an incredible survival story. What two decisions did Simon Yates have to make? Do you think he made the right decisions?**
He had to decide (1) whether to leave Simpson with a broken leg and (2) whether to cut the rope.

DECISION TIME

In 1985, two young climbers, Joe Simpson and Simon Yates, were the first climbers to climb the west face of the Siula Grande mountain in the Andes. But as they were coming down the mountain, Simpson fell and broke his leg badly. Yates had to make a terrible decision – should he leave his friend or should he try to get him down the mountain. He chose the second option. If he had left his friend, Simpson would have died. Yates tied himself to Simpson with a rope and they slowly came down the mountain together. Then disaster struck again. Simpson fell and was hanging over a cliff. Yates couldn't hold him. He found his penknife and decided to cut the rope. Simpson fell twenty-five metres. Yates returned to base camp alone. He was sure Simpson was dead. But he also knew that if he hadn't cut the rope, he would have fallen and died too. Miraculously, Simpson didn't die. He pulled himself slowly along the ground with a broken leg for three days and nights. He arrived back at base camp just in time. Yates would have already left if Simpson had arrived a few hours later.

2 **Answer the questions about the story.**
1 Why didn't Yates leave Simpson when he broke his leg?
2 Why did Yates cut the rope?
3 Why did Simpson arrive at base camp 'just in time'?

3 **Read the GRAMMAR FOCUS and underline the three Third Conditional sentences in the story. Do you always begin a Third Conditional sentence with *If*?** No

GRAMMAR FOCUS 26

Third Conditional

You use the **Third Conditional** to talk about the imaginary past result of an imaginary past event.

imaginary past event	→	imaginary past result
***if* + Past Perfect,**		***would/wouldn't have* + Past Participle**

*… if he **hadn't cut** the rope, he **would have fallen and died** too.*
(real past event: he cut the rope →
real past result: he didn't fall and die)

4 **Complete more Third Conditional sentences about the story.**
1 If Simpson *hadn't fallen* (not fall), he wouldn't have broken (not break) his leg.
2 If Simpson hadn't broken (not break) his leg, the climbers would have come down (come down) the mountain without a problem.
3 If Yates had been able (be able) to hold Simpson, he wouldn't have had to (not have to) cut the rope.
4 Yates wouldn't have been able (not be able) to cut the rope if he hadn't found (not find) a penknife.
5 Yates wouldn't have left (not leave) Simpson on the mountain if he had known (know) he was still alive.

5 **Read about three more incredible survival stories. Use your imagination and write Third Conditional sentences to describe alternative outcomes for each story.**

A In 2003, Aron Ralston went hiking alone in a canyon in Utah. He trapped his arm under a rock and couldn't move. He had a penknife. He cut off his own arm. Ralston survived.

B In 1996, Pete Goss was leading a round the world yacht race. During a terrible storm, he got an emergency call. Another competitor – Raphaël Dinelli – was in trouble and Goss's boat was the only one in the area. Goss turned back. He saved Dinelli's life but lost the race.

C In 1972, the pilot of a plane carrying a Uruguayan rugby team miscalculated his position and crashed 3,600 metres up in the Andes. The plane was white and the rescue teams couldn't see it. There was no food and the survivors had to eat their dead teammates. Only sixteen people survived.

A If Ralston had been hiking with a friend, his friend would have helped him.

6 SPEAKING **Compare your sentences in Exercise 5 with a partner. Which story do you like best and why?**

7 **Use your imagination and write three Third Conditional sentences using three of the endings provided.**
1 … I would've been much happier.
2 … I would've had a great weekend.
3 … I wouldn't have felt so tired this morning.
4 … I wouldn't have enjoyed it.
5 … I wouldn't have bought one.

If I had got a bike for my last birthday, I would've been much happier.

Grammar page 148

Exercise 2
1 If Yates had left Simpson with a broken leg, he would certainly have died.
2 If he hadn't cut the rope, he would have fallen to his death.
3 He had arrived just before Yates left camp.

REFERENCES
Culture notes **pp. 177–178**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES
- Grammar animation
- Photocopiable resource 29 Test yourselves (10 min.) pp. 211–212, 250
- Extra digital activities: Grammar Checkpoint
- Students talk about the disaster films or books they noted down. They say what went wrong and then write Third Conditional sentences, e.g. *If there had been more lifeboats on the Titanic, more people would have survived.*

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.

80

6.6 USE OF ENGLISH

Clauses of purpose

I can use a range of clauses of purpose.

1 SPEAKING Discuss the questions.

1 What's your ideal time for going to bed?
2 How quickly do you fall asleep?
3 What things prevent you from falling asleep?
4 What do you do if you can't sleep?

2 3.6 Listen to a lecture on sleep. Which of the professor's tips do you think are the most useful?

3 3.6 Match the sentence halves from the lecture. Then listen again and check.

1 Professor Turner carries out research [b]
2 You need to be relaxed in body and mind [e]
3 What can you do [g]
4 Your body temperature needs to drop by one degree Centigrade [f]
5 Make sure you have good curtains or blinds [c]
6 You can use an app [a]
7 You should go to bed at the same time every night [d]

a to track the number of hours and quality of sleep.
b in order to understand insomnia.
c in order not to wake up when the sun rises.
d so as not to upset your body clock.
e in order to fall asleep.
f so that your metabolism can start slowing down.
g to fall asleep within ten minutes?

4 Read the LANGUAGE FOCUS and complete the example sentences. How do you say the sentences in your language?

LANGUAGE FOCUS

Clauses of purpose

- You can use a ***to* infinitive** to say why somebody does something. You can also use ***in order (not) to*** or ***so as (not) to*** in a more formal style.
  You can use an app ***to track*** [1] the number of hours and quality of sleep .
  Professor Turner carries out research ***in order to understand*** [2] insomnia .
  You should go to bed at the same time every night ***so as not to upset*** [3] your body clock .
- You can also use ***so that* + subject + verb**.
  Your body temperature needs to drop by one degree Centigrade ***so that*** [4] your metabolism can start slowing down .

5 USE OF ENGLISH Use one word in each gap to complete the clauses of purpose in this extract from an article by Professor Turner.

We need to sleep eight hours every night in [1] order to feel alert and well during the day, right? Well no, not necessarily. Different people need different amounts of sleep so [2] as to be at their best during the day. Everyone is different. Some people can drink coffee before going to bed and sleep like a baby, while others avoid drinking coffee in the afternoon so [3] that the caffeine won't keep them awake. But there are certain facts about sleep that are true for everyone: in order [4] to get to sleep you need a relaxed body and a quiet mind. The way you get there depends on what works for you. Some people listen to music [5] to mask other noises such as traffic and other city sounds, others read until they fall asleep, and you can always count sheep so [6] as not to allow your brain to worry about the stresses of the day.

6 Complete the sentences about you and the things you do. Then compare with a partner.

1 I *set the alarm on my phone* in order not to oversleep.
2 I _____ to keep warm.
3 I _____ so as not to be late.
4 I _____ in order to make friends.
5 I _____ so that I can get fit.

7 SPEAKING Discuss why people do these things and complete the sentences. Use all the words in the box at least once.

as in not order so that to

1 People go on diets …
2 Governments collect taxes …
3 People climb mountains …
4 People get tattoos …
5 Teenagers use social media …
6 People learn languages …

FOCUS VLOG 27 About health and sleep

27 Watch the Focus Vlog. For the worksheet, go to page 127.

Use of English page 149

REFERENCES

Audioscript **pp. 190–191**
Videoscript **p. 200**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

Students prepare a list of five activities they do regularly, and hand it over to their partners. They finish the sentences using clauses of purpose, e.g. *I walk the dog three times a day so that it gets some exercise*, and hand the list back. Students say if the sentences are now true or false.

WORKBOOK

p. 81

NEXT CLASS

Ask students to prepare for a 10–20-minute Use of English Quiz: Assessment Package, Unit 6.6, Use of English.

6.7 WRITING

A factual article

I can write a simple article summarising key facts and using linking words.

1 SPEAKING **Read the announcement below and discuss the questions.**

1 What facilities and classes should a good youth centre offer?
2 How do young people benefit from such facilities and training?

LOCAL NEWS

HOME | NEWS | WORLD | FINANCE | CULTURE

Are you aged sixteen-eighteen and from the local area? If so, the city council would like to hear from you. Using government funding, we plan to invest in improving the lives of fourteen-eighteen year olds in our local community. What facilities should young people have access to in the place where they live and how would they benefit as a result? Write an article and send it to us at **b_y_c_@citycouncil.com**. All ideas will be considered for investment and your article could be published on our website.

2 **Read Harry's article. Which of your suggestions from Exercise 1 does he mention?**

No more **street corners**!
The value of youth centres.

"Go and make noise somewhere else!" Sadly, this is the type of complaint that many **young people** have to face far too frequently. Unhappy local residents are quick to complain about groups of **teens** hanging around the streets, **but what alternatives do they have**? "Go play outside your own house!" Unfortunately, that doesn't solve the real problem; there is often nowhere suitable for **youngsters** to go in their free time. What is needed are youth centres **so** teens can keep fit, learn new skills and socialise in a safe environment.

According to research, access to youth centres plays an important role in helping young people stay healthy. National statistics show that weight problems are increasingly common in the UK, and this is certainly visible in our community. Clearly, the opportunity to use a gym, or do yoga or dance classes at a youth centre could help solve this problem and improve lives. **Additionally**, according to experts, offering classes in things like fitness or martial arts is an effective way to encourage both health and self-discipline.

As well as this, centres for young people can provide training in a variety of practical skills. Most young people are very busy at school and **as a result**, they don't have time to learn things like first aid, cookery, or bike mechanics. Offering classes of this sort at a youth centre would certainly be a practical use of government money.

Finally, sometimes teens just need somewhere to relax. **Although** many youngsters do end up hanging out on the streets, street corners are obviously neither suitable nor safe places for them to spend time. **In contrast**, youth centres with facilities such as a café and games room provide warm, secure surroundings in which to spend time with friends.

Youth Centres greatly improve the lives of young people and having one in our community would benefit us all. It would probably make certain local residents and police officers much happier too.

Harry Turner

EXTRA ACTIVITIES

- Photocopiable resource 30 A factual article (15 min.) pp. 212, 251
- Before ex. 1, discuss what students know about local youth centres. Make a list of available services/facilities on the board and have them compare it with the text in ex. 1.
- After ex. 2, ask students comprehension questions about the letter, e.g. *Does Harry Turner want the youth centre to be built or not? What does he think young people need encouragement for? What causes weight problems in his opinion?*
- Before ex. 9, students work in groups to plan the article together. They decide what information to include, in what order and which phrases from the WRITING FOCUS to use.

3 **Complete the WRITING FOCUS with the words in purple from Harry's article.**

WRITING FOCUS

A factual article

Title

- Give your article a catchy title.

[1]*No more street corners !*

Body

- Engage the reader by addressing them directly at times (e.g. ask a question).

[2] *... but what alternatives do they have ?*

- Show a range of vocabulary and avoid repeating words.

... [3] young people have to face far too often ...

... groups of [4] teens hanging around the streets ...

... there is often nowhere for [5] youngsters to go ...

- Refer to statistics/official data.

... According to research ...

- Use a range of linkers.
- to add something: [6] additionally [7] as well as this
- to show a contrast: [8] although [9] in contrast
- to show a result: [10] so [11] as a result

Ending

- Write an ending that summarises the article, or is funny or interesting.

4 **Link the pairs of sentences using the expression in brackets.**

1 A youth centre is a place to make friends. It is a place to exercise. (as well as this)
A youth centre _____ .

2 Watching TV isn't an active pastime. Walking outdoors helps keep you fit. (in contrast)
Watching TV _____ .

3 We live in a large city. It can be difficult to access green areas. (so)
We live _____ .

4 Climbing is good exercise. You have to work with others to stay safe. (additionally)
Climbing _____ .

5 Cycling twenty-five kilometres off-road takes effort. At the end of the day, you feel you've achieved something. (As a result)
Cycling _____ .

5 **Read and complete the LANGUAGE FOCUS with the underlined adverbs from the article.**

LANGUAGE FOCUS

Comment and opinion adverbs

You can use adverbs to show your opinion of the subject you are writing about. You usually start the sentence with the opinion adverb followed by a comma.

[1]*clearly*, [2]*certainly*, *fortunately*, *hopefully*, *interestingly*, *naturally*, [3]*obviously*, [4]*probably*, *surprisingly*, [5]*sadly*, *understandably*, [6]*unfortunately*

6 **Read another article and choose the correct option.**

Are you well?
Wellness in our schools

What do you think of when you hear the word wellness? Well (ha ha!), like a lot of people you're [1]*probably* / *certainly* picturing herbal tea, vegan food, yoga classes and meditation groups. However, encouraging wellness in our schools [2]*hopefully* / *sadly* means promoting physical activity and thinking carefully about food consumption.

It is [3]*certainly* / *naturally* easy to live an inactive life as a teenager these days. Lifts to school, endless hours of homework, and hobbies such as gaming mean we end up sitting more than we move. [4]*Fortunately* / *Understandably*, there are simple ways to introduce more activity into our school days. These include building in regular outdoor breaks, with a strong focus on sports and encouraging movement in the classroom during lessons.

All machines need fuel, including the human ones! An important part of wellness in schools is attention to diet. [5]*Unfortunately* / *Interestingly*, meal times at school are often rushed and offer limited healthy options. [6]*Clearly* / *Understandably*, providing a healthy menu and allowing enough time to eat properly is important in ensuring pupils are refuelled and ready to learn. [7]*Interestingly* / *Naturally*, research has shown that when students have more time for eating, they make healthier choices and throw away less food. Similarly, let's not forget the liquids! Schools must encourage water consumption and, with the environment in mind, every student should be required to have a reusable water bottle.

Wellness in schools means looking after ourselves as we learn. As the old saying goes, "Healthy body, healthy mind".

7 **Rewrite the underlined parts of the sentences with appropriate adverbs and add commas where necessary. Sometimes more than one answer is possible.**

1 We are very lucky that the countryside is easily accessible.
2 It's a shame that we don't do more outdoor activities at school.
3 Of course, there are also emotional benefits to being outside in the fresh air.
4 We're hoping that teens from urban areas will enjoy time away from the city.
5 We're surprised that trying risky activities can actually help us feel calmer in everyday life.

8 SPEAKING **In what ways is spending time outdoors good for the body and mind?**

SHOW WHAT YOU'VE LEARNT

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

A young person's website has asked for articles on the importance of spending time outdoors doing physical activities and how this benefits young people's health, social skills and general well-being. Write a factual article and:

- discuss the range of outdoor activities available to teens living in your area
- describe some of the physical, social and personal benefits of taking part in these activities.

Exercise 4

1 is a place to make friends. As well as this, it is a place to exercise.
2 isn't an active pastime. In contrast, walking outdoors helps keep you physically fit.
3 in a large city, so it can be difficult to access green areas.
4 is good exercise. Additionally, you have to work with others to stay safe.
5 twenty-five kilometres off-road takes effort. As a result, at the end of the day, you feel you've achieved something.

Exercise 7

1 Fortunately/ Luckily,
2 Unfortunately/ Sadly,
3 Obviously/ Naturally,
4 Hopefully,
5 Surprisingly,

WORKBOOK
pp. 82–83, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS
Ask students to think of a time they or somebody they know was lightly injured.

6.8 SPEAKING

At the doctor's surgery

I can describe basic symptoms to a doctor and talk about treatment.

1 SPEAKING **Look at the pictures and discuss the ways in which you might get these injuries.**

1 A burn on your hand
2 A cut on your chin
3 A pain in your forehead
4 A sprained ankle

2 3.7 **Listen to four patients in a doctor's surgery describing how they got the injuries in Exercise 1. What happened? Did they mention any of your ideas?**

3 3.7 **Choose the correct option to complete the extracts from the dialogues. Then listen again and check.**

Dialogue 1
A: Do you [1]*have* / *feel* a temperature?
B: Yes, it's thirty-nine degrees.
A: Well, I'm afraid your hand is infected. I'm going to give you a prescription. You need to take [2]*stitches* / *antibiotics*. You also need to put a fresh [3]*ice* / *bandage* on it every day.

Dialogue 2
A: Okay, let me see. Hm, it's a nasty cut. I think you need a few [4]*bruises* / *stitches*.
B: Stitches?! Oh no, I think I'm going to [5]*faint* / *bleed*.
A: Okay, calm down. Take some deep breaths. It's not going to [6]*hurt* / *twist*.

Dialogue 3
A: Okay, I need to check your pulse and your [7]*blood pressure* / *injection*. Can you roll up your sleeve, please?
B: Do you think I'm going to be okay? Do I need an [8]*infection* / *X-ray*?
A: No, your blood pressure is fine and your [9]*pulse* / *pain* is normal.

Dialogue 4
A: Now, are you allergic to anything?
B: Yes, I'm allergic to needles. Please get that needle away from me!
A: I'm not going to give you an [10]*injection* / *operation*. But we do need to bring the [11]*bleeding* / *swelling* down. You need to take [12]*painkillers* / *antibiotics* to ease the pain and then you'll need to put some [13]*ice* / *plaster* on your ankle when you get home.

Exercise 2
1 He burnt his hand baking a cake for his mum a week earlier.
2 She was dancing in her bedroom, tripped over and hit her chin on the side of the dressing table.
3 He walked into a bookshelf and now felt sick and dizzy.
4 He was doing a skateboarding trick when he fell off and twisted his ankle.

A

B

4 **Complete the SPEAKING FOCUS with the verbs in the box.**

bring check give put put take take

SPEAKING FOCUS

Treatment
You need to [1] take antibiotics.
You need to [2] put a fresh bandage/a plaster on it.
You need a few stitches.
I need to [3] check your blood pressure/pulse, etc.
I don't think you need an X-ray/operation, etc.
I'm not going to [4] give you an injection.
We need to [5] bring the swelling down.
You need to [6] take painkillers to ease the pain.
You need to [7] put ice/ointment, etc. on your ankle.

5 **Follow the instructions below to prepare a dialogue. Use the SPEAKING FOCUS to help you.**

Student A: You're a student. You're doing a language course in the UK. You had a minor accident and hurt yourself, and have to go and see a doctor. Tell the doctor what happened, what your symptoms are and answer any questions.
Student B: You're a doctor. Your patient is a foreign student. Find out about their injury and ask questions. Give advice.

6 SPEAKING **Practise the dialogue and act it out. Take it in turns to be A and B.**

EXTRA ACTIVITIES

- Before ex. 1, discuss the students' injuries: *What happened? What did you do?* Then compare with the pictures on p. 84 and the list in ex. 1.
- Students read the dialogues in ex. 3 again and role-play them.

WORKBOOK

p. 84

NEXT CLASS

Ask students to study the Word list on p. 85.

84

6.1 Vocabulary 4.41

ankle /'æŋkəl/
arm /ɑːm/
bitten by a dog/rat /ˌbɪtn baɪ ə 'dɒg/ 'ræt/
bitten by an insect/a snake /ˌbɪtn baɪ ən 'ɪnsekt/ə 'sneɪk/
blocked nose /ˌblɒkt 'nəʊz/
bottom /'bɒtəm/
break /breɪk/
break sb's heart /ˌbreɪk ˌsʌmbɒdiz 'hɑːt/
break your arm/leg/thumb/toe /ˌbreɪk jə 'ɑːm/'leg/'θʌm/'təʊ/
burn /bɜːn/
burn your fingers/hand/tongue /ˌbɜːn jə 'fɪŋgəz/'hænd/'tʌŋ/
burn your hair /ˌbɜːn jə 'heə/
cheek /tʃiːk/
chest /tʃest/
chin /tʃɪn/
comb your hair /ˌkəʊm jə 'heə/
cut your finger /ˌkʌt jə 'fɪŋgə/
dislocate your hip/knee/shoulder/thumb /ˌdɪsləkeɪt jə 'hɪp/'niː/'ʃəʊldə/ 'θʌm/
elbow /'elbəʊ/
eyebrow /'aɪbraʊ/
finger /'fɪŋgə/
fingernail /'fɪŋgəneɪl/
foot/feet /fʊt/fiːt/
forehead /'fɒrəd/
get dizzy /ˌget 'dɪzi/
give sb a hand /ˌgɪv ˌsʌmbɒdi ə 'hænd/
have a black eye /ˌhæv ə ˌblæk 'aɪ/
have a bruise /ˌhæv ə 'bruːz/
have a cut /ˌhæv ə 'kʌt/
have a sore finger /ˌhæv ə ˌsɔː 'fɪŋgə/
I couldn't believe my eyes /aɪ ˌkʊdənt bəˌliːv maɪ 'aɪz/
knee /niː/
laugh your head off /ˌlɑːf jə 'hed ɒf/
lips /lɪps/
neck /nek/
on the tip of your tongue /ɒn ðə ˌtɪp əv jə 'tʌŋ/
poke /pəʊk/
pull sb's leg /ˌpʊl ˌsʌmbɒdiz 'leg/
rib /rɪb/
shoulder /'ʃəʊldə/
spine /spaɪn/
sprain your ankle/foot/knee/wrist /ˌspreɪn jə 'æŋkəl/'fʊt/'niː/'rɪst/
thigh /θaɪ/
thumb /θʌm/
toe /təʊ/
waist /weɪst/
wrist /rɪst/

6.2 Grammar 4.42

bleed /bliːd/
eye drops /'aɪ drɒps/
feel well /ˌfiːl 'wel/
fever /'fiːvə/
flu /fluː/
hay fever /'heɪ ˌfiːvə/
look up/down /'lʊk ʌp/daʊn/
nosebleed /'nəʊzbliːd/
put a plaster on /ˌpʊt ə 'plɑːstər ɒn/
put ice on /pʊt 'aɪs ɒn/
sting /stɪŋ/
stop the blood flowing /ˌstɒp ðə 'blʌd ˌfləʊɪŋ/
sunburn /'sʌnbɜːn/
take (antihistamine) tablets /ˌteɪk (ˌæntɪ'hɪstəmiːn)ˌtæbləts/

6.3 Listening 4.43

cycle /'saɪkəl/
die /daɪ/
die of (a disease) /ˌdaɪ əv (ə dɪ'ziːz)/
donate money to /dəʊ'neɪt ˌmʌni tə/
foundation /faʊn'deɪʃən/
get on (your bike) /ˌget 'ɒn (jə 'baɪk)/
heel /hiːl/
in memory of /ɪn 'meməri əv/
participant /pɑː'tɪsəpənt/
raise money for /ˌreɪz 'mʌni fə/
safety /'seɪfti/
set up a webpage /ˌset ʌp ə 'webpeɪdʒ/
share a webpage /ˌʃeər ə 'webpeɪdʒ/
sponsor /'spɒnsə/
take part in /ˌteɪk 'pɑːt ɪn/
train for /'treɪn fə/
vulnerable people /ˌvʌlnərəbəl 'piːpəl/

6.4 Reading 4.44

catch (a disease) /ˌkætʃ (ə dɪ'ziːz)/
consider /kən'sɪdə/
deep cut /ˌdiːp 'kʌt/
deliver a baby /dɪˌlɪvər ə'beɪbi/
doctor's surgery /ˌdɒktəz 'sɜːdʒəri/
emergency team /ɪ'mɜːdʒənsi tiːm/
flu/cholera epidemic /'fluː/'kɒlərə epɪˌdemɪk/
food/nut allergy /'fuːd/'nʌt ˌælədʒi/
gain weight /ˌgeɪn 'weɪt/
give a snapshot of /ˌgɪv ə 'snæpʃɒt əv/
give sb first aid /gɪv ˌsʌmbədi ˌfɜːst 'eɪd/
hair straightener /'heə ˌstreɪtnə/
have a panic attack /ˌhæv ə 'pænɪk ə'tæk/
heart attack /'hɑːt əˌtæk/
hospital /'hɒspɪtl/
illness /'ɪlnɪs/
injury /'ɪndʒəri/
local surgery /ˌləʊkəl 'sɜːdʒəri/
maternity/children's ward /ˌmə'tɜːnəti/ 'tʃɪldrənz wɔːd/
medicine /'medsən/
muscle/stomach pain /'mʌsəl/'stʌmək peɪn/
off-duty /ˌɒf 'djuːti/
paramedic /ˌpærə'medɪk/
patient /'peɪʃənt/
recover from /rɪ'kʌvə frəm/
rescue team /'reskjuː tiːm/
save lives /ˌseɪv 'laɪvz/
seriously ill /ˌsɪəriəsli 'ɪl/
shaving cut /'ʃeɪvɪŋ kʌt/
stable/serious condition /ˌsteɪbəl/ ˌsɪəriəs kən'dɪʃən/
stomach /'stʌmək/
tooth/teeth /tuːθ/tiːθ/
treat patients /ˌtriːt 'peɪʃənts/
write a prescription /ˌraɪt ə prɪ'skrɪpʃən/

6.5 Grammar 4.45

get out of /ˌget 'aʊt əv/
miscalculate /mɪs'kælkjəleɪt/
penknife /'pen-naɪf/
rope /rəʊp/
survivor /sə'vaɪvə/
trap /træp/

6.6 Use of English 4.46

feel alert /ˌfiːl ə'lɜːt/
blinds /blaɪndz/
body clock /'bɒdi klɒk/
caffeine /'kæfiːn/
collect taxes /kəˌlekt 'tæksɪz/
count sheep /ˌkaʊnt 'ʃiːp/
curtains /'kɜːtənz/
fall asleep /ˌfɔːl ə'sliːp/
insomnia /ɪn'sɒmniə/
prevent sb from /prɪ'vent ˌsʌmbədi frəm/
set the alarm on your phone /ˌset ðə əˌlɑːm ɒn jə 'fəʊn/

6.7 Writing 4.47

city council /ˌsɪti 'kaʊnsəl/
clearly /'klɪəli/
facilities /fə'sɪlətiz/
fortunately /'fɔːtʃənətli/
hopefully /'həʊpfəli/
interestingly /'ɪntrəstɪŋli/
meditation groups /ˌmedə'teɪʃən gruːps/
naturally /'nætʃərəli/
refuelled /ˌriː'fjuːəld/
reusable /ˌriː'juːzəbəl/
self-discipline /ˌself 'dɪsəplɪn/
surprisingly /sə'praɪzɪŋli/
sadly /'sædli/
understandably /ˌʌndə'stændəbli/
weight problems /'weɪt ˌprɒbləmz/
wellness /'welnəs/

6.8 Speaking 4.48

bandage /'bændɪdʒ/
feel dizzy/sick /ˌfiːl 'dɪzi/'sɪk/
give an injection /ˌgɪv ən ɪn'dʒekʃən/
have a pain in your forehead /hæv ə ˌpeɪn ɪn jə 'fɒrəd/
have a temperature /ˌhæv ə 'temprətʃə/
hurt /hɜːt/
infection /ɪn'fekʃən/
operation /ˌɒpə'reɪʃən/
see a doctor /ˌsiː ə 'dɒktə/
stitch /stɪtʃ/
symptoms /'sɪmptəmz/
swollen /'swəʊlən/

WORD LIST ACTIVITIES

• Divide the class into teams. Call out a topic, e.g. *health issues, injuries, body idioms, parts of the body,* etc. The teams write down as many words as they can for that category. The team with the most words writes them on the board and gets one point for each correct answer. Other teams add any 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 play a memory game. On the board write: *Doctor, I've got a problem, I …* Student A completes the sentence in any way he/she wants. Student B repeats his/her answer and adds another problem. Student C repeats what they said and adds his/her own idea. Students who forget or can't add anything are out of the game. The winner is the last student left in the game.

FOCUS REVIEW 6

VOCABULARY AND GRAMMAR

1 Choose the correct option.

1 It is quite common for a sportsperson to *dislocate* / *burn* their shoulder during a game, but it's quite easy to put it back into place.
2 It was so funny that we laughed our *hearts* / *heads* off.
3 After the accident, Kelly had a *broken* / *black* eye from hitting her face on the steering wheel.
4 Luckily, Henry only *sprained* / *broke* his ankle, so none of the bones were damaged.
5 When Jim told me who was going to visit us, I knew he was pulling my *hand* / *leg*. It couldn't be true.

2 Complete the sentences with words from the unit. The first letter of each word is given.

1 The first time Julie went on the underground she had a **p**anic **a**ttack because she is so afraid of closed spaces.
2 The **r**escue team arrived three minutes after the accident.
3 Susan has an annoying food **a**llergy . She can't eat cucumbers or melons, among other things.
4 I've been feeling really tired, so I've made an appointment for a check-up at the local **s**urgery .
5 Would you like to take **p**art in our effort to save the **l**ives of giant pandas?

3 Complete the sentences with the correct form of the verbs in the box.

can have not call sponsor not let

1 If I tried to text during the lesson, I'm sure my teacher wouldn't let me keep my phone with me.
2 My mum always wants to know what I'm doing. If only she didn't call me so often.
3 I want to go to New York to run the marathon. I wish someone would sponsor me.
4 My school is very small and old. I wish it had a sports centre with a swimming pool.
5 I hate cycling to school. If only I could get a driving licence at the age of sixteen.

4 Match the sentence halves. Then complete the Third Conditional sentences with the correct form of the verbs in brackets.

1 We would not have helped (not help) so many families (d)
2 If you hadn't gone (not go) on such a strict diet, (e)
3 You would be able to help (help) the person with a cut (a)
4 If Andy had put (put) some ice on his head, (b)
5 Sally would have won (win) the singing competition (c)

a if you had done (do) a first aid course.
b he would have stopped (stop) the bleeding.
c if she hadn't lost (not lose) her voice last week.
d if we had not raised (not raise) so much money for the charity.
e you wouldn't have felt (not feel) dizzy yesterday.

USE OF ENGLISH

5 Complete the second sentence so that it has a similar meaning to the first. Use up to five words in each gap.

1 It's a pity you can't take part in the first aid training.
If only you could take part in the first aid training.
2 Mark reached the hospital on time only because he had left home very early.
If Mark hadn't left home very early, he wouldn't have reached the hospital on time.
3 You should shorten your run so that you don't get so tired.
You should shorten your run so as not to get so tired.
4 My brother never tells me when he's angry with me.
I wish he would tell me when he's angry with me.

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

VEGETABLES AND VITAMINS

I don't think I was a particularly fussy eater as a child. Like many children, I simply didn't like vegetables. After eating my meat and potatoes quickly, I would stare bitterly at the vegetables left on my plate. If they had simply disappeared, I [1]___ very happy. Instead, I had to sit at the table until my plate was clean.

At that time I didn't know that my mum wanted me to eat vegetables to make sure that I was getting all the vitamins I needed. She was so afraid that I would develop a serious [2]___ that, every now and then, she made an appointment at the doctor's and asked him to do a blood test on me. Blood tests were even worse than broccoli, as I've been afraid of needles all my life. Even today I wish my mum [3]___ so concerned about me. After all, I'm a perfectly healthy adult.

A few days ago, I found a book about the history of science. I couldn't [4]___ when I found a chapter explaining that some 100 years ago people didn't know anything about vitamins!

It was a Polish-born scientist, Kazimerz Funk, who formulated the concept of vitamins in 1912. It was a great discovery, but I keep thinking that if Funk [5]___ vitamins, my mum wouldn't have made me eat all those vegetables.

1 A will be B would be C had been D would have been
2 A condition B situation C injury D epidemic
3 A couldn't be B hasn't been C hadn't been D wouldn't be
4 A pull my leg B believe my eyes C give me a hand D laugh my head off
5 A didn't discover B would discover C hadn't discovered D haven't discovered

EXTRA ACTIVITIES

- Photocopiable resource 43 Multiple-choice cloze (20 min.) pp. 215, 264
- Photocopiable resource 46 Sentence transformation (20 min.) pp. 216, 267
- Use of English 6, WORD STORE booklet, p. 12
- Photocopiable resource 31 *A few words about myself* (speaking; 7 min.) pp. 212, 252
- Extra digital activities: Reading and Use of English

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.

86

SPEAKING

7 Ask and answer the questions.

1 What do you do to get better when you have a cold?
2 What do you do to relax after a stressful day?
3 Do you ever worry about your health? Why?/Why not?

WRITING

8 Answer the questions.

1 Why is it important to know something about first aid?
2 What do you remember from the first aid quiz in lesson 6.2?

9 You have seen this announcement in an international students' magazine. Read the task and write an article.

Have you ever heard or read about a situation when first aid saved someone's life?

We're looking for articles about times when first aid really helped people.

Write an article about the experience, saying what happened and why knowledge of first aid was important. Your article could be in the magazine!

READING

10 Read the texts. Match the descriptions of people who want to get fit with the places that are most suitable for them. There are two extra places.

1 D

Adam isn't very fit, but he'd like to find somewhere to do some gentle exercise. He prefers cheap or even free places. He can only go in the evenings and wants to get there on public transport.

2 F

Margo broke her ankle and wants to do some easy exercises once or twice a week with someone who can give her expert advice. She's worried she might injure it again if she isn't careful.

3 B

Ben was bitten by a dog while jogging in the park and is worried that it could happen again. He wants to find somewhere where he can run in safety at weekends, both day and night.

4 A

Sandra doesn't have a weight problem, but she has some bad eating habits. She also finds it difficult to sleep because she's stressed. She would like to have a fitness holiday and combine exercise with improvements in her eating habits and general lifestyle.

A

MANHATTAN fitness centre

We offer an amazing experience. You can stay with us from one week to one month. With our well-equipped gym, full-sized swimming pool and beautiful gardens, you won't be bored. As well as supervised fitness training and physiotherapy help after injuries, we have relaxation therapy sessions to reduce stress and can give you expert dietary advice. You'll go home feeling like a new person. There are cheaper places, but none which offer such great value for money.

B

Xanadu Fitness

Xanadu Fitness is open twenty-four hours a day, seven days a week. We have a large gym with modern machines for everyone, an indoor pool and our own, newly opened, private running track. We are situated outside the town centre but it is easy to reach us by car and we have our own, free car park for members.

C

Babylon Health Centre

Babylon Health Centre is a great place to lose weight and get in shape. Our enthusiastic instructors use dance routines to really get you moving. It may look easy but you will come home after each class knowing that you have had a very good workout. Afterwards, why not treat yourself to a healthy snack in our cafeteria?

D

Fit-4-all

We offer a great, well-equipped gym with something for everyone for an incredibly low price. Open 11 a.m.–midnight, seven days a week, you can find us in the town centre next to the bus station. We have running machines, weights, climbing walls and much more for fitness enthusiasts and total beginners. Go at your own pace or join one of our popular, and more demanding, classes.

E

Fitness trail

Do you want to get fit and have fun free of charge? We have now completed our jogging and cycling tracks through the local park with exercise machines along the way. The fitness trail is open when the park is open, 8 a.m.–5 p.m. every day. There's a bus stop right outside the park entrance and it's only a short walk to the town centre.

F

GO 4 IT

Go 4 it is a new gym with a difference. When you first join, we will create a personalised training plan just for you. No more worries about overdoing it on the first day! You can use the machines on your own or have your own, personal, medically-trained trainer to supervise you. We are situated in beautiful countryside and we are open Mon–Fri 9 a.m.–5 p.m.

PROJECT

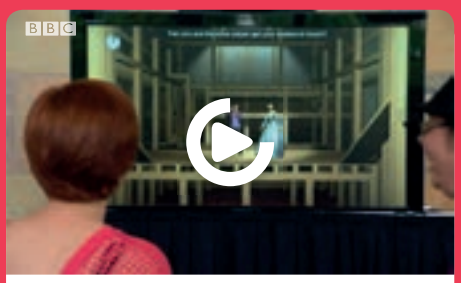
- How to teach with projects p. T19
- Work in groups. Choose a charity collecting donations for the sick or running campaigns to promote a healthy lifestyle. Do some research online and prepare a digital presentation about it. Then present it to your class.

7 Entertain me

Most people buy the highest quality television sets, only to watch the lowest quality TV shows.

Jarod Kintz

BBC



SHAKESPEARE'S AVATARS

28 Watch the BBC video.
For the worksheet, go to page 128.

UNIT 7 VIDEOS

BBC Shakespeare's avatars 28

GRAMMAR ANIMATION
Lessons 7.2 and 7.5 29

FOCUS VLOG About television
Lesson 7.6 30

ROLE-PLAY
Lesson 7.8 31 Lesson 7.8 32 Lesson 7.8 33

7.1 VOCABULARY

Entertainment • people in entertainment • phrasal verbs

I can talk about people in music and television.

SHOW WHAT YOU KNOW

1 **Put the words in the box under an appropriate heading. Then add at least one more word to each category and compare with a partner.**

box office costume episode gig ~~landscape~~ news bulletin orchestra plot portrait post sculpture soap opera social media video games vocalist

art	film/theatre	music	digital	TV
landscape	box office	gig	post	episode
portrait	costume	orchestra	social media	news bulletin
sculpture	plot	vocalist	video games	soap opera

2 SPEAKING **How much time do you devote to each area of entertainment? Discuss with a partner.**

3 **Guess which numbers in the box complete the facts about the stars.**

1 2 4 Eleven 12 16 8 million half a billion

DID YOU KNOW?

1 Ed Sheeran's hit single *Thinking Out Loud* was streamed half a billion times on Spotify.
2 Ed started doing live gigs when he was 16 .
3 Ed had a hit single which reached number 1 before he even signed a recording contract.

4 Millie Bobby Brown plays the part of Eleven in *Stranger Things*.
5 *Stranger Things* had over 8 million viewers 2 weeks after it came out.
6 The cast of *School of Rock* are only 12 years old.
7 They put on a show 4 times a week.

REFERENCES

Culture notes **p. 178**
Audioscript **p. 191**
Videoscript **pp. 200–201**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Photocopiable resource 32 *Taboo words* (15 min.) pp. 212, 253
- Extra digital activities: Vocabulary Checkpoint
- Students write a description of their favourite band. They include information about the members, their achievements and type of music. The rest of the class guess the name of the band.
- Students list the steps in a career in entertainment in ex. 7 in order from 1 to 10, where 1 is the most important/ the biggest achievement and 10 is the least important. They compare with a partner.

4 3.8 **Listen to an interview with Laura Martinez and check your answers.**

5 3.8 **Answer the questions. Then listen again and check.**

1 Who has already appeared in a TV series? Laura
2 Who has had great reviews for an album he/she released last month? Laura
3 Whose albums are always in the charts? Ed Sheeran's
4 Who started out by playing small venues in London? Ed Sheeran
5 Who has a kind of talent some actors only dream of? Millie Bobby Brown
6 Who wants the lead guitarist and lead singer of *School of Rock* to play on his/her next album? Laura

6 **Read *Top Tips for young performers* below. What do you think are the best three pieces of advice?**

Top Tips for Young Performers

- If you can, take up a musical instrument when you're really young and sign up for lessons.
- Practise every day, and when you think you're ready, go for it.
- If you mess up on stage, don't worry. Just carry on.
- When you make a mistake, don't beat yourself up – we learn from our mistakes.
- When you feel you are stuck, keep practising and eventually the feeling will wear off.
- Be nice, be reliable, don't be moody and always turn up on time!

Go to **WORD STORE 7** page 15

WORD STORE 7A Entertainment

7 3.9 **Complete WORD STORE 7A with the base forms of the verbs in red in Exercises 3 and 5. Then listen, check and repeat.**

8 SPEAKING **Complete the questions with an appropriate word in WORD STORE 7A. Then ask and answer.**

1 What is the worst single in the __charts__ at the moment?
2 When did your favourite band last release an __album__ ?
3 Does your favourite band do many __live__ gigs?
4 Does your favourite band usually play large or small __venues__ ?
5 If you could play the __part__ of any fictional character, who would it be?
6 What is your favourite __hit__ single of all time?
7 Think of the music you listen to from the Internet. Is it downloaded or __streamed__ ?

WORD STORE 7B People in entertainment

9 3.10 **Match the pictures in WORD STORE 7B with the words in the box. Then listen, check and repeat.**

10 **Complete the definitions with the words in WORD STORE 7B.**

1 All the performers in a play, film, musical, etc. = __the cast__
2 A person who writes songs and sings them. = __a singer-songwriter__
3 A person who plays drums in a band. = __a drummer__
4 A person who plays a musical instrument, usually for a living. = __a musician__
5 The people who watch or listen to people performing in public. = __the audience__
6 A person who plays the main guitar part. = __a lead guitarist__
7 A person who watches TV. = __a viewer__
8 A person who is the main singer. = __a vocalist__

11 **Complete the sentences to make them true for you. Then compare with a partner.**

1 If I were in a band, I'd be a …
2 The biggest audience I've ever been part of was …
3 My favourite singer-songwriter is …
4 I think the cast in … are very good.
5 A musician I admire is …

WORD STORE 7C Phrasal verbs

12 3.11 **Complete WORD STORE 7C with the base forms of the underlined phrasal verbs in Exercises 3, 5 and 6. Then listen, check and repeat.**

13 **Complete the sentences with the correct form of the verbs in WORD STORE 7C. Then decide whether the sentences are true or false for you.**

1 Our school always __puts__ on a show at the end of term.
2 I usually __turn__ up late when I meet my friends.
3 A new episode of my favourite TV series comes/is coming out this week.
4 My parents want me to __sign__ up for singing lessons.
5 I __took__ up piano when I was younger but I didn't __carry__ on.
6 I never want to act. I'm afraid of messing up in front of an audience.

WORKBOOK
pp. 88–89, including *Show What You've Learnt*

NEXT CLASS
- Ask students to prepare for a 10–20-minute Vocabulary Quiz: Assessment Package, Unit 7.1, Vocabulary.
- Ask students to do *Show What You Know* in the WB, p. 90.

7.2 GRAMMAR

Reported Speech – statements

I can talk about what other people have said using Reported Speech.

VIDEO 29

1 SPEAKING **Discuss whether you like the painting. Is it possible for a three-year-old child to paint something like this? Read the text and find out.**

They said she was a genius

When Marla Olmstead was three years old, a woman saw one of her paintings in a coffee shop and asked how much it cost. Marla's mother wanted to keep the painting so she told her that it cost $250. The woman bought it! After that a gallery owner started showing Marla's paintings. He told her parents that their daughter was a genius. Her paintings began to sell for thousands of dollars. But not all of the attention was positive. Art critics pointed out that a child could not produce those paintings. One critic suggested that her father had painted them.

A TV channel contacted Marla's parents and told them that they wanted to film their daughter the following week. They explained that they wanted to prove that Marla was not a fake. Marla's parents said that their daughter would be uncomfortable in front of the cameras, but the TV director told them not to worry. He added that he was going to use a hidden camera. Over the next few days, Marla did a painting, but it was not as good as her other paintings. Her critics claimed that this proved someone else finished her paintings. The customers replied that they didn't care who had done them – they liked them anyway.

2 **Match the people from the text with direct speech 1–7.**

some art critics | the TV director | one critic
Marla's parents | the customers | a TV channel
~~a gallery owner~~

1 'Your daughter is a genius,' said *a gallery owner*.
2 'A child can't produce these paintings,' said some art critics .
3 'Her father painted them,' said one critic .
4 'We want to film your daughter next week,' said a TV channel .
5 'Our daughter will be uncomfortable,' said Marla's parents .
6 'I'm going to use a hidden camera,' said the TV director .
7 'We don't care who has done them,' said the customers .

3 **Underline the Reported Speech in the text that matches the direct speech in Exercise 2. Then complete the GRAMMAR FOCUS.**

GRAMMAR FOCUS 29

Reported Speech – statements

In reported statements, verb forms change depending on the context.

Direct Speech		Reported Speech
Present Simple	→	Past Simple
Present Continuous	→	Past Continuous
Present Perfect	→	[1] Past Perfect
Past Simple	→	[2] Past Perfect
Past Perfect	→	Past Perfect
can/can't	→	[3] could/couldn't
will/won't	→	[4] would/wouldn't
am/is/are going to	→	[5] was/were going to

Note:

***tell* sb sth** – *She told me (that) I was wrong.*
say sth – *She said (that) I was wrong.* (NOT ~~*She said me I was wrong.*~~)

Other reporting verbs like *say*:
add, claim, explain, point out, reply, suggest

4 **Look at the reporting verbs in blue in the text and read the note in the GRAMMAR FOCUS. Then choose the correct reporting verb below.**

1 'I've bought a painting,' Jim *told* / *explained* me.
2 'It's worth hundreds of dollars,' he *claimed* / *told*.
3 'A three-year-old girl painted it,' he *told* / *added*.
4 'A child can't paint like that!' I *pointed out* / *told* him.
5 'It's probably a fake,' I *told* / *suggested*.
6 'I don't care, I'm keeping it!' he *replied* / *told* me.
7 'It'll look great in my office,' he *added* / *told*.

5 **Rewrite the sentences in Exercise 4 as Reported Speech.**

1 *Jim told me that he had bought a painting.*

6 **Read REMEMBER THIS. Then complete Reported Speech sentences 1–6. Use time expressions from the box and make other changes as necessary.**

REMEMBER THIS

In reported statements there may be other changes depending on the context. For example:

time: **yesterday → the day before**
place: **here → there**
pronouns: **I/me → he** or **she/him** or **her**
possessive adjectives: **my → his** or **her**

the month before | the day before | that day
then | the following day | the following week

1 'I met her here last month.'
He claimed *he had met her there the month before*.
2 'She gave us this painting yesterday.' They replied …
3 'We can't speak to you now.' They told us …
4 'I'm meeting my friends later today.' She explained …
5 'I'll see you here tomorrow.' He told her …
6 'We're going to fly to Paris next week.' They pointed out …

7 SPEAKING **Discuss your own attitudes towards art. What do you like/dislike? What pictures do you have in your bedroom/home?**

Exercise 5
2 He claimed that it was worth hundreds of dollars.
3 He added that a three-year-old girl had painted it.
4 I told him that a child couldn't paint like that.
5 I suggested it was probably a fake.
6 He replied that he didn't care and was keeping it.
7 He added that it would look great in his office.

Exercise 6
2 … (that) she had given them that painting the day before.
3 … (that) they couldn't speak to us then.
4 … (that) she was meeting her friends later that day.
5 … (that) he would see her there the following day.
6 … (that) they were going to fly to Paris the following week.

Grammar page 150

REFERENCES

Culture notes **p. 178**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 33 *Tall stories* (15 min.) pp. 212–213, 254
- Extra digital activities: Grammar Checkpoint
- On the board, make a list of reporting verbs, e.g. *explain, inform, claim, reply, deny, recommend*, etc. Check the meaning. Students rewrite the reported sentences in the text using as many different reporting verbs as they can, making any necessary changes.

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 follow an informal interview on a common topic.

1 SPEAKING **Read UK TODAY. Discuss how similar or different you think the situation is in your country.**

UK TODAY

In the UK
- over 77 percent of the population shop online.
- clothes or sports goods are the most popular online purchase.
- over 40 percent of all advertising is online.

Most UK homes have
- super-fast broadband connections.
- at least three different devices connected to the Internet (TV, laptop, tablet, smartphone, etc.).
- at least six different types of screen.

One in three UK teenagers
- spends at least six hours a day online.
- has experienced cyberbullying.
- uses their smartphone everywhere (including in the toilet!).

2 3.12 SPEAKING **Discuss the questions. Then listen and check your ideas.**

1 What is a 'viral video'?
A short video that becomes popular very quickly through the Internet.
2 Where can you watch it?
Online through social media or email.
3 What kind of videos 'go viral'?
Short, engage your emotions, have a story.

EXAM FOCUS Matching

3 3.13 **Listen to four people talking about viral videos. Match statements A–E with speakers 1–4. There is one extra statement.**

Speaker 1: C Speaker 3: E
Speaker 2: A Speaker 4: D

The speaker ...
A gives an example of how an online video can help your career.
B talks about his/her own experience of producing a viral video.
C suggests a few reasons why some videos go viral.
D has to watch online videos as part of his/her job.
E enjoys watching videos of people doing silly things.

4 SPEAKING **Discuss the questions and compare your ideas with a partner.**

1 What is the ideal length of a viral video? Why?
About three minutes long.
2 What happened after the teenager's mother posted a video of him singing *Paparrazi*?
He got a recording contract.
3 Why do people laugh at videos where people have stupid accidents? It makes people feel better to see how stupid other people are.
4 Why does Nigel Brown spend so much time watching videos? It's his job.
5 How easy is it to produce a video that gets more than one million views? Not easy.

5 3.13 **Listen to the four speakers again and check your answers.**

WORD STORE 7D Collocations

6 3.14 **Complete WORD STORE 7D with the words in the box. Then listen, check and repeat.**

7 3.15 **Complete the text with the correct forms of the verbs in WORD STORE 7D. Then listen and check.**

An early viral video

Nobody knows exactly why online videos [1] *go* viral, and which ones will be [2] *uploaded* to social networking sites and shared millions of times. Often, not much happens in these clips, but they're short enough to appeal to the digital generation who [3] *have* short attention spans, and they [4] *stir up* our emotions. One of the first and most famous viral videos was the sneezing panda. It shows a mother panda eating bamboo with her baby asleep at her feet. Suddenly, the baby sneezes and [5] *takes* the mother by surprise. It's the mother's reaction which [6] *makes* you laugh. The video has been [7] *viewed* over 221 million times. Why is it so popular? Probably because the baby panda is cute and the simple story [8] *contains* an element of surprise.

8 SPEAKING **Think about an online video you have uploaded, shared or viewed recently. Discuss the questions.**

1 When, where and how did you see it?
2 What was it about? What happened?
3 How would you describe it? (funny? amazing? inspiring? ...)

Yesterday I watched a funny dog video on my phone. My friend sent me a link. It shows a dog ...

PRONUNCIATION FOCUS

9 **Complete the groups with nouns formed from the verbs. Then practise saying the words and mark the stress.**

1 adapt/*adaptation* connect/*connection* compete/*competition*
2 explain/*explanation* inform/*information* produce/*production*
3 suggest/*suggestion* inspire/*inspiration* present/*presentation*

10 3.16 **Which noun in each group has fewer syllables? Listen, repeat and check your answers.**

1 connection 2 production 3 suggestion

REFERENCES

Culture notes **p. 178**
Audioscript **pp. 191–192**

EXTRA ACTIVITIES

After ex. 5, students read the audioscript and then prepare another matching exercise in pairs, like the one in ex. 3. They exchange exercises with another pair. Play the recording again for students to complete the activity.

WORKBOOK

p. 91

7.4 READING

Gapped text

I can identify key information in an extended newspaper article.

1 SPEAKING **Discuss the questions with a partner.**

1 How much time do you spend reading for pleasure?
2 What kind of books do you prefer when reading for pleasure and which when studying: comic books, print books, e-books or audio books?
3 Do you prefer listening to music while reading or reading in silence?

2 **Read the online article and the comments. Decide what *you* think about the new app and write your own comment. Compare it with a partner.**

EXAM FOCUS Gapped text

3 **Read the text again. Complete gaps 1–4 with fragments A–E. There is one extra fragment.**

A There's no information about their backgrounds, ages, reading experience, etc., but it seems reasonable to assume that they were people who don't spend a great deal of time in libraries.
B But reading is a different way of consuming content. I'm not sure a soundtrack can do anything but distract from the reading experience.
C In comparison with this traditional way of reading, one that engages all the senses, the digitally downloaded text can seem dull.
D In other words, can an audio soundtrack help people to understand a book and memorise it? The results were interesting.
E Some people were critical: they felt distracted by things that they would prefer to leave to the imagination.

4 3.18 **Complete the phrases with an appropriate two-letter word. Then listen, check and repeat. How do you say the phrases in your language?**

1 be based *on*
2 be critical *of*
3 be deeply engaging
4 enhance the reading experience
5 feel distracted *by*
6 find sth easy *to* follow
7 improve literacy rates
8 leave sth *to* your imagination
9 read *in* the old-fashioned way
10 review something positively

5 **Use appropriate phrases in Exercise 4 to answer the comprehension questions.**

1 What is the aim of the new app?
To enhance the reading experience.
2 What does the writer describe as 'sensuous'?
The experience of reading a book in the old-fashioned way.
3 What is the connection between the American launch of the app and Sherlock Holmes?
The launch was based on one of the Sherlock Holmes stories.
4 Why were some people critical of the app?
They felt distracted and prefer to leave things to their imagination.
5 How did the press react to the new app?
They reviewed it positively.
6 How does the writer describe the technology behind the app? As deeply engaging.
7 How are books with a soundtrack better than silent books, according to research?
They are easier to follow and remember.
8 How might the new technology help in schools?
It might help improve literacy rates.

WORD STORE 7E Word building

6 3.19 **Complete WORD STORE 7E with nouns made from the infinitive form of the verbs in blue in the article and in Exercise 3. Add the suffixes *-ment* or *-ion* to verbs. Use a dictionary if necessary. Then listen, check and repeat.**

7 **Think of other parts of speech and note down any other words that form word families with the words in WORD STORE 7E. You have sixty seconds.**

creator, creative, creatively, …

8 **Complete these further comments about the Booktrack app with the correct form of the word in brackets. Which ones do you agree with?**

1 'Music and sound effects would be a *distraction* . I don't like the idea.' (distract)
2 'Adding sound effects is a great *improvement* on the traditional way of reading a printed book.' (improve)
3 'Today's *entertainment* doesn't make you use your imagination.' (entertain)
4 'Anything is good if it motivates schoolchildren to read – they need a lot of *encouragement* .' (encourage)
5 'I can't see how an audio soundtrack can help you in the *memorisation* of things.' (memorise)

9 SPEAKING **Most studies suggest that teenagers are reading less fiction than they used to. Discuss the questions and give reasons for your answers.**

1 Is this a problem and, if so, what can be done about it?
2 Are there any advantages of reading more fiction?
3 Do you read more or less fiction than your partner?

I'm not sure it's a problem that teenagers are reading less fiction. They don't have time because they are doing so many other things like messaging, watching videos, listening to podcasts, etc.

REFERENCES
Culture notes **p. 178**

EXTRA ACTIVITIES
Students write true/false statements about the text and exchange with a partner and answer them.

WORKBOOK
pp. 92–93

NEXT CLASS
Ask students to do *Show What You Know* in the WB, p. 94.

92

Can a new app enhance the reading experience?

3.17

Reading a book in the old-fashioned way (holding an object made of paper) is a sensuous experience. Books speak. Pages rustle. They smell – sometimes delicious, sometimes of previous owners. Spines creak. And so on. [1] C . It's convenient but does not engage all the senses.

Not until now. In America last year, a group of investors launched an app called Booktrack, a 'revolutionary new technology' that dramatically improves the e-reading experience. How? By creating a soundtrack for e-books including music and sound effects. A character knocks on the door: bang, bang, bang. Another puts a slice of bacon in the frying pan: sssssss. Someone kisses someone: well, no, perhaps not. And in between all these bursts of activity: sympathetic music, or weather noises, or (if it's a scene outdoors) a bird singing at the end of the garden.

The American launch was based on *Sherlock Holmes: The Adventure of the Speckled Band*. [2] E . But it had a lot of fans too. In its first ten weeks on sale, *The Speckled Band* was downloaded more than 100,000 times. Since then, it has been downloaded in ninety-nine different countries and has been reviewed positively in the press: 'Phenomenal', 'Revolutionary', 'books without soundtracks could some day seem as old-fashioned as silent movies'.

The technology is entertaining and very impressive. How on earth does the page know which line of text our eyes are reading, and therefore when to do the knocking on the door, etc.? Reading in this way is a deeply engaging experience. And I believe that for every reader who prefers to use their imagination, there will be a reader who is grateful for the extra fun.

But it's not just about having fun. Booktrack hired the services of Liel Leibovitz, a professor of communications at New York University, to look into 'the cognitive advantages, if any, to reading accompanied by audio elements'. [3] D . The research found that when readers read books with a soundtrack, they not only found them easier to follow than 'silent' books, but also found them easier to remember.

People who took part in the research all came from New York and represented various levels of income and education. [4] A . This could suggest that the greatest benefit of the new technology will be to help improve literacy rates and encourage schoolchildren to read.

Our culture is becoming increasingly visual, but the success so far of Booktrack also shows that we're keen to live in an acoustic world. While it is common to complain that computers cut us off from reality, you could also argue that in some ways computers remind us how much we rely on our senses.

COMMENTS

- Personally, I prefer reading in silence or with some background music.
- I don't mind trying this. Why not?
- I like listening to books on the radio and when I'm driving, so I think I'll enjoy this new experience.
- I don't think sound effects can add anything to a book … I'd hate it.

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7.5 GRAMMAR

Reported Speech – questions and imperatives

I can talk about someone's orders and questions using Reported Speech.

1 SPEAKING **Name some popular magazines in your country. Discuss which magazines you read and what topics you like reading about.**

2 **Darina Parfitt did an interview for a lifestyle magazine. Read the interview questions and guess what she does for a living.**

a a fashion designer
b a film director
c a model
d a singer

Questions
- *What are you going to wear to the Oscars?*
- *Who are you dating?*
- *Why did you split up with your fiancé?*
- *Have you put on weight?*
- *Are you on a diet?*

Photo instructions
- *Don't look too serious.*
- *Blow a kiss at the camera.*

3 3.20 **Listen to Darina talking to a friend about her interview. Check your answer in Exercise 2. Why is she so upset?**
Because the interviewer asked silly questions.

4 **Read the GRAMMAR FOCUS. Then write Darina's reported questions and reported imperatives from the conversation.**

They asked me …
1 what / wear / going to / to the Oscars / was / I
what I was going to wear to the Oscars.
2 I / dating / who / was who I was dating.
3 had / why / split up with / I / my fiancé why I had split up with my fiancé.
4 if / put on / I / weight / had if I had put on weight.
5 was / I / whether / on a diet whether I was on a diet.
6 serious / to look / too / not not to look too serious.
7 a kiss / at / to blow / the camera to blow a kiss at the camera.

GRAMMAR FOCUS 29

Reported questions and imperatives

- When you report questions, the subject comes before the verb. You use ***ask*** as the reporting verb. You don't use *do/does/did*. You use ***if*** or ***whether*** for *yes/no* questions.
- When you report imperatives, you use ***ask*** or ***tell sb (not) to do sth***.

Direct Speech	→	Reported Speech
***yes/no* questions**		
'Do you live near here?'	→	He asked me **if I lived** near there.
'Are you happy?'	→	He asked me **whether I was** happy.
***wh-* questions**		
'What is your name?'	→	I asked him **what his name was**.
'Who wrote these?'	→	I asked him **who had written** those questions.
Imperatives		
'Say "cheese".'	→	They **asked me to say** 'cheese'.
'Please don't move.'	→	She **told me not to move**.

5 3.20 **Listen to the conversation again and check your answers in Exercise 4.**

6 **Report more questions and imperatives from Darina's interview. Begin with *They asked her …***

1 'Did your fiancé end your relationship?'
They asked her if her fiancé had ended their relationship.
2 'Have you seen your ex recently?'
3 'Where did you buy your dress?'
4 'Help yourself to tea or coffee.'
5 'Who is going with you to the Oscars next week?'
6 'Why are you leaving so early?'
7 'Can we interview you again next month?'
8 'Don't leave before we've taken a photo.'

7 **Read the report of another interview Darina gave. Which question did she refuse to answer?** The one about dating.

We had the pleasure of meeting Darina Parfitt today and talked to her about her work. We asked her if she was excited about being nominated for an Oscar, and whether she thought she could win. She told us that she was proud of her film and thought she had a good chance of winning. But she added that she hadn't seen the other films yet. We asked her when she had started making films and she told us it had only been the year before but that she had been in the movie business for ten years. We asked her what her next project was going to be and she told us she was writing a screenplay but she hoped she would get the chance to direct another film. We asked her who she was dating, but she asked us not to ask her about her private life.

8 **Rewrite the report in Exercise 7 as a dialogue.**

Interviewer: *Thanks for agreeing to do the interview.*
Darina: *You're welcome.*
Interviewer: *So, are you excited about being nominated for an Oscar?*
Darina: *Yes, it's wonderful …*

9 SPEAKING **Act out your dialogue. Vote for the best dialogue in the class.**

Grammar page 151

Exercise 6
2 whether she had seen her ex recently.
3 where she had bought her dress.
4 to help herself to tea or coffee.
5 who was going with her to the Oscars the following week.
6 why she was leaving so early.
7 if they could interview her again the following month.
8 not to leave before they had taken a photo.

Exercise 8
I: Do you think you can win?
D: Well, I'm very proud of my film and I think I've got a good chance of winning. But I haven't seen the other films yet.
I: When did you start making films?
D: Only last year, but I've been in the movie business for ten years.
I: What is your next project going to be?
D: I'm writing a screenplay but I hope I'll get the chance to direct another film.
I: Who are you dating?
D: Please don't ask me about my private life …

REFERENCES
Audioscript **p. 192**

EXTRA ACTIVITIES
- Grammar animation
- Photocopiable resource 34 Test yourselves (15 min.) pp. 213, 255
- Extra digital activities: Grammar Checkpoint
- In pairs, students think of a celebrity. They write a dialogue including questions and imperatives. They swap their work and rewrite the dialogue as reported speech. Finally, they compare the originals and the reported speech version.

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.

VIDEO 30

7.6 USE OF ENGLISH

Nouns

I can use various types of nouns with the correct articles.

1 SPEAKING **Rate the TV series genres in the box from 1 = 'I can't stand them' to 5 = 'I love them'. What other series genres can you think of? Discuss the series you like most.**

cookery programmes fantasy science fiction
silly humour cool vampires

2 3.21 **Listen to a conversation between a media industry expert and a TV journalist. Why are more and more young people watching cookery programmes?**

3 3.21 **Choose the correct option. Which one of the sentences is false? Listen again and check.**

1 The latest **news** *is* / *are* that **food** *has* / *have* become the most popular subject for reality TV programmes.
2 **Research** *tells* / *tell* us that we spend more time watching food on TV than cooking it.
3 **Series** such as *The Great British Bake-Off* and *Masterchef* *is* / *are* very popular with young people.
4 Survey **information** *suggest* / *suggests* that people bake cakes to share on social media, not to eat.
5 The **interests** of young people *isn't* / *aren't* very difficult to predict. False
6 **Life** *is* / *are* too short to stuff a mushroom!

4 **Read the LANGUAGE FOCUS. What type of noun are the nouns in bold in Exercise 3?**

Countable – series, (life);
Uncountable – news, food, research, information, (life);
Plural – interests

LANGUAGE FOCUS

Nouns

- **Countable nouns** have a singular and a plural form and you choose an appropriate verb form. Add ***-s*** (or sometimes ***-es***, ***-ies*** or ***-ves***) to form plurals: *programme – programmes*.

  Exceptions:
  Nouns with the same singular and plural forms: e.g. *fish, series, sheep, species*
  Nouns with irregular plural forms: e.g. *child/children, foot/feet, woman/women, person/people*

- **Uncountable nouns** only have a singular form. You can't put *a/an* or a number in front of them and you only use a singular verb form.

  Progress is slow. (NOT ~~*Progress are slow.*~~)
  I need (some) advice. (NOT ~~*I need an advice.*~~)
  I bought (two pieces of) furniture. (NOT ~~*I bought two furnitures.*~~)

  Common uncountable nouns: *advice, furniture, hair, information, knowledge, luggage, news, politics, research, traffic, weather*

- **Plural nouns** only have a plural form. You can't put *a/an* or a number in front of them and you only use a plural verb form.

  These jeans are nice. (NOT ~~*This jean is nice.*~~)
  I have two pairs of black trousers. (NOT ~~*I have two black trousers.*~~)

  Common plural nouns: *clothes, glasses, headquarters, interests, jeans, manners, scissors, trousers*

5 **Complete the sentences with the phrases in the box to reflect your opinions. Then compare with a partner.**

is too much are too many isn't enough
aren't enough

1 There is too much/isn't enough news on the TV.
2 There is too much/isn't enough politics in the news.
3 There are too many/aren't enough TV series about crime.
4 There are too many/aren't enough women directors.
5 There is too much/isn't enough advice for young people about Internet safety.
6 There is too much/isn't enough furniture in my bedroom.

6 USE OF ENGLISH **Complete the sentences with the correct form of the words in brackets.**

1 One of the must-haves in your wardrobe is a pair of classic jeans (be/pair/classic jeans).
2 Today is a bad day. There is no good news (be/no good news).
3 It was raining and all children were (child/be) bored.
4 There was a lot of information (be/a lot of/information) about Masterchef in the news yesterday.
5 I don't think this is good advice (be/good advice).
6 My mum and her sister were the first women (be/first/woman) in our family to go to university.

7 SPEAKING **Complete these common sayings with the correct verb form. Then discuss whether you agree with the sayings and whether you have similar ones in your language.**

1 Laughter *is* (be) the best medicine.
2 Beauty is (be) only skin deep.
3 Money doesn't grow (not grow) on trees.
4 Truth is (be) stranger than fiction.
5 There are (be) plenty of fish in the sea.
6 Knowledge is (be) power.
7 Manners make (make) the man.
8 No news is (be) good news.

Exercise 2
nice TV presenters
chance to be creative
competitive element

FOCUS VLOG 30 **About television**

30 **Watch the Focus Vlog. For the worksheet, go to page 129.**

Use of English page 152

REFERENCES

Culture notes **pp. 178–179**
Audioscript **p. 192**
Videoscript **p. 201**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

After ex. 3, ask students for their opinion.

Do they agree with the speakers? Are their friends interested in cookery programmes? Has someone they know taken part in such a show?

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.
- Ask students to prepare some information on music festivals in their country: what kind of music is played, etc.

95

7.7 WRITING

An article reviewing an event

I can write an appealing description of a past event.

1 Read the announcement below and answer the questions.

1 What are you invited to do?
Write a review of a festival.

2 What could you win?
Two tickets to next year's Glastonbury Festival.

HOME | FESTIVAL | FAQ'S | CONTACT

Have you been to a fabulous festival this summer? *festivalwatch.org* would love to hear all about it! Send us an article reviewing a festival that you attended this season and suggesting improvements for next year. The best article will be published on our website and the winner will receive two free tickets to next year's Glastonbury Festival.

2 Read the winning article and choose the most interesting and appropriate title. Title 1 or 3

1 Brilliant bands + fabulous food = unforgettable experience
2 Queuing, not singing, in the rain!
3 Smells, Smiles, and Sounds at Sunny Silverfest
4 What I did and didn't enjoy about Silverfest
5 What a load of rubbish!

Winner of this year's festival review competition

My friends and I, and the other lucky festivalgoers at this year's Silverfest festival, drank 25,000 bottles of water, created nearly two tonnes of rubbish and raised £20,000 for charity. We did this while listening to some of the most talented bands around and enjoying delicious food from all over the world. What an amazing experience!

We arrived early, but as we queued to get in, we could already hear the music and smell the food. The sun was shining on the colourful tents and a DJ had already begun to entertain the crowd. This year, the music was excellent; from the beats of The Chemical Brothers to the punk rock of Vampire Weekend. I'll never forget the sight and sound of 10,000 happy people with their arms in the air.

As all festivalgoers know, dancing makes you extremely hungry, especially when the air is filled with the fabulous smells of Thai, Indian, Mexican and many other world cuisines. To be honest, I was expecting terrible festival food, but I was wrong – it was absolutely delicious.

The only thing I'd suggest changing next year is the number of rubbish bins. There should be twice as many – by the end of the day there was litter everywhere.

If you are looking for a really friendly festival with fantastic bands and tasty food (and if you don't mind a bit of rubbish!), then try Silverfest next year. You won't be disappointed.

REFERENCES

Culture notes **p. 179**

EXTRA ACTIVITIES

- Photocopiable resource 35 Test yourselves (10 min.) pp. 213, 256
- Photocopiable resource 36 An article reviewing an event (15 min.) pp. 213, 257
- Before ex. 2, have students share their information about festivals. After they read the review, you can ask them if Silverfest sounds similar to any of the places they previously described.
- Students prepare questions about the text, e.g. *How many bottles of water were drunk? What could they smell when they arrived?* They ask each other the questions without looking at the text.

3 **Look at the article in Exercise 2 again. Tick the things that are included.**

1 an introduction which holds the reader's attention ✓
2 a reason for writing ☐
3 language which describes what the writer saw, heard, smelled and tasted ✓
4 a variety of adjectives and modifiers ✓
5 personal opinions ✓
6 suggestions and recommendations ✓

4 **Read the WRITING FOCUS box and check your answers to Exercise 3.**

WRITING FOCUS

An article reviewing an event

- Begin with an interesting, funny or unusual title to attract the reader's attention.
- Hold the reader's attention with an introduction which asks a question or gives interesting facts.
- Describe the event using a variety of adjectives and modifiers.
- Make your descriptions interesting by describing what you saw, heard, smelled and tasted.
- Include personal opinions and suggestions.
- Finish with a recommendation for the reader.

5 **Underline all the adjectives in the article and decide whether they can complete sentence A or B.**

A It was/They were very …
B It was/They were absolutely …

6 **Complete the table in the LANGUAGE FOCUS with some of the adjectives you found in the article.**

LANGUAGE FOCUS

Modifiers with base and extreme adjectives

- You use different adverbs to modify base or extreme adjectives. Base adjectives are gradable e.g. *very bad* is worse than *quite bad*. Extreme adjectives are non-gradable e.g. *impossible* means *impossible* – you can't be 'more' *impossible* or 'less' *impossible*.

BASE ADJECTIVES	EXTREME ADJECTIVES
1 *bad*	*terrible*
2 *difficult*	*impossible*
3 disappointed	*devastated*
4 *funny*	*hilarious*
5 *good*	amazing, excellent, fabulous, fantastic
6 happy	*ecstatic*
7 hungry	*starving*
8 *interesting*	*fascinating*
9 talented	*brilliant*
10 tasty	*delicious*
Modifiers: *very, rather, really, quite, extremely*	**Modifiers:** *absolutely* **Note:** *really* can also be used

7 **Replace the underlined phrases with phrases in the LANGUAGE FOCUS to make the descriptions more interesting.**

1 This year's Charity Fun Day was very good/absolutely fantastic and we raised lots of money.
2 The birds were singing and the weather was really good/absolutely amazing .
3 There were some extremely bad/absolutely terrible singers in the competition – that was the best bit!
4 The exhibition of old photographs was rather interesting/absolutely fascinating .
5 I'd recommend the rather tasty/absolutely delicious homemade ice cream.
6 If you're looking for a very good/absolutely fabulous day out, come to next year's Charity Fun Day.

8 SPEAKING **Think about a time when you had either an absolutely fantastic or an absolutely terrible 'day out'. Use at least six extreme adjectives. Consider the questions below and then tell your partner.**

- What kind of day out was it? (i.e. a music festival? a sports day? a school trip? a charity event? a family picnic? a day at the beach? etc.)
- When did you have this day out?
- Who did you go with?
- What happened during the day?
- What sort of things did you do?
- What were the high/low points?
- What is your best/worst memory?

SHOW WHAT YOU'VE LEARNT

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

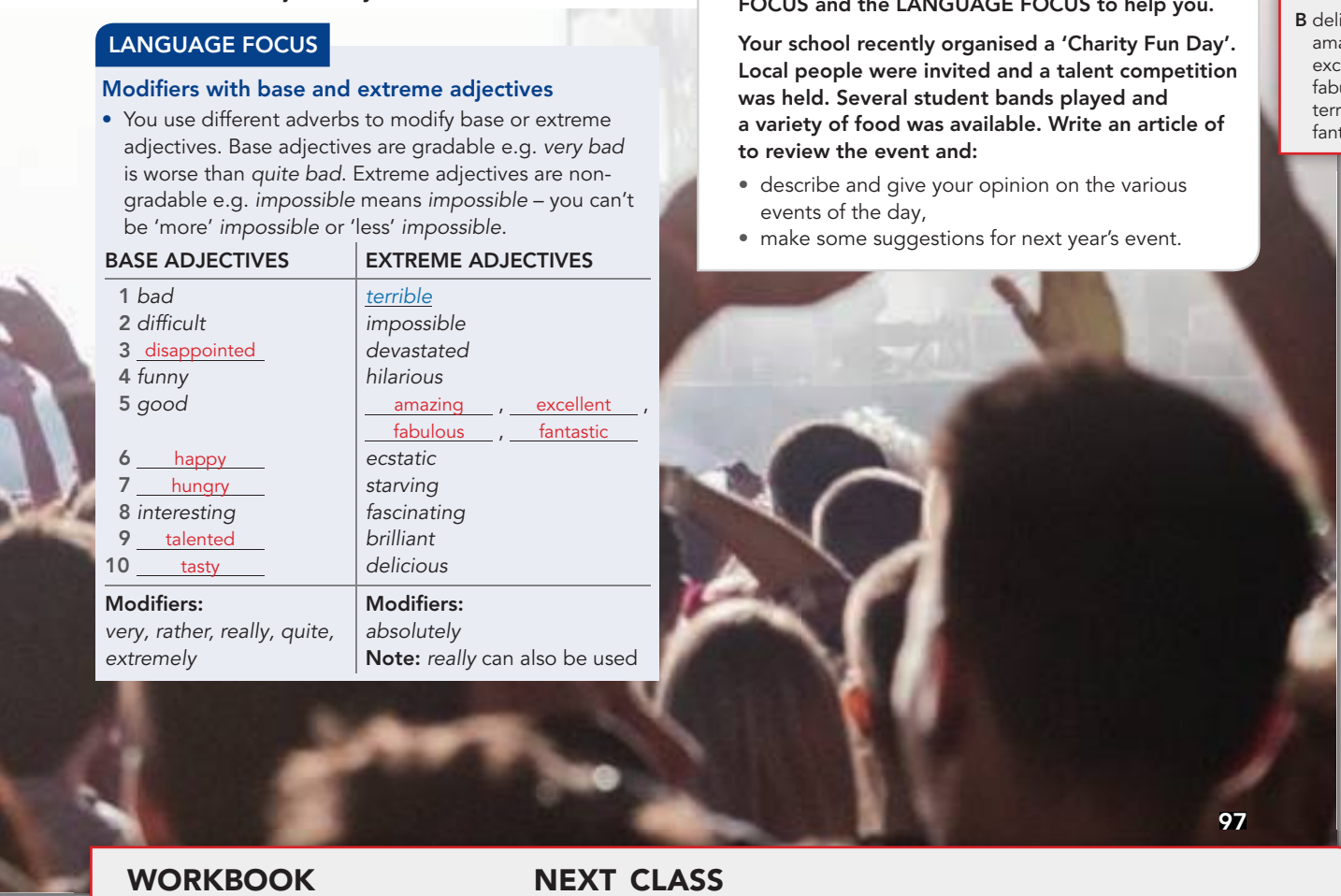
Your school recently organised a 'Charity Fun Day'. Local people were invited and a talent competition was held. Several student bands played and a variety of food was available. Write an article of to review the event and:

- describe and give your opinion on the various events of the day,
- make some suggestions for next year's event.

Exercise 5

A lucky, talented, colourful, happy, hungry, tasty, friendly, disappointed

B delicious, amazing, excellent, fabulous, terrible, fantastic



WORKBOOK

pp. 96–97, including *Show What You've Learnt* and *Show That You've Checked*

NEXT CLASS

Ask students to think about the last time they had to ask somebody for permission and how they did it.

7.8 SPEAKING

Asking for permission
• polite requests

I can give and refuse permission and make polite requests.

1 SPEAKING **Look at the list of things you may want to do at school. Which things would you need permission for? Who would you ask?**

not do PE
go home early
open a window
use your phone
eat or drink in the classroom
change your seat during a lesson
use a dictionary in an English test
leave the classroom during a lesson

2 Read the email and answer the questions.

1 What has Patty got permission to use?
2 What is she going to use it for?
3 What does she have to do next?

To: Patty Class 9
Subject: School Facebook page

Dear Patty,

You can use the school video camera on Thursday 4th April to film your class for the school Facebook page. You must ask your teachers POLITELY for permission to film their classes during the day. All students must sign a copy of the document attached.

3 3.22 **Listen to three conversations. Which teacher doesn't give Patty permission to film the class and why?**
Teacher 3 – Mr Osborne. He won't be there.

4 3.22 **Complete the conversations with words and phrases in the SPEAKING FOCUS. Then listen again and check.**

1
Patty: Excuse me Miss Roberts. Is [1] it OK if we film your class today? It's for the school Facebook page.
Miss R: Er, well, I'm [2] sorry but I'm going to give you a test today, and that won't be very interesting on film. How about tomorrow?
Patty: We only have the camera today. [3] Could we do the test tomorrow?
Miss R: Well OK, I [4] suppose so .
Patty: Thanks, Miss Roberts – that's great.

2
Patty: Mrs Baker, Mrs Baker!
Mrs B: Yes, hello, Patty. What can I do for you?
Patty: Do [5] you mind if we film our Art class today, please?
Mrs B: No, [6] not at all, go ahead. Is this for a project?
Patty: No, it's for the school Facebook page.
Mrs B: Oh right, I'll go and tidy up the classroom then.

3
Mr O: Come in.
Patty: Excuse me, Mr Osborne.
Mr O: Yes, what is it?
Patty: Um, we [7] were wondering if we could film your class today. We're making a film for the school Facebook page.
Mr O: Oh, I see. Well, I'd like [8] to , but I'm afraid I've got meetings all day and Ms Marks is taking my classes.
Patty: Oh, OK, sorry to bother you, sir.

SPEAKING FOCUS

Asking for permission	Giving permission	Refusing permission
Can/Could I/we …?	Well, OK, I suppose so.	I'm sorry but …
Is it OK if I/we …?	Yes, that's fine. No problem.	I'd like to help but I'm afraid …
We were wondering if I/we could …?	Sure, I don't see why not.	I'm afraid …
Do you mind if I/we …?	No, not at all, go ahead.	Yes, I do actually.

5 Rewrite the following exchanges using the language in the SPEAKING FOCUS. Begin with the words in italics.

1 **A:** Lend me your calculator. **B:** Right.
A: *Could …* **B:** *Well …*
2 **A:** Let me use your phone. **B:** No, the battery is flat.
A: *Is …* **B:** *I'm …*
3 **A:** I want to open the window. **B:** OK.
A: *Do …* **B:** *No …*
4 **A:** We want to leave early. **B:** Fine.
A: *We …* **B:** *Sure, …*

6 3.23 **Listen and check your ideas in Exercise 5. Practise the exchanges with your partner.**

7 SPEAKING **You are going to write a dialogue asking permission for something. Use the SPEAKING FOCUS to help you.**

- Decide on the situation, why you need permission and who from.
- Use the information in the box in Exercise 1 or your own ideas.
- Practise your dialogue. Then act out your dialogue to the class.

ROLE-PLAY 31 32 33 Asking for permission

31 32 33 **Watch the video and practise. Then role-play your dialogue.**

Exercise 2
1 The school video camera.
2 Filming her classes for the school Facebook page.
3 Ask teachers for permission and students to sign a copy of the document attached.

Exercise 5
1 **A:** Could you lend me your calculator?
B: Well, OK, I suppose so.
2 **A:** Is it OK if I use your phone?
B: I'm sorry but the battery is flat.
3 **A:** Do you mind if I open the window?
B: No, not at all, go ahead.
4 **A:** We were wondering if we could leave early.
B: Sure, I don't see why not.

REFERENCES

Audioscript **p. 192**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

• Before students look at ex. 1, have them discuss when they last asked for permission and say what words they used. Write any useful phrases on the board for later.
• Students write three things they want to ask permission for, e.g. *have a school disco, organise a charity day, make a film.* Then they work in pairs and take it in turns to ask. Their partner should give or refuse permission.

WORKBOOK

p. 98

NEXT CLASS

Ask students to study the Word list on p. 99.

7.1 Vocabulary 4.49

admire /əd'maɪə/
appear in a TV series /ə'pɪər ɪn ə ˌtiː'viː ˌsɪəriːz/
audience /'ɔːdiəns/
be in the charts /bi ˌɪn ðə 'tʃɑːrts/
beat yourself up /ˌbiːt jɔːˌself 'ʌp/
blame yourself /'bleɪm jɔːˌself/
box office /'bɒks ˌɒfəs/
carry on /ˌkæri 'ɒn/
cast /kɑːst/
come out /ˌkʌm 'aʊt/
do a live gig /ˌduː ə ˌlaɪv 'gɪg/
drummer /'drʌmə/
fictional character /ˌfɪkʃənəl 'kærəktə/
gradually disappear /ˌgrædʒuəli ˌdɪsə'pɪə/
have a hit single /ˌhæv ə ˌhɪt 'sɪŋgəl/
have great reviews /ˌhæv ˌgreɪt rɪ'vjuːz/
lead guitarist /ˌliːd gɪ'tɑːrəst/
learn from mistakes /ˌlɜːn frəm mə'steɪks/
mess up /ˌmes 'ʌp/
musician /mjuː'zɪʃən/
perform /pə'fɔːm/
performer /pə'fɔːmə/
play a venue /ˌpleɪ ə 'venjuː/
play the part of /ˌpleɪ ðə 'pɑːt əv/
put on /ˌpʊt 'ɒn/
release an album /rɪˌliːs ən 'ælbəm/
sign a recording contract /ˌsaɪn ə rɪ'kɔːdɪŋ ˌkɒntrækt/
sign up for /ˌsaɪn 'ʌp fə/
singer-songwriter /ˌsɪŋə 'sɒŋˌraɪtə/
start out /ˌstɑːt 'aʊt/
streamed /striːmd/
take up /ˌteɪk 'ʌp/
turn up /ˌtɜːn 'ʌp/
viewer /'vjuːə/
vocalist /'vəʊkəlɪst/
wear off /ˌweər 'ɒf/

7.2 Grammar 4.50

art critic /'ɑːt ˌkrɪtɪk/
claim /kleɪm/
fake /feɪk/
film /fɪlm/
gallery owner /'gæləri ˌəʊnə/
genius /'dʒiːniəs/
hidden camera /ˌhɪdn 'kæmərə/
point out /ˌpɔɪnt 'aʊt/
reply /rɪ'plaɪ/
suggest /sə'dʒest/
TV channel /ˌtiː 'viː ˌtʃænl/
TV director /ˌtiː 'viː dəˌrektə/

7.3 Listening 4.51

adapt /ə'dæpt/
adaptation /ˌædæp'teɪʃən/
advertising /'ædvətaɪzɪŋ/
broadband connection /ˌbrɔːdbænd kə'nekʃən/
compete /kəm'piːt/
connect /kə'nekt/
connected to /kə'nektəd tə/
connection /kə'nekʃən/
contain an element of surprise /kənˌteɪn ən ˌeləmənt əv sə'praɪz/
cyberbullying /'saɪbəˌbʊliɪŋ/
engage emotions /ɪnˌgeɪdʒ i'məʊʃənz/
explanation /ˌeksplə'neɪʃən/
go viral /ˌgəʊ 'vaɪərəl/
have a short attention span /ˌhæv ə ˌʃɔːt ə'tenʃən spæn/
hit /hɪt/
inform /ɪn'fɔːm/
information /ˌɪnfə'meɪʃən/
inspiration /ˌɪnspɪ'reɪʃən/
inspire /ɪn'spaɪə/
link /lɪŋk/
make sb laugh /ˌmeɪk ˌsʌmbədi 'lɑːf/
online purchase /ˌɒnlaɪn 'pɜːtʃɪs/
post /pəʊst/
present /prɪ'zent/
presentation /ˌprezən'teɪʃən/
produce /prə'djuːs/
production /prə'dʌkʃən/
sneeze /sniːz/
social networking site /ˌsəʊʃəl 'netwɜːkɪŋ saɪt/
stir up emotions /ˌstɜːr ˌʌp i'məʊʃənz/
suggestion /sə'dʒestʃən/
take by surprise /ˌteɪk baɪ sə'praɪz/
tell a story /ˌtel ə 'stɔːri/
upload a video /ˌʌpˌləʊd ə 'vɪdiəʊ/
view /vjuː/
view a video /ˌvjuː ə 'vɪdiəʊ/
viral /'vaɪərəl/
viral video /ˌvaɪərəl 'vɪdiəʊ/

7.4 Reading 4.52

accompaniment /ə'kʌmpənɪmənt/
accompany /ə'kʌmpəni/
based on /'beɪsd ɒn/
cognitive /'kɒgnɪtɪv/
creak /kriːk/
create /kri'eɪt/
creation /kri'eɪʃən/
critical of /'krɪtɪkəl əv/
cut sb off from reality /ˌkʌt ˌsʌmbədi ˌɒf frəm ri'æləti/
deeply engaging /'diːpli ɪnˌgeɪdʒɪŋ/
distract /dɪ'strækt/
distraction /dɪ'strækʃən/
encourage /ɪn'kʌrɪdʒ/
encouragement /ɪn'kʌrɪdʒmənt/
engage /ɪn'geɪdʒ/
engagement /ɪn'geɪdʒmənt/
enhance /ɪn'hɑːns/
enhance the reading experience /ɪnˌhɑːns ðə 'riːdɪŋ ɪkˌspɪəriəns/
enhancement /ɪn'hɑːnsmənt/
entertain /ˌentə'teɪn/
entertainment /ˌentə'teɪnmənt/
feel distracted by /ˌfiːl dɪ'stræktəd baɪ/
find sth easy to follow /ˌfaɪnd ˌsʌmθɪŋ ˌiːzi tə 'fɒləʊ/
improve literacy rates /ɪm'pruːv 'lɪtərəsi reɪts/
improvement /ɪmˌpruːvmənt/
in silence /ɪn 'saɪləns/
leave sth to your imagination /ˌliːv ˌsʌmθɪŋ tə jər ɪˌmædʒə'neɪʃən/
memorisation /ˌmeməraɪzeɪʃən/
memorise /'meməraɪz/
read in the old-fashioned way /ˌriːd ɪn ði ˌəʊld 'fæʃənd weɪ/
review positively /rɪˌvjuː 'pɒzətɪvli/
rustle /'rʌsəl/
scene /siːn/
sense /sens/
sensuous /'senʃuəs/
spine /spaɪn/
sympathetic /ˌsɪmpə'θetɪk/

7.5 Grammar 4.53

agree to do sth /əˌgriː tə 'duː ˌsʌmθɪŋ/
be nominated for an Oscar /bi ˌnɒmɪneɪtɪd fər ən 'ɒskə/
blow a kiss /ˌbləʊ ə 'kɪs/
date /'deɪt/
direct /də'rekt/
end a relationship /ˌend ə rɪ'leɪʃənʃɪp/
ex /eks/
fashion designer /'fæʃən dɪˌzaɪnə/
fiancé /fi'ɒnseɪ/
have a good chance of winning /ˌhæv ə ˌgʊd ˌtʃɑːns əv 'wɪnɪŋ/
interview /'ɪntəvjuː/
model /'mɒdl/
movie business /'muːvi ˌbɪznəs/
on a diet / ˌɒn ə 'daɪət/
put on weight /ˌpʊt ɒn 'weɪt/
screenplay /'skriːnpleɪ/
split up with /ˌsplɪt 'ʌp wɪð/

7.6 Use of English 4.54

headquarters /'hedˌkwɔːtəz/
manners /'mænəz/
popular with /'pɒpjələ wɪð/
presenter /prɪ'zentə/
reality TV /riˌæləti ˌtiː 'viː/

7.7 Writing 4.55

attend /ə'tend/
brilliant /'brɪljənt/
devastated /'devəsteɪtɪd/
ecstatic /ɪk'stætɪk/
fabulous /'fæbjʊləs/
fascinating /'fæsəneɪtɪŋ/
festivalgoer /'festəvəlˌgəʊə/
hilarious /hɪ'leəriəs/
impossible /ɪm'pɒsəbəl/
publish /'pʌblɪʃ/
starving /'stɑːv ɪŋ/
suggest improvements /sə'dʒest ɪm'pruːvmənts/
talent competition /'tælənt ˌkɒmpəˌtɪʃən/
winner /'wɪnə/

7.8 Speaking 4.56

ask for permission /ˌɑːsk fə pə'mɪʃən/
video camera /'vɪdiəʊ ˌkæmərə/

WORD LIST ACTIVITIES

- Students work in pairs. Student A says a word, Student B spells it and gives the explanation. Then Student B says a word for A to spell and explain. Pairs continue for five minutes. Discuss any problems with the class.
- In pairs, students write anagrams for their partner, e.g. *NROAEICT* (creation), *ILRVA* (viral), *FEROERPMR* (performer). They can tell their partner the topic or lesson number to help them.

FOCUS REVIEW 7

VOCABULARY AND GRAMMAR

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

carry on cast charts put on release
venues viewers

1 Our acting group only plays small ___venues___ as we can't afford to rent a large theatre.
2 My favourite singer is about to ___release___ a new album so I'm very excited!
3 That new TV show doesn't have many ___viewers___ , but the critics love it.
4 The ___cast___ of the latest superhero film includes two of my favourite actors.
5 Our drama class is going to ___put on___ a play which was written by our teacher.

2 Choose the correct option.

1 I am volunteering with a group that helps to improve *engagement* / *literacy* / *attention* rates among children who have trouble reading.
2 Listening to audiobooks can *enhance* / *review* / *encourage* the reading experience.
3 That video of a dog watching TV went *distracted* / *critical* / *viral* very fast – almost a million people viewed it in a couple of days.
4 Don't *beat* / *mess* / *turn* yourself up about forgetting your lines on stage. Everyone makes mistakes!
5 Her music video really *found* / *took* / *made* me by surprise – it was so much better than I'd expected.

3 Report the statements using the reporting verbs in brackets.

1 'Hank can win an Oscar next year,' said Kim.
Kim suggested that Hank could win an Oscar the following year. (suggest)
2 'Someone uploaded the video yesterday,' Joe said.
Joe pointed out that someone had uploaded the video the previous day. (point out)
3 'I'm interviewing Mark O'Hara today,' said Eve.
Eve explained that she was interviewing Mark O'Hara that day. (explain)
4 'Parkside is the best band I've ever heard,' said Andy.
Andy claimed that Parkside was the best band he'd ever heard. (claim)
5 'We're going to practise in here,' said Joan.
Joan replied that they were going to practise there. (reply)

4 Report the questions and requests.

1 'Please bring me the DVDs which I left on the desk,' Frank said to his secretary.
Frank asked his secretary to bring him the DVDs which he'd left on the desk .
2 'Do you want to become a professional actress?' the journalist asked Helen.
The journalist asked Helen if she wanted to become a professional actress .
3 'Where are we going to have lunch today?' Jo asked.
Jo asked where they were going to have lunch that day .
4 'Don't move!' the photographer told everyone.
The photographer asked everyone not to move .

USE OF ENGLISH

5 Complete the sentences with the correct form of the words in brackets. Use up to six words in each gap and make any changes necessary.

1 When I asked Angie yesterday she explained that she had installed (explain/she/install) a camera in her garden to observe the wildlife at night.
2 I'm afraid there isn't/hasn't been any progress (there/not be/progress) on deciding which play to perform. It's seems no one can agree on anything!
3 Carla asked me if I could perform (I/can/perform) with her dance company.
4 The most important tool for a costume maker is a good pair of scissors (be/good/pair/scissors).
5 Jean told me that she would/will accept the part (accept/the part) if the director calls her back.
6 Your room is small. There is too much furniture (too/furniture) so we should sell the big sofa!

6 Complete the text with the correct form of the words in the box. There are two extra words.

emotional improve encouragement engage
imagine entertain

Reality TV: A New Phenomenon?

For many people, reality television seems to be a fairly modern form of [1] entertainment . For many years they have been the most [2] engaging programmes with millions of people watching regularly. In fact, the very first programmes showing ordinary people in unscripted situations appeared in the 1940s and they've been with us ever since. One of the most influential programmes of this type was *An American Family*, a documentary-style programme showing the life of an ordinary family in the early 1970s. It managed to stir up the [3] emotions of many people when the parents on the show decided to split up. Thousands of Americans were fascinated by the show and wanted to [4] encourage the family to be together again by sending letters during and after the breakup. More than forty years ago, it was a groundbreaking programme, and it set such a high standard for reality TV that few others have managed to follow.

REFERENCES

Audioscript **pp. 192–193**

EXTRA ACTIVITIES

- Photocopiable resource 50 Cloze (20 min.) pp. 216–217, 271
- Photocopiable resource 51 Sentence formation (20 min.) pp. 217, 272
- Use of English 7, WORD STORE booklet, p. 14
- Photocopiable resource 37 *What shall I watch?* (speaking; 15 min.) pp. 213–214, 258
- Extra digital activities: Listening 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

LISTENING

7 3.24 **Listen to four people talking about the Notting Hill Carnival. Match the speakers with the statements. There is one extra sentence.**

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

The speaker …
A has participated in the carnival as a performer.
B says people need to protect themselves from injuries.
C believes the carnival adds something to the city.
D would like to avoid the crowds and noise of the carnival.
E explains why some people don't enjoy it as much as others.

WRITING

8 Ask and answer the questions.

1 Do you ever read blogs? Why?/Why not?
2 Is it a good idea for a teenager to write a blog? Why?/Why not?
3 Would you like to write one yourself? Why?/Why not?

9 Read the writing task and write a review.

You have recently taken part in a blogger festival in your town. Write a review of the most interesting blog written by somebody you met at the event, and describe the good and bad sides of writing a blog when you're a teenager.

SPEAKING

10 Do the task in pairs.

Student A

You are in a band together with five other students. You want to play a concert at your school gym. You'd like to record the event, take photos and also interview the audience. The materials would later be on your band's website and social media. You'd prefer to do the gig on Saturday, but other days are possible. Start the conversation to ask Student B for permission.

Student B

You are the school director. You can agree to the concert if Student A and his/her friends organise the equipment and clean the gym later. They can record the band and take photos of band members, but must always ask other people for permission. Some school staff always have to be present at such events, so the concert cannot take place on Saturday.

11 Look at the posters. You are taking part in a questionnaire on a new TV programme for teenagers. In pairs, follow these steps.

- Choose the programme which, in your opinion, is the most interesting for young people, and support your choice with some reasons.
- Explain why you have rejected the other options.

A

B

C

12 Ask and answer the questions.

1 Some people say that reality TV is just a passing fashion. Do you agree? Why?/Why not?
2 In what ways can we encourage people to watch less television?
3 If you moved abroad and couldn't watch national television, which programme would you miss most? Why?
4 Watching television is often considered a waste of time. Do you agree? Why?/Why not?

PROJECT

- How to teach with projects p. T19
- Work in groups. Choose an arts or culture mobile app and do some research online into it. Then prepare a digital presentation about the app and present it to your class.

101

8 Modern society

The greatest kindness will not bind the ungrateful.

Aesop

BBC

COFFEE STALLS

34 Watch the BBC video.
For the worksheet, go to page 130.

UNIT 8 VIDEOS

BBC Coffee stalls 34

GRAMMAR ANIMATION
Lesson 8.2 35 Lesson 8.5 36

FOCUS VLOG About social media
Lesson 8.6 37

ROLE-PLAY
Lesson 8.8 38

Exercise 3

1 growing: muggings, mobile phone theft, shoplifting, drug dealing, hacking and online piracy, car theft

falling: burglary, robberies, vandalism, arson

staying the same: murder

8.1 VOCABULARY

Crime and criminals • people involved in a crime case • the justice system

I can talk about crime and punishment.

SHOW WHAT YOU KNOW

1 **Complete the UK TODAY fact file with the words in the box.**

capital crime elections population Minister monarchy Head ~~United~~

UK TODAY

- **The** [1] *United* **Kingdom**: England, Wales, Scotland and Northern Ireland.
- **The** [2] population: 65 million.
- **The** [3] capital city: London.
- **Political system**: Constitutional [4] monarchy.
- [5] Head **of state**: The Queen (of course!).
- **Head of government**: The Prime [6] Minister.
- **General** [7] elections: Every five years.
- **Interesting fact**: Nobody is further than 120 km from the sea.
- **Surprising fact**: It rains more in Milan than in London.
- **Young people's worries**: youth unemployment, the environment, [8] crime.

2 **Work together to prepare a similar 'fact file' for your own country.**

3 **Read the text and answer the questions.**

1 Which crimes are growing, falling or staying the same in number?
2 Which crimes are a problem in your country?

REFERENCES

Culture notes **p. 179**
Audioscript **p. 193**
Videoscript **pp. 201–202**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

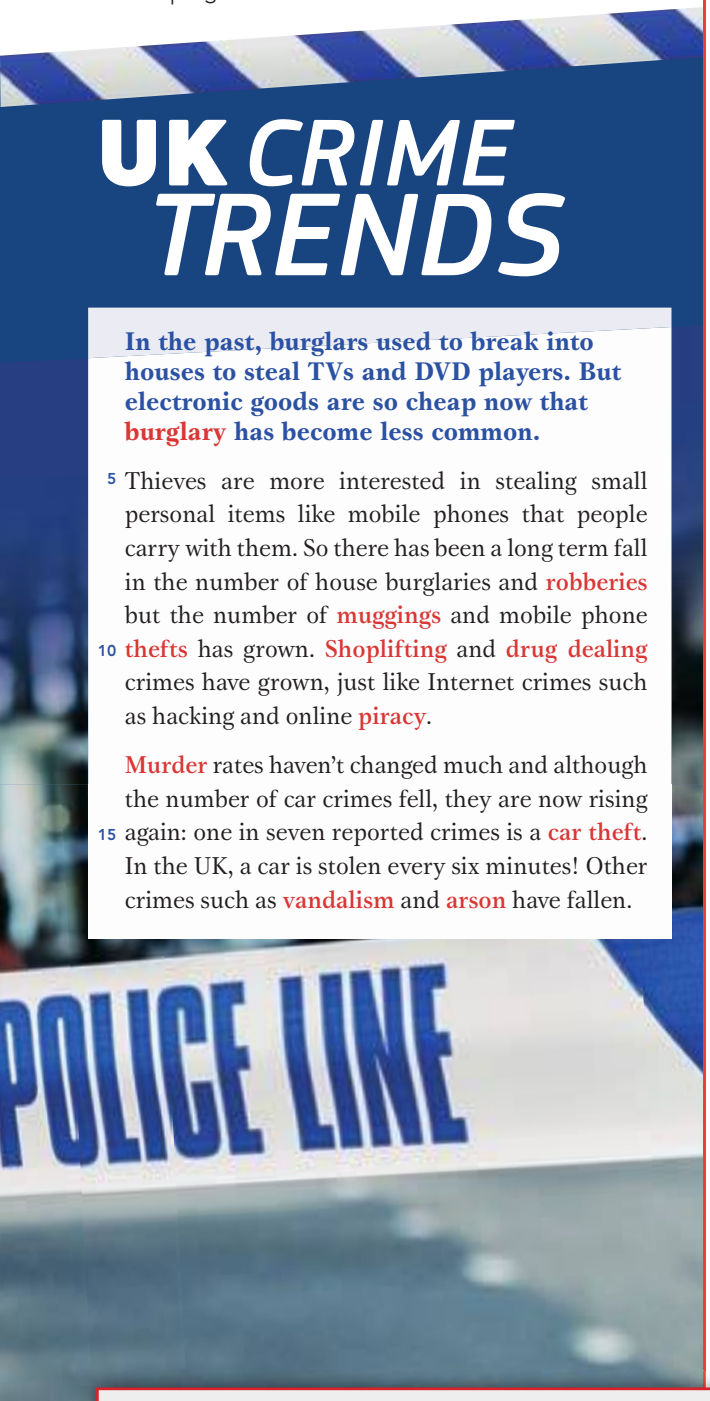
- Photocopiable resource 38 *In legal terms* (10 min.) pp. 214, 259
- Extra digital activities: Vocabulary Checkpoint
- Students choose six words they want to remember from ex. 6, 9 and 11. They invent a short story using all the words.

4 3.25 **Listen to six dialogues and name the crimes.**

1 shoplifting
2 murder
3 vandalism
4 robbery
5 arson
6 mugging

5 **Imagine you are reporting a crime. Choose the correct option.**

Hello, Police? I'd like to report a crime.
1 Somebody has *robbed* / *stolen* my phone.
2 My apartment has been *stolen* / *burgled*.
3 Some youths have *set fire to* / *mugged* a shop.
4 My sister has been *vandalised* / *mugged*.
5 There's a man in my store. I think he's *shoplifting* / *burgling*.
6 This website is *pirating* / *dealing* films, TV programmes and music.



UK CRIME TRENDS

In the past, burglars used to break into houses to steal TVs and DVD players. But electronic goods are so cheap now that burglary has become less common.

Thieves are more interested in stealing small personal items like mobile phones that people carry with them. So there has been a long term fall in the number of house burglaries and robberies but the number of muggings and mobile phone thefts has grown. Shoplifting and drug dealing crimes have grown, just like Internet crimes such as hacking and online piracy.

Murder rates haven't changed much and although the number of car crimes fell, they are now rising again: one in seven reported crimes is a car theft. In the UK, a car is stolen every six minutes! Other crimes such as vandalism and arson have fallen.

Go to WORD STORE 8 page 17

WORD STORE 8A Crime and criminals

6 3.26 **Complete WORD STORE 8A with the base form of the words in red in Exercise 3. Then listen, check and repeat.**

7 SPEAKING **Discuss which three crimes are the most serious and why.**

I think murder, arson and drug dealing are the most serious, because …

WORD STORE 8B People involved in a crime case

8 **Read two crime stories. Why are the crimes described as crazy?**

CRIMINALS COMMIT CRAZY CRIMES

A suspect was arrested for robbing a jewellery store on Saturday afternoon. He told police that he was innocent. He said that he couldn't be guilty of robbing the jewellery store because on Saturday afternoon he was breaking into a school and he had a **witness** to prove it. The police immediately charged him with robbing the school. The case goes to court next month.

An eighteen-year-old man was arrested for vandalising a campsite. During the trial, the **judge** heard how the police caught the **accused.** It was the easiest case we have ever solved, the **detective** said. There was no **victim**. We didn't have to interview any witnesses or collect any evidence. The **criminal** wrote his name on a wall! He was sentenced to three months in prison.

9 3.27 **Complete WORD STORE 8B with the underlined words in Exercise 8. Then listen, check and repeat.**

10 **Test each other. Read the seven definitions from WORD STORE 8B to your partner in a different order. Your partner writes down the word. Check how many correct answers your partner has.**

WORD STORE 8C The justice system

11 3.28 **Complete WORD STORE 8C with the correct form of the highlighted words in Exercise 8. Then listen, check and repeat.**

12 SPEAKING **Imagine the sentences in Exercise 5 are the first lines in some crime stories. You are going to tell one of the stories.**

- Choose an opening line 1–6.
- Imagine what happened during the case.
- Make notes based on your ideas.
- Include at least twelve words or phrases from the lesson.
- Tell your story to the class.

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

The Passive

I can use the Passive in a variety of tenses.

1 **Read a text about Robben Island. How many different things has the island been used for?**
four – prison, hospital, museum, tourist attraction

Robben Island is situated nine kilometres from Cape Town. From the seventeenth to the twentieth century the island was used as a prison. During World War II prisoners were sent to Robben Island, but at that time it was also being used as a hospital. Later, Nelson Mandela was imprisoned there for eighteen years. After a total of twenty-seven years in prison, Mandela was elected as the first black president of South Africa.

Robben Island isn't used as a prison any more. It has been made into a museum and at the moment is being promoted as a popular tourist attraction. There is a large African penguin colony there now, but Robben Island will always be remembered as the place where Mandela was imprisoned.

Nelson Mandela

2 **Read the GRAMMAR FOCUS and complete the table with the passive forms in blue in the text in Exercise 1.**

GRAMMAR FOCUS 35

The Passive

- You use Passive forms when it isn't important or you don't know who performed the action.
- You use ***by* + person** (or thing) if you want to mention who (or what) performed the action.

Tense	→	Example
Present Simple	→	*Robben Island* [1] *is situated*
Present Continuous	→	[2] is being promoted
Past Simple	→	[3] Mandela was elected
Past Continuous	→	[4] it was being used
Present Perfect	→	[5] It has been made
future with *will*	→	[6] Robben Island will be remembered

Exercise 6

2 I'm often invited to parties.
3 I've been contacted by an old childhood friend on Facebook today.
4 I was given money for my last birthday.
5 I was taught how to ride a bicycle by my father.
6 I'm being picked up from school today by my mother.

3 3.29 **Read about another famous 'island prison'. Complete the text with passive forms of the verbs in brackets. Then listen and check.**

Alcatraz [1] *is located* (locate – Present Simple) in San Francisco Bay. It was a prison from 1933 to 1963 and during that time there were just fourteen escape attempts. The attempted escape in 1962 [2] will probably be remembered (probably remember – *will*) as the most famous one. Frank Morris and the Anglin brothers dug a tunnel out of their cells and then disappeared. The three men may have drowned but their bodies [3] have never been discovered (never discover – Present Perfect). Over the years, several postcards in the men's handwriting [4] have been sent (send – Present Perfect) to their families. After the escape, a stolen car [5] was found (find – Past Simple) and police believe it could have been used by the three men to escape. The case [6] will be kept (keep – *will*) open until the 100th birthday of the three men. Today, Alcatraz island [7] is being used (use – Present Continuous) as a recreation park.

4 **Complete the sentences with an appropriate passive form of the verbs in brackets.**

1 The prisoners *are locked* (lock) in their cells at 9 p.m. every night.
2 John looked back. He thought he was being followed (follow).
3 Last time Tina went clubbing, her phone was stolen (steal).
4 Police are investigating the robbery but nobody has been arrested (arrest) yet.
5 As I'm writing this, three suspects are being questioned (question).
6 A press conference will be held/is being held (hold) tomorrow.

5 **Read these facts about crime. Cross out *by* + person or thing if it is not necessary.**

UK and USA *CRIME FACTS*

1 500,000 crimes in the UK are committed by ex-prisoners.
2 Each year in the USA, around 100 prisoners are sentenced to death ~~by judges~~.
3 In the UK, the death penalty was abolished ~~by the government~~ in 1998.
4 Around 10 percent of murders in the USA are committed by women.
5 On average, murderers are released from UK prisons ~~by the authorities~~ after sixteen years.

6 **Rewrite the sentences below in the passive. Start each sentence with *I* and use *by* + agent if necessary.**

1 The head teacher has never told me off.
I've never been told off by the head teacher.
2 People often invite me to parties.
3 An old childhood friend has contacted me on Facebook today.
4 People gave me money for my last birthday.
5 My father taught me how to ride a bicycle.
6 My mother is picking me up from school today.

7 **Which sentences in Exercise 6 are true for you? Compare with a partner.**

Grammar page 153

REFERENCES

Culture notes **p. 179**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 39 Test yourselves (10 min.) pp. 214, 260
- Extra digital activities: Grammar Checkpoint
- Students choose one of the two texts and write questions with the passive, e.g. *When was Mandela elected?*

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.
- Ask students to write a description of the photo on p. 105.

104

8.3 LISTENING

Multiple choice

I can follow an informal interview on a common topic.

1 SPEAKING **Read UK TODAY and discuss which facts you find most surprising. Do you think the situation is similar or different in your country?**

UK TODAY

- A 'young offender' can be anybody from the age of ten to seventeen (twelve to seventeen in Scotland) who commits a crime.
- Each year, almost 1,600 young offenders are sent to young offenders' prisons.
- The most common crimes are theft, violence and criminal damage.
- The average sentence is sixteen months.
- It costs over £140,000 a year to keep a young offender in prison.
- 54 percent of young offenders are aged seventeen.
- 97 percent of young offenders are boys.
- 88 percent of young offenders have been excluded from school.
- 68.1 percent of young offenders commit another crime within twelve months of leaving prison.

2 3.30 **Listen to an interview with Daniel, an ex-offender, and answer the questions.**

1 Why is the government worried about young offenders' prisons?
2 What happens to young offenders at night?
3 How do young offenders earn money to buy sweets and phone calls?
4 Why do some offenders want to stay in prison?
5 Who thinks young offenders should be punished more?

EXAM FOCUS Multiple choice

3 3.30 **Listen to the interview again. For questions 1–5, choose the correct answer, A, B, C or D.**

1 The government are planning to
A write a special report about prisons for young offenders.
B make an example of teenagers who break the law.
(C) educate young offenders more effectively.
D make young offenders' prisons harder.

2 When they behave badly, young offenders
(A) are not allowed to watch television.
B are locked in their cells all evening.
C have to attend lessons.
D cannot make phone calls.

3 One of Daniel's friends damaged a few cars
A a few days after he was released.
B because he wanted to steal them.
C in a supermarket car park.
(D) in order to go back to prison.

4 Daniel believes that the best way to make young offenders into better citizens is to
A lock them in cells and punish them.
(B) give them hope for the future.
C show them that life is simple.
D make prison like a holiday camp.

5 Based on Daniel's interview, the government's plans
A will make prisons more enjoyable.
(B) will probably help some young offenders.
C are a complete waste of time.
D are likely to be very popular.

WORD STORE 8D Prison

4 3.31 **Complete WORD STORE 8D with the verbs in the box. Then listen and repeat.**

5 **Complete the questions with the correct form of a word in WORD STORE 8D.**

Should young offenders ...
1 always go to prison if they ___break___ the law?
2 serve their whole ___sentence___ in prison?
3 be ___locked up___ in their cells at night?
4 be ___released___ from prison if they don't have a home to go back to?

6 SPEAKING **Discuss the questions in Exercise 5.**

PRONUNCIATION FOCUS

7 3.32 **Listen and put the words into groups A, B, or C depending on the stress.**

~~appreciation~~ determined investigation offender sympathetic unexpected

A ■■■	B ■■■■	C ■■■■■
determined	sympathetic	*appreciation*
offender	unexpected	investigation

8 3.33 **Listen, check and repeat the words.**

Exercise 2
1 Because they are failing/not working.
2 They get locked up.
3 By going to lessons.
4 Because life is better than outside.
5 A prison guard.

REFERENCES
Audioscript **pp. 193–194**

EXTRA ACTIVITIES
Use students' descriptions of the photo to lead into the lesson. Ask questions, e.g. *What happened? Where do you think they are?* Ask students to try and add more words to the three groups of words in the PRONUNCIATION FOCUS.

WORKBOOK
p. 105

NEXT CLASS
Ask students to think of their own definition of an act of kindness and provide examples.

8.4 READING

Multiple choice

I can distinguish supporting details from the main points in a text.

1 SPEAKING **Look at some acts of kindness. Discuss whether you have done them, might do them or would never do them. Give reasons for your answers.**

- Pay for someone's cup of coffee.
- Give someone an umbrella on a rainy day.
- Buy a homeless person a hot drink or lunch.
- Stop and talk to a homeless person.
- Offer to help someone carry their bags.
- Give someone your seat on the train or bus.
- Give someone a compliment.

2 SPEAKING **Text 1 is entitled 'Paying it forward'. Discuss the questions. Then read Text 1 and check your ideas.**

1 What does 'paying it forward' actually mean?
2 What are some of the benefits of 'paying it forward'?
3 What is the main difficulty of 'paying it forward'?

3 **Read Text 2. How did the restaurant owner 'pay it forward'?**
By giving homeless people some food.

EXAM FOCUS Multiple choice

4 **Read Text 1 and Text 2 again and choose the correct answer, A, B, C or D.**

Text 1

1 A woman who lost her phone on the train
A accepted money the boy offered her.
B asked the boy to do an act of kindness.
C wanted to send the boy some money.
D gave back the phone to the twelve-year-old boy.

2 Michael Norton believes that
A people spend more on others than themselves.
B a large proportion of people are happy.
C long-term happiness depends on your income.
D kindness is a natural human characteristic.

3 The journalist was surprised
A when people refused her offer of a free coffee.
B that people were delighted with her offer.
C that someone finally accepted the free coffee.
D by the generosity of strangers.

Text 2

4 The restaurant owner invited the homeless person into the restaurant because
A she wanted to give the person some leftover sandwiches.
B she wanted to give the person some human dignity.
C she was upset that the person had knocked over her bins.
D she wanted to ask the person some questions.

Texts 1 and 2

5 The texts include examples of acts of kindness committed by people who
A expect something in return.
B wish to remain anonymous.
C want to help homeless people.
D want to make other people feel better.

Exercise 2

1 Doing something kind for one person will lead to them doing something kind for somebody else and so on.
2 Can make you happier and healthier, give you a sense of purpose, lowers stress levels.
3 People are suspicious.

Text 1

PAYING IT FORWARD

3.34

This week's lead article comes from journalist Amy Randall who tells us why she would like to live in a kinder society and explains the benefits of 'paying it forward'.

In today's cynical world, it's often difficult to give and accept kindness. The smallest acts of kindness are often **met with suspicion**, and yet there is plenty of evidence to suggest that being kind can make you healthier and happier.

So what sort of acts of kindness am I talking about? They can be big gestures, or just small everyday things that will make people smile. At one end of the scale, an anonymous person might pay for someone's expensive operation without expecting a thank-you. At the other, there are the small gestures which might seem trivial, but are often extremely welcome.

One example of this is the story of a twelve-year-old boy who found a stranger's phone on a train. When he contacted the owner, she was so impressed by his honesty, that she **offered a small reward**. He didn't accept the money, but he wrote a note and sent it with the returned phone. In the note he said that he didn't want the money, he just wanted the woman to do something nice for someone else.

This kind of gesture is known as 'paying it forward'. The idea is that if you **do a good deed** for someone but **ask for nothing in return**, they will then do a good deed for someone else, and kindness will multiply and create a huge wave of good feeling across the globe.

There are many benefits to being kind. Giving to others can make you feel more connected to other people

Text 2

No questions asked

EXTRA ACTIVITIES

- Before looking at ex. 1, students discuss what they think an act of kindness is before comparing with the list in the book.
- In teams, students write more multiple choice questions about the text. Teams take turns to ask their questions. They score 1 point for each correct answer.

WORKBOOK

pp. 106–107

and increase your **sense of purpose** in life. You feel you've **made a difference** and there's a reason to get out of bed in the morning. **Taking time to help others** may even protect you from disease. A thirty-year study has shown that women who volunteered for a charity were sixteen percent less likely to suffer a major illness during that period – perhaps because it lowers stress levels.

I believe that people are naturally kind. This was also the conclusion of a study by Michael Norton at Harvard Business School: he did research in more than 130 countries and found that people who spend a bigger proportion of their income on others were more fulfilled than those who spend it on themselves. He thinks the desire to give and share could be a basic human trait.

That's the theory anyway. But when I've tried out acts of kindness on strangers, they often seem unsure how to react to me. In my local coffee shop, I tried to give away a cup of coffee. I thought people would be delighted, but instead I was met with suspicious stares. Then I realised why this was happening: we don't expect kindness from strangers – on the contrary, we expect them to trick us or **take advantage of us**.

But don't let that put you off. I did find someone to take my coffee and when I saw how pleased she was, it **made my day**. We need to fight against the 'me-first' society we live in and start a kindness movement. It sounds cheesy, but I think we need it.

A woman who runs a sandwich bar selling peanut butter and jam sandwiches noticed that somebody had removed some food from her rubbish bins. When she realised that a homeless person was taking leftover food from her bins, she was upset. She was sad to think that someone was so poor that they had to eat other people's leftovers. She typed a note and pinned it to her restaurant window.

The note was addressed to the person going through the rubbish for their next meal. She told this person that they were a human being and worth more than a meal from a dustbin. She offered them a free peanut butter and jam sandwich, fresh vegetables and a cup of water and promised not to ask any questions.

The restaurant owner said she understands that everyone needs help at one time or another, and in this case, she was happy to **offer the homeless person a helping hand**.

5 SPEAKING **Discuss how much you agree or disagree with the three highlighted statements in Text 1. Change the statements so that they represent your own views.**

6 3.35 **Complete the verb phrases with an appropriate noun in blue in the texts. Then listen, check and repeat.**

1 ask (for) nothing in *return* – positive
2 be met with suspicion – negative
3 offer a reward – positive
4 do a good deed – positive
5 give sb a sense of purpose – positive
6 make a difference – positive
7 take time to do sth – positive
8 take advantage of sb – negative
9 make sb's day – positive
10 offer (sb) a helping hand – positive

7 **Translate the phrases in Exercise 6. Which ones are positive and which are negative?**

8 SPEAKING **Complete the questions with the correct verb in Exercise 6. Then ask and answer.**

1 What could you buy that would make a real difference to your life?
2 How often do you give your mum a helping hand?
3 What good deed could you do on the way home today?
4 In what circumstances might you offer somebody a reward?
5 Is it always wrong to take advantage of people?
6 Can you think of one thing that would make your day today?

WORD STORE 8E Synonyms

9 3.36 **Complete WORD STORE 8E with the underlined adjectives in Text 1. Then listen, check and repeat.**

10 **Complete the common collocations with the adjectives in WORD STORE 8E to describe these comments.**

1 'Thank you so much for helping me with my shopping.' = A welcome gesture.
2 'Nobody does anything unless they want something in return.' = A cynical remark.
3 'Why are these people looking at me like this?' = suspicious stares.
4 'I hope you're coming to my graduation ceremony.' = A major event.
5 'Hey, this is my seat!' = A trivial matter.
6 'I'd rather not give my name.' = An anonymous donation.

11 SPEAKING **Talk about the last time you helped somebody or somebody helped you.**

Last weekend, my friend helped me to tidy my room. It made my day!

NEXT CLASS

- Ask students to do *Show What You Know* in the WB, p. 108.
- Ask students to make a list of all the things other people do for them or other family members, e.g. *cut their hair, repair the car, pierce their ears.*

107

8.5 GRAMMAR

Have something done

I can use have to refer to having things done by other people.

1 **Read *Burglary: The Facts* and guess the correct answers.**

BURGLARY: THE FACTS

According to statistics, the highest number of burglaries happen to [1]*terraced* / *detached* / *semi-detached* houses, [2]*halfway down a street* / *at the end of a street* / *in the countryside* with a [3]*purple* / *brown* / *green* door and the number [4]*eighty-eight* / *sixty-six* / *thirteen*.

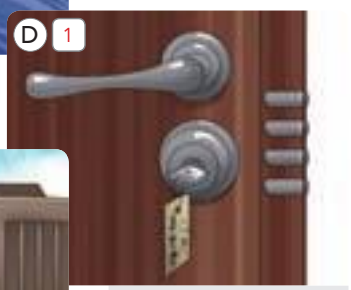
2 3.37 **Listen to Judy and Mike's story and check your answers in Exercise 1. Are Judy and Mike going to move house?** No

3 3.37 **Listen again and number the changes made to Judy and Mike's house in the correct order.**

Judy and Mike had a wall built.

They've had the door painted green.

They're going to have the house number changed.



They had the locks changed.

They had a sign about their dog put on the gate.

4 **Read the GRAMMAR FOCUS. Did Judy and Mike make the changes to their house or did they arrange for somebody else to do it?** Someone else did it for them.

GRAMMAR FOCUS 36

Have something done

You use the structure ***have something done*** when you arrange for somebody to do something for you. (You don't do it yourself.)

Compare:

*They **had** the locks **changed**.* (somebody did it for them)

They changed the locks. (they did it themselves)

***have* + object + past participle**

+	*They've had the door painted green.*
–	*They didn't have a garage built.*
?	*Are they going to have the house number changed?* *Yes, they are./No, they aren't.*

Note: You can usually use ***get*** instead of *have* with no change in meaning.

He's getting the door painted. = *He's having the door painted.*

5 **Judy is explaining some of the changes to a new neighbour. Rewrite the sentences using *we* and the structure *have something done*. Use the same tenses.**

1 A carpenter changed all the locks.
We had all the locks changed.
2 A carpenter fitted a new door.
3 A builder has been building a bigger wall.
4 A decorator has just painted the front door.
5 An electrician is putting in new security lights.
6 A security firm is going to install a new burglar alarm.

6 **Write sentences from the prompts using the structure *have something done*. Which sentences are true for you?**

1 We / redecorate / house / last year
We had our house redecorated last year.
2 I / never / pierce / ears
3 My mother / service / her car / every year
4 I'd like / colour / my hair
5 I / take out / a tooth / the next time I go to the dentist

7 **Have it done or do it yourself? Write true sentences about you from the prompts.**

1 tidy / bedroom
I tidy my bedroom.
2 repair / laptop or phone
3 charge / phone
4 test / eyes
5 check / teeth
6 cut / hair
7 take / passport photo
8 update / Facebook profile

8 SPEAKING **Write questions based on the prompts in Exercise 7. Begin the questions with *How often do you …?* Then ask your partner the questions.**

A: *How often do you tidy your bedroom?*
B: *Not very often … about once a week …*

Grammar page 154

Exercise 5

2 We had a new door fitted.
3 We've been having a bigger wall built.
4 We've just had the front door painted.
5 We're having new security lights put in.
6 We're going to have a new burglar alarm installed.

Exercise 6

2 I've never had my ears pierced.
3 My mother has her car serviced every year.
4 I'd like to have my hair coloured.
5 I'm going to have a tooth taken out the next time I go to the dentist.

REFERENCES

Audioscript **p. 194**
Using videos in the classroom **p. 194**

EXTRA ACTIVITIES

- Grammar animation
- Photocopiable resource 40 *Can you help me?* (15 min.) pp. 214, 261
- Extra digital activities: Grammar Checkpoint
- Students write sentences about themselves and family members using the lists they made, e.g. *My father has his car repaired at a local garage.*

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

Reflexive pronouns

I can correctly use each other *and reflexive pronouns.*

VIDEO 37

1 3.38 SPEAKING **The words and phrases in the box are from a podcast. Discuss what you think the podcast is about. Then listen and check your ideas.**

anti-virus software digital footprint
identity thieves passwords a weak password
a password manager videos and photos viruses

2 3.38 **Replace the underlined pronouns with appropriate words and phrases in Exercise 1. Then listen again and check.**

1 If you use one of these, you can only blame yourself if a hacker gets into your account. a weak password
2 You can use one of these to save yourself some trouble. a password manager
3 Keep them to yourself. Even with your friends, don't tell one another. passwords
4 Use this to protect yourself from viruses. anti-virus software
5 They update themselves all the time, so you need to update your software too. viruses
6 If you send each other these, they're likely to stay online for a long time. videos and photos

3 SPEAKING **Discuss how safe you think you are online. What could you do to protect yourself more?**

4 **Read the LANGUAGE FOCUS and underline all the examples of reflexive pronouns and *each other/one another* in Exercise 2.**

LANGUAGE FOCUS

Reflexive pronouns, *each other* and *one another*

- You use reflexive pronouns ***myself***, ***yourself***, ***himself***, ***herself***, ***itself***, ***ourselves***, ***yourselves***, ***themselves*** when the subject and the direct or indirect object of a sentence are the same person or thing.
  You can only blame ***yourself****.*
  Viruses update ***themselves*** *all the time.*
  Verbs commonly used with reflexive pronouns: *behave, blame, cut, enjoy, express, hurt, injure, introduce, prepare, protect, teach*
  Note: ***By yourself/myself***, etc. means *alone/on your own/without help.*
- ***Each other*** and ***one another*** have the same meaning. You use them when the subject and object are different. Compare the following sentences:
  Tim and Tina are looking at ***each other/one another****. = Tim is looking at Tina and Tina is looking at Tim.*
  Tim and Tina are looking at ***themselves****. = Tim is looking at himself and Tina is looking at herself.*

5 **Complete the sentences with a reflexive pronoun. Which sentences are true for you?**

1 My phone switches itself off if I don't use it for a while.
2 My father bought himself a new laptop recently.
3 When I go out with my friends, we always enjoy ourselves .
4 I hate it when people don't introduce themselves .
5 My mum is teaching herself how to play the guitar.
6 I prefer revising for exams by myself .

6 SPEAKING **Complete the questions with *each other/ one another* or *themselves*. Then ask and answer the questions with a partner.**

1 How often do you and your friends message each other ?
2 How well can your parents express themselves in English?
3 What do you and your friends normally talk to each other about?
4 How do your friends protect themselves from spam?
5 How long have you and your best friend known each other ?
6 What do your classmates do to prepare themselves for exams?

7 USE OF ENGLISH **Complete the second sentence so that it has a similar meaning to the first.**

1 I'm afraid Matt is injured and won't be playing today.
I'm afraid Matt has injured himself and won't be playing today .
2 Did you have fun at the party last night, Tom?
Did you enjoy yourself at the party last night, Tom ?
3 I spent the weekend completely alone.
I spent the weekend all by myself .
4 Mary took the blame for the mistake.
Mary blamed herself for the mistake .
5 Tom learnt how to program computers on his own.
Tom taught himself to program computers .
6 I got a cut while I was chopping onions.
I cut myself while I was chopping onions .

FOCUS VLOG 37 **About social media**

37 **Watch the Focus Vlog. For the worksheet, go to page 131.**

Use of English page 155

REFERENCES

Audioscript **p. 194**
Videoscript **p. 202**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

Students write a list of five extra questions as in ex. 6, using the verbs in the Language Focus, and then ask and answer in different pairs than before.

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.
- Ask students to think about the things they do regularly that they enjoy doing.

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8.7 WRITING

An opinion essay

I can write an essay to express my opinion and support it with relevant examples.

1 SPEAKING **Read the news report and discuss the questions.**

1 What is your opinion of the politician's comments?
2 How frequently do you usually check your phone?
3 What do you think it means to be addicted to your phone?

Are young people enjoying life?

A politician has upset young people with the comments he made during a television interview this week. He said, 'Today's teenagers have forgotten the simple pleasures of life such as conversation with friends and family, and time spent outdoors in our beautiful country. If something isn't available in a three-minute YouTube video, or can't be 'liked' on Facebook, then it is of no interest to anyone under the age of eighteen. We live in a nation of lazy, phone-addicted young people who have no idea how to really enjoy life.'

2 **After a class discussion on this news item, Oliver wrote an opinion essay. What do you think about the points he makes?**

Oliver Gleeson, class 6C

It is not unusual for older generations to criticise younger people's lifestyles. For instance, a politician said recently that the young people in this country were lazy and did not know how to enjoy life. In my view, these comments are incorrect and unfair.

To begin with, I would like to point out that not all young people are addicted to their phones. Many communicate and share interests online, but most of us do not spend all our free time there. For example, my friends and I regularly meet and spend time doing and talking about the things we enjoy. In other words, we have real lives.

Next, as far as I am concerned, most young people are not lazy. For instance, like many of my friends, I am studying for my final exams and learning to drive at the moment. In addition, I play the guitar and go mountain biking most weekends. Put another way, we are too busy to be lazy.

Lastly, it seems to me that the majority of young people do enjoy life. Many of us have social lives which include a range of sports, hobbies and interests. Moreover, plenty of these activities involve spending time with friends and making the most of our beautiful country.

In summary, I do not think the politician who made these comments understands today's young people. I think he should visit some local schools, talk to some teenagers and find out what their lives are really like.

EXTRA ACTIVITIES

- Photocopiable resource 41 An opinion essay (15 min.) pp. 214, 262
- Read the title of the first text and ask students what things they enjoy doing and how they would answer the question in the title.
- Ask comprehension questions about the two texts, e.g. *What did the politician say? What does Oliver talk to his friends about?*

WORKBOOK

pp. 110–111, including *Show What You've Learnt* and *Show That You've Checked*

110

3 SPEAKING **Discuss the questions.**

1 How similar or different are you to Oliver and his friends?
2 How would you respond if somebody called you 'lazy' or 'phone addicted'?
3 What are the main differences between the way your generation, your parents' generation and your grandparents' generation 'enjoy life'?

4 Complete the WRITING FOCUS with the words in the box and the linkers in purple in the essay.

linkers ~~point of view~~ reader summary support

WRITING FOCUS

An opinion essay

- Introduction
  Introduce the topic and give a clear statement of your main [1] *point of view*.
- Main paragraphs
  Include two or three paragraphs with more detailed personal opinions and [2] support these with reasons and examples.
  Remember to use [3] linkers to help the reader follow your essay.
  Firstly = [4] To begin with /*Secondly* = [5] Next /
  Finally = [6] Lastly /*In conclusion* = [7] In summary
- Conclusion
  Include a [8] summary of your main point of view. Use different words to the statement in the introduction.
  Include a final comment which leaves the [9] reader with something to think about.

5 SPEAKING **Discuss what you think about three more comments made by older people criticising teenage lifestyles. How many arguments can you think of in response?**

1 Teenagers do not understand the value of things. They want all the latest fashions, the most expensive phones and laptops, and they want them all now. They don't seem to realise that these things cost money!
2 Teenagers do not respect the opinions of adults. They think they know best and don't value our experience. They seem to forget that we were once teenagers too.
3 Teenagers don't read anymore. They don't value the importance of books. As a result, their language skills suffer and they can't express themselves very well.

6 Choose one of the comments in Exercise 5 and prepare three detailed arguments in response.

- Decide on a logical order for your three arguments.
- Write the arguments up as three paragraphs.
- Use linkers to structure your work.

7 Read the LANGUAGE FOCUS and complete each phrase with one word. Check the underlined phrases in the letter if necessary.

LANGUAGE FOCUS

Giving your opinion and emphasising a point

- Giving your opinion:
  I think … (I do not think …)/It seems to me that …/
  In [1] *my view …/in my opinion …/*
  As far [2] *as I am concerned …*
- Emphasising a point by giving an example or making an additional point:
  [3] *For instance …/For example …/*
  [4] *In addition …/Moreover …/What is more …*
- Emphasising a point by repeating in another way
  In [5] *other words …/Put* [6] *another way …/*
  What I mean is that …

8 Complete the second sentence so that it means the same as the first, beginning with the word given.

1 I think the celebrity's comments were extremely negative and unhelpful.
  It seems to me that the celebrity's comments were extremely negative and unhelpful.
2 My parents taught me to be well-mannered. In addition, we are expected to be polite at school.
  My parents taught me to be well-mannered.
  What is more, we are expected to be polite at school.
3 In my opinion, there are many selfish people in the world and not all of them are young.
  As far as I am concerned, there are many selfish people in the world and not all of them are young.
4 For example, lots of young people do voluntary work or raise money for charity.
  For instance, lots of young people do voluntary work or raise money for charity.
5 In other words, most young people are aware of the importance of being a good citizen.
  What I mean is that most young people are aware of the importance of being a good citizen.

SHOW WHAT YOU'VE LEARNT

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

A celebrity said in a radio interview recently, 'Today's young people are unfriendly, selfish and have no manners. It seems they have not been taught to be good citizens by their parents or their schools'. Write an essay in which you:

- present your opinion on the celebrity's comments,
- give reasons and examples to support your point of view.

111

8.8 SPEAKING

Opinions: talking about advantages and disadvantages

I can discuss an idea and talk about its advantages and disadvantages.

1 SPEAKING **Complete the following sentence in as many ways as you can think of. Discuss your ideas.**

A good person is someone who …

2 3.39 **Read the school webpage and listen to a conversation. Which activities do Robert and Sonia decide to do?**

PRINCE JAMES SCHOOL

home | teachers | students | parents

THREE EASY WAYS TO BE A GOOD CITIZEN!

Help younger pupils with school subjects
Are you good at a particular subject? Are you patient? Younger pupils need your help.

Help the elderly in your community
Elderly people are often lonely. Promise to call on an elderly person two or three times a week.
Robert

Raise money for charity
Organise a sale: second-hand clothes, cakes or books.
Sonia

3 3.39 **Complete section A of the SPEAKING FOCUS with the words in the box. Then listen again and check.**

good | into | not | rather | ~~thing~~

SPEAKING FOCUS

A Talking about your skills and interests

(Teaching) isn't my [1] *thing* at all.
You're really [2] good at (Maths/swimming).
I'm [3] not (patient) enough.
I'd [4] rather (visit an elderly person).
I'm really [5] into (vintage clothes).

B Giving and explaining an opinion

In my opinion …/What I mean is …/In fact …
To be honest, I think/don't think …

C Talking about advantages and disadvantages

There are a lot of advantages/disadvantages …
One/Another benefit is that …
The main advantage of voluntary work is that …
There are drawbacks too.
One of the main disadvantages of voluntary work is that …
Another disadvantage of voluntary work is that …

4 SPEAKING **Discuss which voluntary work in Exercise 2 you would choose to do and why. Explain why you are rejecting the other activities.**

5 SPEAKING **Look at the motion for a school debate. Think of three reasons for and three reasons against doing voluntary work.**

home | teachers | students | parents

SCHOOL DEBATE

Motion:
Everybody should do voluntary work.

6 3.40 **Listen to two people talking about reasons for and against doing voluntary work. Do they mention any of the points you thought of in Exercise 5?**

7 3.40 **Read sections B and C in the SPEAKING FOCUS and complete the texts. Listen again and check your answers.**

FOR

In my opinion, there are a lot of [1] advantages to doing voluntary work. [2] One benefit is that it makes people think about other people who are less fortunate than they are. What I [3] mean is that if you do voluntary work, you will understand the problems that exist in society. Another [4] benefit of doing voluntary work is that you become a better person – less selfish and more generous.

AGAINST

First of all, I agree that there are a lot of advantages to doing voluntary work, but I think there are [5] drawbacks too. One of the [6] main disadvantages of voluntary work is that it can take up a lot of time. What I mean is, voluntary work could stop you helping your own family or friends, or take time away from your studies. [7] Another disadvantage of voluntary work is that you don't earn money, so you are still dependent on your parents for everything. To be [8] honest, I think we should learn to be independent from our parents as soon as possible.

8 SPEAKING **Choose a topic. Student A: make notes on the advantages. Student B: make notes about the disadvantages. Discuss your ideas. Use the SPEAKING FOCUS to help you.**

- being an only child
- single-sex schools
- taking part in sports competitions
- wearing a school uniform
- being a man/woman
- owning a pet

ROLE-PLAY 38 **Opinions: talking about advantages and disadvantages**

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

REFERENCES

Audioscript **p. 194**
Using videos in the classroom **p. T14**

EXTRA ACTIVITIES

In pairs, students make a list of the advantages and disadvantages of doing the three things in ex. 2. They decide which would be the best activity for them.

WORKBOOK

p. 112

NEXT CLASS

Ask students to study the Word list on p. 113.

8.1 Vocabulary 4.57

arson /'ɑːsən/
arsonist /'ɑːsənɪst/
be arrested /bi ə'restɪd/
be charged with a crime /bi ˌtʃɑːdʒd wɪð ə 'kraɪm/
be found guilty /bi ˌfaʊnd 'gɪlti/
be found not guilty /bi ˌfaʊnd ˌnɒt 'gɪlti/
be released /bi rɪ'liːst/
be sentenced /bi 'sentənst/
burglar /'bɜːglə/
burglary /'bɜːgləri/
burgle a house /ˌbɜːgəl ə 'haʊs/
case /keɪs/
charge /tʃɑːdʒ/
collect evidence /kəˌlekt 'evədəns/
commit a crime /kəˌmɪt ə 'kraɪm/
criminal /'krɪmɪnəl/
deal drugs /ˌdiːl 'drʌgz/
detective /dɪ'tektɪv/
drug dealer /'drʌg ˌdiːlə/
drug dealing /'drʌg ˌdiːlɪŋ/
elections /i'lekʃənz/
evidence /'evɪdəns/
go to court /ˌgəʊ tə 'kɔːt/
government /'gʌvəmənt/
head of government /ˌhed əv 'gʌvəmənt/
innocent /'ɪnəsənt/
interview victims/witnesses /ˌɪntəvjuː 'vɪktɪmz/'wɪtnɪsɪz/
investigate /ɪn'vestəgeɪt/
judge /dʒʌdʒ/
kill /kɪl/
mug /mʌg/
mugger /'mʌgə/
mugging /'mʌgɪŋ/
murder /'mɜːdə/
murderer /'mɜːdərə/
piracy /'paɪərəsi/
pirate /'paɪərət/
pirate software /ˌpaɪərət 'sɒftweə/
report a crime /rɪˌpɔːt ə 'kraɪm/
rob sb/a place /'rɒb ˌsʌmbədi/ə pleɪs/
robber /'rɒbə/
robbery /'rɒbəri/
set fire to /ˌset 'faɪə tə/
shoplift /'ʃɒpˌlɪft/
shoplifter /'ʃɒpˌlɪftə/
shoplifting /'ʃɒpˌlɪftɪŋ/
steal /stiːl/
suspect /'sʌspekt/
the accused /ðiː ə'kjuːzd/
trial /'traɪəl/
theft /θeft/
thief /θiːf/
unemployment /ˌʌnɪm'plɔɪmənt/
vandal /'vændl/
vandalise /'vændəlaɪz/
vandalism /'vændəlɪzəm/
victim /'vɪktɪm/
witness /'wɪtnɪs/

8.2 Grammar 4.58

abolish /ə'bɒlɪʃ/
attempted escape /əˌtemptɪd ɪ'skeɪp/
authorities /ɔː'θɒrətiz/
cell /sel/
death penalty /'deθ ˌpenlti/
dig a tunnel /ˌdɪg ə 'tʌnl/
drown /draʊn/
elect /ɪ'lekt/
escape /ɪ'skeɪp/
escape attempt /ɪ'skeɪp əˌtempt/
imprison /ɪm'prɪzən/
on average /ɒn 'ævərɪdʒ/
prisoner /'prɪzənə/
promote /prə'məʊt/
question /'kwestʃən/
tell sb off /ˌtel ˌsʌmbɒdi 'ɒf/

8.3 Listening 4.59

average /'ævərɪdʒ/
behave badly /bɪˌheɪv 'bædli/
break the law /ˌbreɪk ðə 'lɔː/
citizen /'sɪtəzən/
criminal damage /ˌkrɪmənəl 'dæmɪdʒ/
exclude from school /ɪkˌskluːd frəm 'skuːl/
have a criminal record /ˌhæv ə ˌkrɪmənəl 'rekɔːd/
lock sb (up) /ˌlɒk ˌsʌmbɒdi ('ʌp)/
make an example of /ˌmeɪk ən ɪg'zɑːmpəl əv/
make (prisons) harder /ˌmeɪk ˌprɪzənz 'hɑːdə/
prison guard /'prɪzən gɑːd/
punish sb severely /ˌpʌnɪʃ ˌsʌmbɒdi sə'vɪəli/
release from prison /rɪˌliːs frəm 'prɪzən/
sentence /'sentəns/
serve a sentence /ˌsɜːv ə 'sentəns/
violence /'vaɪələns/
young offender /ˌjʌŋ ə'fendə/

8.4 Reading 4.60

anonymous /ə'nɒnɪməs/
appreciated /ə'priːʃieɪtɪd/
ask for nothing in return /ˌɑːsk fə 'nʌθɪŋ ɪn rɪ'tɜːn/
be met with suspicion /ˌbi ˌmet wɪð sə'spɪʃən/
benefit /'benəfɪt/
cheesy /'tʃizi/
cynical /'sɪnɪkəl/
distrustful /dɪs'trʌstfəl/
do a good deed /ˌduː ə ˌgʊd 'diːd/
donation /dəʊ'neɪʃən/
dustbin /'dʌstbɪn/
fulfilled /fʊl'fɪld/
generosity /ˌdʒenə'rɒsəti/
give a sense of purpose /ˌgɪv ə ˌsens əv 'pɜːpəs/
homeless /'həʊmləs/
honesty /'ɒnəsti/
human trait /ˌhjuːmən 'treɪt/
impressed by /ɪm'prest baɪ/
kindness /'kaɪndnəs/
knock over /ˌnɒk 'əʊvə/
major /'meɪdʒə/
make a difference /ˌmeɪk ə 'dɪfərəns/
make sb's day /ˌmeɪk ˌsʌmbɒdiz 'deɪ/
offer a helping hand /'ɒfər ə ˌhelpɪŋ 'hænd/
offer a reward/job /ˌɒfə ə rɪ'wɔːd/'dʒɒb/
peanut butter /ˌpiːnʌt 'bʌtə/
pin /pɪn/
put off /ˌpʊt 'ɒf/
random /'rændəm/
sceptical /'skeptɪkəl/
small gestures /ˌsmɔːl 'dʒestʃəz/
stare /steə/
suspicious /sə'spɪʃəs/
take advantage of /ˌteɪk əd'vɑːntɪdʒ əv/
take time to /ˌteɪk 'taɪm tə/
trick /trɪk/
trivial /'trɪviəl/
type a note /ˌtaɪp ə 'nəʊt/
want something in return /ˌwɒnt ˌsʌmθɪŋ ɪn rɪ'tɜːn/
welcome /'welkəm/

8.5 Grammar 4.61

burglar alarm /'bɜːglər əˌlɑːm/
carpenter /'kɑːpɪntə/
lock /lɒk/
security firm /sɪ'kjʊərəti fɜːm/
security lights /sɪ'kjʊərəti laɪts/
statistics /stə'tɪstɪks/

8.6 Use of English 4.62

anti-virus software /ˌænti 'vaɪərəs ˌsɒftweə/
blame yourself /'bleɪm jɔːˌself/
digital footprint /ˌdɪdʒətl 'fʊtˌprɪnt/
enjoy yourself /ɪn'dʒɔɪ jɔː'self/
express yourself /ɪk'spres jɔːˌself/
identity theft /aɪ'dentəti θeft/
introduce yourself /ˌɪntrə'djuːs jɔːˌself/
password /'pɑːswɜːd/
prepare yourself /prɪ'peə jɔːˌself/
protect yourself /prə'tekt jɔːˌself/

8.7 Writing 4.63

majority /mə'dʒɒrəti/
phone-addicted people /ˌfəʊn əˌdɪktəd 'piːpəl/
pleasures of life /ˌpleʒəz əv 'laɪf/
point of view /ˌpɔɪnt əv 'vjuː/
polite /pə'laɪt/
politician /ˌpɒlə'tɪʃən/
selfish /'selfɪʃ/
voluntary work /'vɒləntəri wɜːk/
well-mannered /ˌwel 'mænəd/

8.8 Speaking 4.64

be fortunate/less fortunate /ˌbi 'fɔːtʃənət/ˌles 'fɔːtʃənət/
call on /'kɔːl ɒn/
elderly people /'eldəli ˌpiːpəl/
honest /'ɒnəst/
lonely /'ləʊnli/
organise a sale /ˌɔːgənaɪz ə 'seɪl/
patient /'peɪʃənt/
second-hand clothes /ˌsekəndˌhænd 'kləʊðz/
uniform /'juːnəfɔːm/

WORD LIST ACTIVITIES

Divide students into teams. Call out a word or expression for the first team. They have to explain the meaning and use it in a sentence. Give one point for the meaning and two points for using it correctly. Continue round the teams. The team with the most points at the end wins.

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FOCUS REVIEW 8

VOCABULARY AND GRAMMAR

1 Complete the sentences with words from the unit. The first letter of each word is given.

1 The bank robber will have to **s**erve a **s**entence of twelve years.
2 The **w**itness was afraid to show her face in court, so she was allowed to describe what she had seen in a private room.
3 There are some criminals who **t**ake **a**dvantage of older people, getting their banking information and stealing their money.
4 I don't think this **c**ase will go to **c**ourt because both sides seem to be willing to forget about what happened.

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

1 It's hard to be a victim of a ___mugger___ because you never really feel safe in the streets after it happens. **MUG**
2 He was accused of the ___theft___ of a valuable painting, but he claimed he hadn't taken it. **THIEF**
3 Before criminals ___burgle___ a house, they make sure no one is at home. **BURGLAR**
4 It was shocking to learn that the ___arsonist___ who set the school on fire was actually a fire fighter. **ARSON**
5 We have reduced ___vandalism___ in our area by having the offenders repair the damage. **VANDAL**

3 Complete the second sentence with up to five words so that it has a similar meaning to the first.

1 Next month the government will release five political prisoners.
Next month five political prisoners will be released .
2 A prison guard took John to his new cell.
John ___was taken___ to his new cell.
3 The lawyer's speech has impressed the jury.
The jury has been impressed by the lawyer's speech.
4 A private detective is investigating the robbery.
The robbery is being investigated by a private detective.
5 A lot of people are installing security systems in this neighbourhood.
A lot of security systems are being installed in this neighbourhood.

4 Complete the sentences with the correct form of the words in brackets. Use *have something done*.

1 I follow my dentist's advice and I have my teeth checked (check/my teeth) twice a year.
2 We have been having our house redecorated (redecorate/house) for several weeks. I hope it's over soon!
3 My sister never has her hair cut (never/cut/her hair) by a hairdresser. My mum always does it.
4 Did you have your flat painted (paint/your flat) or did you do it yourself?
5 My neighbours are having the grass in their garden cut (cut/the grass in their garden) right now – that's why it's so noisy.

USE OF ENGLISH

5 Complete the sentences with the correct form of the words in brackets.

1 My uncle's shop was robbed (shop/rob) last year so he decided to install a burglar alarm.
2 John is going to have his car serviced (car/service) by a mechanic.
3 The men introduced themselves (men/introduce) as police detectives, but I don't think they really were.
4 Yesterday, the police had the sketch made/made a sketch (sketch/make) of the suspect based on witness's descriptions.
5 Was John released (John/release) from hospital yesterday?
6 Jill was so nervous in court that she found it difficult to express herself clearly (express/clearly).

6 Complete the text with one word in each gap.

CHRISTMAS JUMPER DAY

Christmas is traditionally a time of giving. Apart from looking for perfect gifts for friends and family members, or buying themselves new clothes so they can look good, a lot of people also think about those who are less fortunate and need to [1] ___be___ helped in various ways.

At this time of the year, most charities [2] ___raise___ money collected by volunteers so that they can help the homeless or the elderly and can [3] ___make___ a difference to these people's lives.

One of the most interesting campaigns in the UK is Christmas Jumper Day, which usually takes place on the second Friday of December.

The idea is that special Christmas jumpers should be worn on this day and that people should donate at least £1 to Save the Children, the charity which organises the event. Every year the donations [4] ___are___ used to help children in 120 countries by providing them with healthcare and food which they cannot afford to purchase by themselves.

Why do people support this campaign? [5] ___In___ my view, they do so because it's a fun and easy way of [6] ___doing___ a good deed! Almost everyone in the UK has got a Christmas jumper. Many people don't buy them – they are a popular Christmas present.

EXTRA ACTIVITIES

- Photocopiable resource 48 Open cloze (20 min.) pp. 216, 269
- Photocopiable resource 51 Sentence formation (20 min.) pp. 217, 272
- Use of English 8, WORD STORE booklet, p. 16
- Photocopiable resource 42 *Crime prevention* (speaking; 15 min.) pp. 215, 263
- Extra digital activities: Reading and Use of English

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 the End-of-year Test: Assessment Package, End-of-year Test.

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READING

7 Read the text. Choose the correct answer, A, B, C or D.

Caring for the community

How can a dog change your life?

Ever since I was quite seriously bitten by a dog when I was a young child, I had been terrified of those animals. When I saw someone walking a dog, I would immediately rush to the other side of the street. When I planned to visit friends, I always made it clear that their dogs had to be put elsewhere during my visit. I had told myself many times that my fear was silly, but I simply couldn't control myself. Every time I got close to a dog I started shaking. I didn't know how to free myself from my fear.

Then one day I read a short article in the local newspaper about a rescue shelter that needed volunteers for dog-walking and other duties, and it was as if a light came on in my mind. I suddenly realised that all I had to do was face my fear. I immediately called the shelter and made an appointment to visit the next day.

When I arrived, I introduced myself to Susan, the person who was going to train me, and then I explained my issues with dogs. She said that I wasn't the first person to come in with that problem, and she felt sure I would feel differently as soon as I had met a few of the animals. Then she led me to a kennel where a large brown dog, Buddy, was sleeping. He immediately stood up and looked at me, then walked over and put his nose close to my hand. At first, we looked at each other with suspicion, and I suddenly felt really scared. But as soon as I saw the look of hope in Buddy's eyes, I was convinced.

Susan explained that Buddy had been brought to the shelter by the police after they had arrested his owner on suspicion of drug dealing, shoplifting and other crimes. Buddy's owner was likely to spend a long time in jail, and Susan was certain that Buddy would need a new home. 'And look,' she said. 'He already likes you! You're actually the first man he's not been afraid of.'

I spent many hours with Buddy, walking and feeding him, and we became close friends. After several weeks, I announced that I was ready to take Buddy home. Some of my more cynical friends claimed that I had been pretending to be afraid of dogs all along, and others have said they were amazed to hear I was adopting a pet of any kind. But all I can say is that Buddy has introduced me to many of the small pleasures of life, and we are so close that now we are helping young offenders come back to life outside of prison by getting them to volunteer at animal shelters.

1 What was the narrator's relationship with dogs before he went to the shelter?
A He was ashamed of the way he felt about them.
B He did everything he could to avoid them.
C He had learned to tolerate his friends' dogs.
D He had made several attempts to get over his fears.

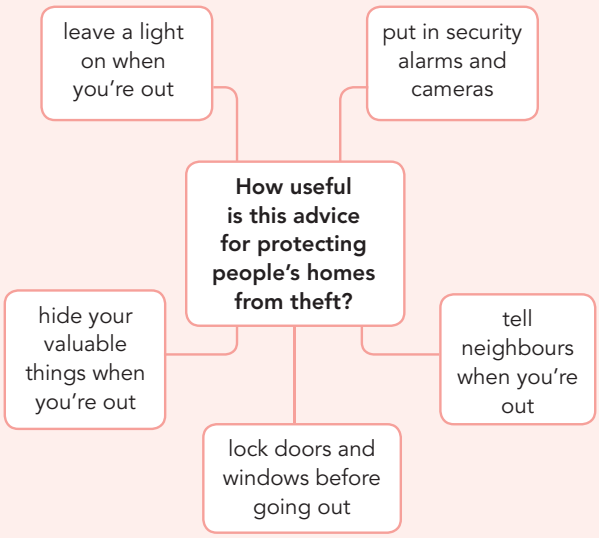
2 The narrator's first impression of Buddy was that the dog was …
A dangerous.
B ill and miserable.
C hopeful.
D happy to be in the shelter.

3 What does the narrator's new idea involve?
A Adopting more pets.
B Helping young people who have committed crimes.
C Getting dogs away from criminals.
D Training dogs to work with young criminals.

SPEAKING

8 Look at the diagram. It shows advice about how people can protect their homes from theft. In pairs, follow these steps.

- Talk to each other about how useful this advice is.
- Decide which piece of advice is the most useful.



9 Ask and answer the questions.

1 In your opinion, what is the right thing to do when you suspect your house has been burgled? Why?
2 What can people do to make their neighbourhoods safer?
3 Do you think that a city monitoring system would make your town or city a safer place to live? Why?/Why not?
4 Some people say that there were fewer crimes in the past. Do you agree? Why?/Why not?

WRITING

10 In your English class you have been talking about celebrities and role models. Now your teacher has asked you to write an essay. Write your essay using all the notes and give reasons for your point of view.

Are celebrities good role models for young people today?

Notes
- positive and negative influence of celebrities
- other role models
- _____ (your own idea)

- Ask students to prepare for Review Test 4: Assessment Package, Unit 8.

PROJECT

- How to teach with projects p. T19
- Work in groups. Do some research online to create a fact file about Australia, Canada, Ireland or New Zealand like the one on page 102. Then prepare a digital presentation about the country and present it to your class.

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BBC Distressing jeans

BEFORE YOU WATCH

1 SPEAKING Discuss the questions.

1 How many pairs of jeans do you have?
2 Where were your jeans made?
3 Which styles and colours do you like best? Why?
Suggested styles: baggy, bootcut, boyfriend, cropped, distressed, flared, skinny, slim, straight-leg, etc.

2 Put the adjectives describing jeans under the appropriate heading. Use a dictionary if necessary.

~~destroyed~~ distressed immaculate
pristine second-hand vintage

New/Good condition	Old/Bad condition
immaculate, pristine	*destroyed*, distressed, second-hand, vintage

WHILE YOU WATCH

3 1 Watch the video and answer the questions about distressed jeans.

1 Where are they made?
2 Why are they made?
3 How are they made?

4 1 Complete four extracts from the first part of the video (up to 02:01) with the adjectives from Exercise 2. Then watch again and check your answers.

1 The worldwide market for denim jeans is enormous, and one of the most popular styles is __distressed__ jeans.
2 We're in India, we're just heading towards a denim factory that distresses denim and makes it look __second-hand__ .
3 Do you find it slightly strange that you take something that is __immaculate__ and __pristine__ and you totally destroy it?
4 Yes, mostly young people like garments with a more distressed look, more __vintage__ look.

5 How does the presenter sum up the difference between young people's and old people's attitude to jeans? Younger people want jeans to look older, older people want jeans to look younger.

6 1 Watch the rest of the video (02:01–03:16) again and put the stages of the distressing process in the correct order.

a The grinding machine 2
b More washing with stones and bleach 5
c Adjusting the crinkles by hand 6
d Using sand paper to produce white lines 1
e It's finished! 7
f More sanding to produce holes 3
g It's over to the wet processing area 4

7 How does the presenter react to his jeans being distressed?
sanding – not happy (he grimaces)
wet processing – he shouts out 'I don't want pink trousers!'
adjusting the crinkles – amused – no time to get a crinkle

AFTER YOU WATCH

8 SPEAKING Discuss the questions.

1 Why do you think people pay more for distressed jeans than normal jeans?
2 Do you agree that 'destroying denim is all about pretending that you've been through something that you haven't'?

Exercise 3
1 Turkey, China, The Philippines, Mexico, India
2 Because people like the older used look.
3 In factories, by grinding, sanding, colouring etc.

REFERENCES
Videoscript **p. 195**

Focus Vlog About clothes

Have you bought any new clothes recently?

1 **Which of the clothes in the box do you own? Compare with a partner.**

a beanie boots a hoodie fun socks a necklace
a perfect-fitting blazer running shoes sandals
shorts sunglasses swimwear a trench coat
a waterproof jacket

2 SPEAKING **Ask and answer the questions.**

1 Have you got a piece of clothing that you wear with everything?
2 Have you been shopping recently? What did you get? Is there anything you've been planning to buy but haven't yet?
3 What is your favourite place to go shopping for clothes?
4 Do you spend a lot on clothes? Why?/Why not?

3 4 **Watch the beginning of the video (up to 0:48) and complete the text. What is Jason's problem?**

I [1] own one pair of jeans that I wear with everything. They're black, they're [2] skinny and they're perfect for me. But they're so [3] old and tatty now, I need to find some new ones. I tried to go shopping the other day, but I just couldn't [4] find any that I liked.

4 4 **Watch the second part of the video (0:49–1:39) and write down what the people have bought recently.**

Holly	holiday clothes (T-shirts, shorts, sunglasses, swimwear)
Noah	clothes for his children
Laura	a trench coat
Kristina	nothing
Peter	shirt, pants, (pair of) jeans, (fun) socks
Lauren	(summer) shorts

5 4 **Watch the rest of the video (1:40–2:35) and answer the questions.**

1 Why hasn't Holly bought a bag yet?
She can't decide what size to get.
2 What kind of jacket does Noah need?
A waterproof rain jacket.
3 What does Laura want to buy?
A new pair of boots.
4 Why does Kristina need new sunglasses?
Because she lost hers.
5 What kind of running shoes does Peter want to buy?
Supportive for his feet.
6 How long has Lauren been looking for a blazer?
For two years.

FOCUS ON LIFE SKILLS

Communication • Creativity • Teamwork

6 **Work in groups of four or five and create a 30–60-second advert for a piece of clothing.**

Step 1: Think of examples of clothing adverts you like or remember. Answer the following questions:
- Did the adverts make you laugh? Did they inspire emotions?
- What do you particularly remember about these adverts?

TIP: Most successful adverts inspire positive emotions. Think what feelings you would like your viewers to have.

Step 2: Select a piece of clothing or an accessory you want to sell. Choose an item from Exercise 1 or use your own ideas.
- Give it a name.
- Answer the following questions:
  What is most important about the product?
  What makes it different?
  Why might people want to buy it?
  Then think how you can show this in your advert.
- Create a short story (script) for your ad. Think about the action (what happens), the location (setting) and the characters. You may take notes or draw pictures to help you.
- Write the advert's slogan(s).

Step 3:
- Practise performing the advert.
- Perform it to your class live OR record a video and show it to the class.

REFERENCES
Videoscript **p. 195**

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BBC The Brujas

BEFORE YOU WATCH

1 SPEAKING **What do you know about skateboarding? Tell a partner in 60 seconds.**

2 **Think about the positive and negative aspects of being a female skater. Use the words and phrases in the box and your own ideas. Compare with a partner.**

being called 'witches' male comments
belonging to an all-female crew falling
going fast lack of female-only skate parks

Being called witches: negative.

WHILE YOU WATCH

3 5 **Watch the video and check your ideas in Exercise 2.**

4 5 **Watch the video again and answer the questions.**

1 What are the Brujas?
2 Where do they meet?
3 Who has started the group?
4 Why have they created the group?
5 How many members does the group have at the moment?
6 What do the Brujas want?

5 **Match 1–8 with a–h to make phrases. Use a dictionary if necessary.**

1 settle	d	a	belonging
2 give you a sense of	a	b	bond
3 take you by	g	c	of sth/sb
4 be exclusive	h	d	for sth
5 degrading	f	e	your comfort zone
6 have a special	b	f	comments
7 be proud	c	g	surprise
8 out of	e	h	to sb

6 5 **Complete the sentences with the phrases in Exercise 5. Then watch the second part of the video (00:45–02:46) again and check your answers.**

1 Ideally, the Brujas would like their own skatepark but in the meantime, they'd settle for one day a week when only girls were allowed.
2 The Brujas have a special bond . They're proud of their heritage and being part of an all-female skater crew gives them a sense of belonging .
3 Street culture, it's still exclusive to men. Just when you're at the park, like, it can be very uncomfortable sometimes to hear, you know, degrading comments or even just the way that some of these men talk about the women in their lives.
4 Falling is, in its own way, one of my favourite things about skating, because it kind of takes you by surprise and knocks you out of your comfort zone , and you hit the ground, and you're like 'argh!' But then you feel invigorated by falling.

AFTER YOU WATCH

7 SPEAKING **Discuss the questions.**

1 Which activities (if any) are better in boy-only or girl-only groups?
2 What are the advantages of being part of a group?
3 Do you belong to any groups or teams? What kind?
4 What kind of activities take you out of your comfort zone? Do you enjoy it? Why?/Why not?

Exercise 3
POSITIVE: belonging to an all-female crew; falling; going fast
NEGATIVE: being called 'witches'; male comments; lack of female-only skate parks

Exercise 4
1 A skater crew.
2 At a skatepark in The Bronx, New York.
3 Three girls from Chile and Dominica, The Brujas.
4 Because there has never been a girl crew before.
5 Twenty.
6 Their own skatepark.

REFERENCES
Videoscript **p. 196**

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Focus Vlog About sport

Are you interested in sports?

1 SPEAKING **Put the words in the correct order to make five questions. Then ask and answer with a partner.**

1 sports / you / Are / in / interested ?
2 watching / you / Do / doing / prefer / or / sports ?
3 do / there / any / really / can / sport / Is / you / well ?
4 ever / sporting / won / you / Have / a / competition ?
5 Olympics / last / watch / you / Did / the ?

2 8 **Watch the beginning of the video (up to 0:41). Are the sentences true (T) or false (F)?**

1 Jason's neighbours' team is doing well in the match. T
2 Jason loves playing football. F
3 His cousin is worse at football than he is. F
4 Jason enjoys watching athletics. T

3 8 **Watch the second part of the video (0:42–1:37) and match the descriptions with the names in the box. There are two extra names.**

Ini Nicky Senthan Grace Ed Gillian

1 This person prefers art to sport. Nicky
2 This person finds sport quite boring. Grace
3 This person loves football and plays for a team. Ed
4 This person likes sport, especially football, rugby and basketball. Senthan

4 8 **Watch the rest of the video (1:38–4:12) and complete the sentences with one or two words.**

1 Ed says watching sport can be hard when you want to be involved .
2 Ini can ride motorcycles really well.
3 Gillian does Olympic style weight lifting .
4 Senthan watched the sprints in the last Olympics.
5 Gillian thinks figure skating is beautiful and graceful .

5 8 **Watch the whole video again and write down Jason's responses to the statements. Then change the responses to make them true for you.**

1 I'm interested in football, rugby and basketball.
2 I prefer playing sport, definitely.
3 There's no sport I can do really well.
4 I've never won a sporting competition.
5 I didn't watch as much of the last Olympics as I wanted to.
6 I watched the athletics, the running, Usain Bolt.

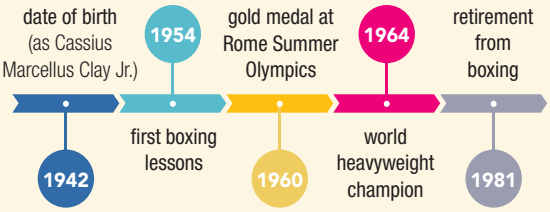
FOCUS ON LIFE SKILLS

Communication • Creativity • Digital skills

6 **Make a timeline.**

A timeline is a graphical representation of a period of time on which important events are marked. Look at the example below.

Muhammad Ali timeline



Choose a famous athlete. Research his/her biography, then prepare a timeline with the most important facts of his/her life.

TIP: It's best to use at least three different sources of information, e.g. an encyclopedia, an official website and newspaper articles.

Step 1: Research your topic.
- While reading and collecting information about the athlete of your choice, begin making notes about important or interesting events.
- Make a list of events to include (at least five).

Step 2: Create your project.
- Draw your timeline and label it with the project title.
- Put the most important dates on the timeline and write down a short description of each one.
- Use different colours or fonts to make your timeline attractive and to draw attention to its most important elements.

Step 3: Use the timeline to make a short presentation about the athlete of your choice.

Exercise 1

1 Are you interested in sports?
2 Do you prefer watching or doing sports?/ Do you prefer doing or watching sports?
3 Is there any sport you can do really well?
4 Have you ever won a sporting competition?
5 Did you watch the last Olympics?

Exercise 5

1 I am too.
2 Oh, I don't.
3 Neither can I.
4 Neither have I.
5 I didn't either.
6 So did I.

REFERENCES

Videoscript **pp. 196–197**

BBC A hotel in the clouds

BEFORE YOU WATCH

1 SPEAKING **Look at the photo. Imagine you are staying at this luxury hotel, deep in the Ecuadorian cloud forest. Discuss the questions.**

1 How do you think you would get there?
2 How would you spend your time there?

2 **Complete the information about Mashpi Lodge with the words in the box.**

1,500 America equator guest plant Quito three twenty-two two west

Ecuador is situated on the [1] west coast of South [2] America and the [3] equator goes across the country. Mashpi Lodge is located in Mashpi Reserve in the middle of the cloud forest, [4] three hours' drive from the capital, [5] Quito. Mashpi lodge is a luxury hotel, with [6] twenty-two rooms, costing up to [7] 1,500 a night. There are [8] two members of staff for every [9] guest. The hotel was opened a few years ago. It's an eco-hotel with breathtaking views from every window. It's like a giant treehouse. People travel from all over the world to experience the extraordinary animal and [10] plant life.

WHILE YOU WATCH

3 10 **Listen the first part of the video (up to 01:56) without looking at the screen and check your answers to Exercise 2.**

4 10 SPEAKING **Discuss what you expect to see in the video. Then watch the first part (00:00–01:56) and check your ideas.**

5 10 **Watch the rest of the video (01:57–5:37) and answer the questions.**

1 What was Roque Sevilla's former title?
Mayor of Quito
2 Why did he build the hotel?
Because he wanted to show other people the beauty of this place.
3 Where does he take Giles to view the hotel and the forest?
His observation tower.
4 How comfortable is Giles with heights?
Not at all – he doesn't like heights.
5 What does Roque think people think about him?
He thinks that people think he's completely crazy.
6 What is Roque's latest project and what is it for?
A cable car called the Dragonfly to help the guests engage with nature.
7 How does Monica test the rescue procedure?
By being lowered to the forest floor on a rope.
8 How does she feel about testing the system?
Not sure at first, but then she really enjoys it.

6 10 **Complete the phrases with the nouns in the box. Then watch the video again and check your answers.**

forest hotel procedure reserve tower views

1 amazing/breathtaking/unique ___views___
2 eco/luxury/sustainable ___hotel___
3 dense/huge ___forest___
4 observation ___tower___
5 private ___reserve___
6 rescue ___procedure___

AFTER YOU WATCH

7 **Choose three phrases from Exercise 6. Write two true sentences and one false one. Read your sentences to your partner for him/her to guess which sentence is false.**

8 SPEAKING **Would you like to stay or work at Mashpi Lodge? Why?/Why not? Tell your partner.**

REFERENCES
Videoscript **p. 197**

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Focus Vlog About holidays

Where did you use to go on holiday as a child?

1 SPEAKING **Where are the places in the box located? Have you ever been to any of them? Which would you most like to visit and why?**

Arizona California Cape Cod Cornwall
Cyprus Dallas the Lake District
Martha's Vineyard Scotland

2 13 **Watch the first part of the video (up to 0:40) and answer the questions.**

1 What did Jason find?
A photo of him and his brother on holiday.
2 Where did he use to go on holiday?
To Cornwall.
3 What did he use to do?
Used to spend all day on the beach, swimming and surfing.

3 13 **Watch the second part of the video (0:41–1:30) and match the descriptions with the names in the box. There is one extra name.**

Alex Lauren Lucy Luda Noah Rachel

1 This person used to go camping, usually in the southern part of Texas. Lauren
2 This person's grandparents had a flat in Cyprus. Lucy
3 This person's family was very large and they couldn't afford holidays abroad. Luda
4 Scotland and the Lake District were this person's holiday destinations as a child. Alex
5 This person visited their grandparents in Arizona. Noah

4 12 **Watch the rest of the video (1:41–3:03) and complete the sentences with one word in each gap.**

1 Alex used to go camping, walking and snorkelling .
2 Noah used to go to the pool, picked fruit and ride bikes.
3 Lauren used to go camping and visit National Parks.
4 Lucy used to go to the beach , sunbathe and chill.
5 Luda used to go on road trips and visit her family .
6 Rachel used to walk around, go shopping and read.

5 SPEAKING **Where did you use to go on holiday before you went to school? What did you use to do there?**

FOCUS ON LIFE SKILLS

Creativity • Communication • Digital skills

6 **Create a holiday photo slide show.**

Holiday memories are meant to be shared. Use the photos you took during one of your holidays and create a slide show.

Step 1: Think what you want to show in your slide show, i.e. decide on your theme. Do you want to tell a specific story or just sum up the holiday from start to finish? Do you want to describe a special place or person?

Step 2: Once you know what your theme is, think about the order in which photos will be shown and any comments you want to add.

Step 3: Choose software to make your slide show and upload your own holiday photos.

Step 4: Give your slide show the look you want by using the colours, fonts and special effects that best fit the impression you want to make. You can also select background music.

Step 5: Present your slide show to the class.

Exercise 1

Arizona – USA, California – USA, Cape Cod – USA, Cornwall – UK, Cyprus – Europe, Dallas – USA

Martha's Vineyard – USA, Scotland – UK, the Lake District – UK

REFERENCES

Videoscript **pp. 197–198**

BBC Umami

BEFORE YOU WATCH

1 SPEAKING Discuss the questions.

1 How many dishes can you think of that contain tomatoes?
2 What's your favourite savoury dish? Describe how it tastes.
3 What's your favourite dessert? Describe how it tastes.

2 SPEAKING Discuss the food choices. Which would you choose? Why?

1 courgettes or aubergines?
2 cabbage or carrots?
3 sausage and mash or fish and chips?
4 beef and rice or tofu and noodles?
5 steak and fried egg with tomato or mushrooms?
6 pasta or bread?
7 orange or lemon juice?
8 stir-fry or curry?

WHILE YOU WATCH

3 15 Watch the first part of the video (up to 00:44) without sound. Which of the two food choices in Exercise 2 do you see in the video?

4 15 Complete the text with the words in the box. There are two extra words. Then watch the first part of the video again with sound and check your answers.

bland delicious dish range right smell wrong

Flavour makes our food [1] delicious . Each flavour is a combination of [2] smell and taste. When you get that combination [3] right , food tastes amazing. But what is taste? Thai food is particularly good at combining a wide [4] range of different tastes in one [5] dish .

5 Rearrange the letters to describe the five basic tastes.

1 yalts = salty
2 tesew = sweet
3 rebtit = bitter
4 ruso = sour
5 imuma = umami

6 15 Watch the second part of the video (00:45–02:06) and check your answers. What three things does the presenter say about umami?

Hard to describe, most recently discovered, a Japanese word.

7 15 Watch the rest of the video (02:07–4:20). Are the statements true or false?

1 The presenter has come to Spain to find the umami fruit. False – The tomato fruit.
2 20,000 people attend La Tomatina festival. True
3 La Tomatina is the world's biggest music festival. False – The world's biggest food fight.
4 The festival started with a street fight. True
5 The umami extracted from tomatoes tastes 'tomatoey'. False – It tastes salty, earthy, meaty.
6 The umami taste comes from a glutamate molecule. True

8 15 Watch again. Check your answers and correct the false statements.

AFTER YOU WATCH

9 SPEAKING Would you like to go to La Tomatina festival? Why?/Why not?

REFERENCES
Videoscript **p. 198**

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Focus Vlog About food

Where are you going to have dinner this evening?

1 SPEAKING **Discuss the questions.**

1 Where can you get the best Italian, Chinese or Thai food in your neighbourhood?
2 What's the national dish of your country and where would you tell a tourist to find it?
3 What would you eat if you went to London?
4 Have you ever cooked a meal for somebody? What was it?

2 16 **Watch the beginning of the video (up to 0:42) and correct four mistakes in the text. Then watch again and check your answers.**

Jason has invited his ~~family~~ friends for dinner. He is ~~happy~~ nervous because he has to cook for them. He has ~~already~~ never done it before. He would like to make some pasta and tomato sauce ~~fish and chips~~.

3 16 **Watch the second part of the video (0:43–1:22) and complete the table. Who's eating out and who's eating at home?**

	Eating out	Eating at home
Shannon		✓
Céire		✓
Peter	✓	
Holly		✓
Luda	✓	
Kes		✓
Katya	✓	

4 16 **Watch the rest of the video (1:23–2:14) and write down all the dishes the speakers mention. Do you know all of the dishes? Which one would you most like to eat this evening?**

5 16 **Watch the interviews again and answer the questions.**

1 Who is going to do some cooking tonight? Jason , Kes
2 Who has been out for lunch? Céire
3 Where would Jason like to go? To Chinatown
4 Who has friends coming over for dinner? Jason , Kes
5 Who can't cook? Shannon
6 What is Holly going to drink? Orange juice

FOCUS ON LIFE SKILLS

Creativity • Communication

6 **Prepare detailed instructions how to make your favourite dish.**

Step 1: Decide what dish you are going to talk about. It's a good idea to choose something you like and know how to make (the best would be something you have prepared before, or have seen somebody else cook it).
Step 2: Prepare a list of the ingredients and kitchen tools (e.g. knife, pan) you need.
Step 3: Before you prepare your instructions, look at some recipes in English in e.g. cookbooks or on the Internet.
Step 4: Prepare step-by-step instructions for making your dish, but remember not to use its name! If possible, prepare some photos or illustrations of the ingredients. You may also have a photo of the finished dish to show the class after they make their guesses.
Step 5: Practise saying your instructions, then present them to your class and ask them to guess the dish.

Exercise 4
ready meal, pasta, potatoes, burger, pad thai, fish and chips, salad, chicken, dim sum, bean chilli, rice, avocado, pasta, salad

REFERENCES
Videoscript **p. 198**

BBC Chameleons

BEFORE YOU WATCH

1 You are going to watch a video about chameleons in the wild. Which words or phrases in the box are you likely to hear? Use a dictionary if necessary. Compare with a partner.

hunting high tide targets prey stick insect weapon tongue matchstick jungle predator mountain range escape praying mantis die out lightning strike insect

WHILE YOU WATCH

2 19 SPEAKING **Listen to the first part of the video (up to 00:52) without looking at the screen and discuss what you expect to see.**

3 19 **Watch the first part of the video (up to 00:52) and check your ideas in Exercise 2.**

4 19 **Watch the whole video and answer the questions.**

1 How do the Parson's chameleon, the nasutum chameleon and the praying mantis catch their prey?
2 What extraordinary abilities do these animals have?

5 19 **Watch the video again. Which three words or phrases in Exercise 1 are NOT used?**

High tide, mountain range, die out.

6 Match 1–6 with a–f to make expressions. Use a dictionary if necessary.

1 see and not	d	a	slow motion
2 a never-ending game	c	b	as its stomach
3 time to unleash	f	c	of hide and seek
4 eyes as big	b	d	be seen
5 its body moves in	a	e	still and blend in
6 it pays to sit	e	f	its secret weapon

7 19 **Complete the text with the expressions in Exercise 6. Then watch the video again and check.**

Hunting is [1] a never-ending game of hide and seek . Here [2] it pays to sit still and blend in . Because you just never know who's watching. The Parson's chameleon is an expert in the [3] see and not be seen business. It lets its eyes do all the work while the rest of [4] its body moves in slow motion so as not to scare possible targets. The problem is that he can only see prey if it moves. So, is this a stick insect or a stick? Aha. [5] Time to unleash its secret weapon : a tongue longer than its body.
The Parson's close cousin, the nasutum chameleon has the same weapon but in miniature. As small as a matchstick it needs to get much closer to its prey. But even with [6] eyes as big as its stomach this isn't the meal deal he was hoping for.

AFTER YOU WATCH

8 SPEAKING **Discuss the questions.**

1 Has anything in the video surprised you?
2 Do you think it is worth watching nature documentaries? Why?/Why not?
3 If you had the chance to make a nature documentary, what topic you would focus on? Why?

Exercise 4

1 The Parson's chameleon and the nasutum chameleon with their tongues. Praying mantis with its arms.
2 The Parson's chameleon and the nasutum chameleon – tongue longer than their body, extremely fast-moving tongue; Praying mantis – seeing in 3-D

REFERENCES
Videoscript **pp. 198–199**

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Focus Vlog About the environment

Do you think London is an eco-friendly city?

1 SPEAKING **Discuss the questions.**

1 How can we be eco-friendly?
2 What can be done to make a city less polluted?
3 Do you think the place where you live is eco-friendly?

2 21 **Watch the beginning of the video (up to 0:48) and complete the sentences.**

1 My friend's just come back from Copenhagen and he keeps telling me how ___eco-friendly___ and green and clean it is. I think it might be the ___cleanest___ place in the world.
2 I've lived in London all my life and it's never seemed that ___polluted___ to me. I mean, we ___recycle___ , the air doesn't seem too dirty and we have a congestion ___zone___ .

3 21 **Watch the second part of the video (0:49–2:04) and match the statements with the names in the box.**

Alex Devesh Kes Noah

1 London has good access to green spaces. Noah
2 Cycling is getting a little bit easier. Kes
3 The use of diesel engines in taxis and buses makes the pollution very bad. Alex
4 The Green Zone has cut down a lot of emissions. Devesh

4 21 **Watch the rest of the video (2:05–3:20). Are the sentences true (T) or false (F)?**

1 Alex thinks the least polluted place in the UK is somewhere very rural. T
2 Devesh has never been to Wales. F
3 Kes thinks the least polluted place in the UK is a small Scottish island. T
4 Noah says Durham is quite polluted. F

FOCUS ON LIFE SKILLS

Critical thinking • Communication • Collaboration

5 **In pairs or groups of three, write a short speech (up to eight minutes) about what every teenager can do to help protect the environment.**

Step 1: Develop your main idea. You should decide what you want to say and what you want the audience to learn from it.

TIP: In a speech or presentation, you usually say the same thing three times, just a bit differently each time. First you introduce your idea, then you develop it, and finally you sum it up.

Step 2: Decide on the details of your speech and what specific advice you want to give – this will be the main part of your presentation. You can use the solutions in the box to help you or your own ideas.

buy less buy local food go vegan
limit use of plastic packaging
ride a bicycle or use public transport recycle
save energy/water

Step 3: Using your notes from steps 1 and 2, prepare an outline of your speech. Your main message should be the introduction, the details from step 2 should be the main/middle part and the summary should be what you what the audience to learn.

TIP: Remember to keep your ideas short and simple.

Step 4: Fill in all three parts of your speech until you have a complete text.

Step 5: Practise presenting your speech in groups and choose a representative to present it to the class.

Final step: Deliver your speech!

REFERENCES
Videoscript **p. 199**

BBC Caffeine alternatives

BEFORE YOU WATCH

1 SPEAKING **Discuss the questions.**

1 Which caffeine-based drinks (coffee, tea, cola, energy drinks, etc.) do you drink regularly?
2 What effect does too much caffeine or not enough caffeine have on you, if any?
3 What do you eat or drink if you need to stay awake or stay alert for something?

2 **Complete the table with the adjectives in the box to describe the different effects caffeine can have on people. Use a dictionary if necessary.**

~~active~~ alert anxious awake drowsy jittery sleepy

not enough caffeine	drowsy, sleepy
the right amount of caffeine	*active*, awake
too much caffeine	anxious, jittery

WHILE YOU WATCH

3 24 **Match natural alternatives to coffee 1–4 with descriptions a–d. Then watch the first part of the video (up to 02:02) and check your answers.**

1 Sugar/fudge c
2 Sage a
3 Chewing gum d
4 Placebo b

a A herb that contains a chemical that helps the connection between brain cells.
b A substance used to check that people don't feel different just because they're taking a pill.
c A sweet snack containing glucose for an energy boost.
d A food that research suggests could make us more alert.

4 SPEAKING **Discuss which alternative you think is most likely to increase alertness and which to improve performance.**

Increase alertness: chewing gum.
Improve performance: sage.

5 24 **Watch the rest of the video (02:03–4:05) and check your ideas in Exercise 4. Which results do you find surprising?**

6 24 **Complete the sentences from the video with the correct form of the adjectives in Exercise 2. Watch again and check.**

And, of course, there's the added bad side of the fact that if I have too much of the stuff, it makes me [1] jittery and [2] anxious, which is the last thing I want as a surgeon who has to hold a knife in their hands. So what are the alternatives if we want something to help us stay [3] awake and [4] alert?
I would've thought that if you have sugar at that point in the day where you're feeling a bit [5] sleepy and [6] drowsy, that that really perks you up. So it seems that sage could be the alternative we've been looking for to make us more [7] active in the afternoon. But are you sure you're ready to swap your cappuccino for a leaf of sage?

AFTER YOU WATCH

7 SPEAKING **Do you think sage could become a popular alternative to coffee? Why?/Why not?**

REFERENCES
Videoscript **pp. 199–200**

Focus Vlog About health and sleep

What do you do in order to stay fit and healthy?

1 **Order the activities in the box from your favourite to your least favourite. Which ones do you do? Compare with a partner.**

cycling going to the gym lifting weights
mountain-climbing running swimming
walking up stairs

2 27 **Watch the first part of the video (up to 0:59) and answer the questions.**

1 Do you think Jason is an active person? Give reasons.
2 What ways of keeping fit and healthy does he mention?
3 What does he say about sleep?

3 27 **Watch the second part of the video (1:00–2:03) and complete the sentences with the names in the box. Use one name twice.**

Amber Holly Justin Luda
Noah Peter Ruslan

1 Noah goes to and from work by bike.
2 Both Ruslan and Holly go to the gym.
3 Peter would like to swim.
4 Justin cycles a lot around the New Forest.
5 Amber often goes walking.
6 Noah takes the stairs during the day.
7 Peter goes running and uses a bike.

4 27 **Watch the rest of the video (2:04–3:23) and answer the questions.**

1 What does Justin do to fall asleep more easily?
2 What device helps Amber fall asleep?
3 What does Noah do regularly?
4 What does Holly drink before going to sleep?
5 What does Ruslan do?
6 What does Peter do with his phone before going to bed?

FOCUS ON LIFE SKILLS

Critical thinking • Communication • Teamwork

5 **In small groups, prepare a 'Health and Fitness' questionnaire to research the habits of the students in your school. Then present your results to the class.**

Step 1: In groups, create a list of at least eight questions for the questionnaire. Ask about the issues in the box.

be ill do sport eat regular meals
feel tired go to sleep at the same time
have problems falling asleep
spend time outdoors study at night
use social media before going to bed

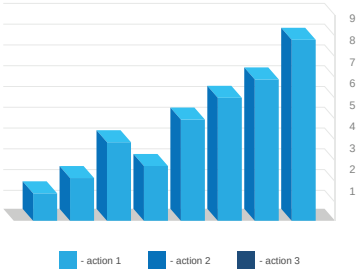
For each question, prepare three possible answers, e.g.

How often do you study at night?
a never
b only before exams
c regularly

Step 2: Do the questionnaire in your class, then visit other classes to ask your questions. Try to visit as many classes as possible, because the more data you have, the more accurate your results will be.

Step 3: When the questionnaire is complete, look at the results and draw conclusions. Do the students in your school have good or bad exercise/sleep habits? Why?

Step 4: Sum up the results in graphical form (e.g. a pie chart or graph). Look at the examples below.



graph pie chart

Create a poster or a short computer presentation, then present it to your class.

Step 5: Inform other classes about the results of your questionnaire. For instance, you could write an article for the school magazine or a post on the school blog, or you could prepare a poster giving advice.

Exercise 2

2 Going vegan, exercising more/taking up a new sport, sleeping more.
3 Not only do you need a certain amount of hours sleep, but you can also do things that will improve the quality of your sleep.

Exercise 4

1 He reads a book and uses the right lighting.
2 A white noise machine.
3 He eats at consistent times.
4 Hot milk.
5 Just goes straight to bed and sleeps.
6 He puts it away half an hour before falling asleep.

REFERENCES
Videoscript **p. 200**

BBC Shakespeare's avatars

BEFORE YOU WATCH

1 SPEAKING Discuss the questions.

1 How many Shakespeare's plays can you think of?
2 How many Shakespearean characters can you name?
3 Have you seen any Shakespeare's plays? Did you like them? Why?/Why not?

2 You're going to watch a video about a virtual reality game based on Shakespeare's plays. Match the words in the box with the in the table.

~~3D avatar~~ animated film audience costume digital dramatic gestures language media perform performer scene screen stage technology theatre virtual reality

A virtual reality game	Shakespeare's play
3D avatar, animated film, digital, media, screen, technology, virtual reality	audience, costume, dramatic gestures, language, perform, performer, scene, stage, theatre

WHILE YOU WATCH

3 28 Watch the first part of the video (up to 00:44) without sound and answer the questions.

1 What are the two performers doing? Performing a scene from Shakespeare's play.
2 What's the audience watching? A screen.
3 What's happening on the screen? There is a virtual game with 3D avatars.

4 28 Watch the first part again with sound and check your ideas in Exercise 3.

5 28 Watch the rest of the video (00:45–03:09) and answer the questions.

1 Why was the game created?
2 Why do people think the game is effective?
3 Why isn't it surprising that the game is based on Shakespeare?

6 18 Watch the whole video again. Are sentences 1–7 true (T) or false (F)?

1 It was unusual for actors to use big gestures in Shakespeare's time. F
2 Players of the virtual reality game can choose their avatar's costume. T
3 The avatars on screen are Lord and Lady Macbeth. T
4 The scene shows Lady Macbeth in good health. F
5 The presenter finds it easy to play the game. F
6 The first Elizabethan theatre in North America was built in 1932. T
7 Michael Witmore is against using technology to understand Shakespeare. F

AFTER YOU WATCH

7 SPEAKING Would you like to play the game presented in the video? Why?/Why not?

8 SPEAKING Match 1–6 with a–f to make famous Shakespeare quotes. Then discuss what they mean.

1 All the world's a stage, c
2 To be, or not to be: e
3 Good night, good night! a
4 Is this a dagger b
5 If music be the food of love, f
6 Friends, Romans, countrymen, d

a Parting is such sweet sorrow. *(Romeo and Juliet)*
b which I see before me …? *(Macbeth)*
c and all the men and women merely players. *(As You Like It)*
d lend me your ears. *(Julius Caesar)*
e that is the question. *(Hamlet)*
f play on. *(Twelfth Night)*

Exercise 5

1 It was created to help teach Shakespeare in a digital age.
2 Because it makes Shakespeare more accessible, it makes people want to understand the language, because it's part of the game, it makes people think about the body language and get a better feel for what's going on.
3 Because every media form has experimented with Shakespeare.

REFERENCES
Videoscript **pp. 200–201**

Focus Vlog About television

What is your favourite TV series?

1 SPEAKING **Do you know any of the TV series below? Which ones would you like to watch? Discuss with a partner.**

1 *The Good Place*: a fantasy-comedy about a woman who gets into heaven by mistake.
2 *Dr Who*: a science-fiction series featuring a time machine (TARDIS) disguised as a police telephone box.
3 *Friends*: one of the most popular sitcoms of all time.
4 *Gilmore Girls*: a comedy drama about family and relationships.
5 *Suits*: a legal drama.
6 *Dear White People*: a comedy-drama about racism in America.
7 *Still Game*: a Scottish sitcom about pensioners.

2 30 **Watch the first part of the video (up to 00:40) and complete the sentences.**

1 Jason has spent the weekend watching his favourite TV series .
2 He can't remember the last time he went to the cinema .

3 30 **Watch the second part of the video (00:41–01:34) Complete the table with the titles of TV series in Exercise 1.**

	What TV series do you enjoy watching?
Céire	Gilmore Girls, Suits, Friends
Shannon	Dear White People
Lauren	Still Game
Kes	The Good Place
Luda	Dr Who

4 30 **Watch the rest of the video (1:35–2:57) and complete the sentences.**

1 In a TV series, there are mini-story lines, which is a lot more refreshing to watch than just watching one long film at once.
2 People can see the development of their favourite characters and then get emotionally attached.
3 It seems like all the talent is (working) on TV and not movies.
4 I guess new technology is making it easier for people to choose which TV series they watch.
5 I think TV series allow people to experience things without having to leave the safety and comfort of their homes.

5 SPEAKING **Do you agree with the comments in Exercise 4? Discuss with a partner.**

FOCUS ON LIFE SKILLS

Communication • Creativity • Teamwork

6 **In groups of four, write one or two scenes for an episode of your favourite TV series.**

Step 1: Choose your favourite TV series and start exploring the main character(s), setting, genre, general plot and typical themes. Note down ideas and a few possible storylines. Decide if you want to use a continuation of an existing storyline or something new.

TIP: When writing, remember about your series genre. For example, a romantic comedy does not normally have elements of science fiction, and a crime story is not usually comic.

Step 2: Choose how many scenes (one or two) you want to write. Decide on the main plot and number of characters. Do not use the name of the TV series: your classmates will have to guess what it is.
Step 3: Write out each dialogue. You can also use visuals (drawings or photos) to help you order your ideas.
Step 4: Practise acting out your scene(s).
Step 5: Present your scene(s) to the class and have them guess the name of the series.

REFERENCES
Videoscript **p. 201**

BBC Coffee stalls

BEFORE YOU WATCH

1 SPEAKING **Discuss how popular coffee is in your country. Where do people buy it, make it, drink it?**

2 **Which skills are necessary to run a coffee stall? Compare your ideas with a partner.**

foreign language skills money-handling skills
people management skills IT skills
problem-solving skills time management skills
leadership skills

WHILE YOU WATCH

3 34 **Watch the first part of the video (00:00–01:05). How did the organisation Change Please help Tom and Adam?**
It helped get them off the streets by giving them a job, training them and giving them somewhere to sleep.

4 21 **Watch the second part of the video (01:06 – 01:26). Which of the skills in Exercise 2 do the people from Change Please mention?**
Money-handling skills, people management skills and time management skills.

5 34 **Watch the rest of the video (01:27–2:18). Has Change Please been a success? Has it solved the problem of homelessness?**
Change Please has been a success but it hasn't solved the problem of homelessness.

6 34 **Answer the questions. Then watch the whole video and check your answers.**

1 What was Tom's situation when he arrived in the UK?
2 What was Tom like before Change Please helped him?
3 How is Tom helping Adam today?
4 What does Change Please provide for its employees?
5 Who has his face on a packet of coffee?
6 What do recent figures on homelessness suggest?
7 What does the speaker think the government needs to do?
8 What are Abraham's words of encouragement?
9 How does Abraham feel?

7 **Match 1–6 with a–f to make phrases from the video.**

1 break [e]
2 build a [d]
3 gain [f]
4 get sb [a]
5 get off [b]
6 run [c]

a into work
b the streets
c a business
d career
e the cycle (of homelessness)
f the skills

AFTER YOU WATCH

8 SPEAKING **Read the quotes from the video and discuss the questions.**

When I got this job, it really changed everything for me. *Tom*

I got a little dignity back. I've got pride back, I sleep in a bed. *Adam*

I'm really proud. *Abraham*

1 What does this tell us about how to help people get off the streets?
2 Do you know of any organisations that help homeless people in your country? How do they help them?

Exercise 6

1 He didn't know anybody, had no money, didn't know what to do.
2 He was an angry person, he was upset.
3 He is training him.
4 It provides housing and a regular wage (plus training, etc.).
5 Tom.
6 Homelessness is a growing problem.
7 Break the cycle of homelessness by getting more people into work.
8 'You can do it. If I can do it, anyone can do it.'
9 Really proud.

REFERENCES
Videoscript **pp. 201–202**

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Focus Vlog About social media

How do you and your friends stay in touch with one another online?

1 SPEAKING **Discuss the questions.**

1 Do you use social media?
2 What do you generally use it for? Which apps do you use?
3 What are some of the pros and cons of using social media?
4 How do things on social media impact your life offline?

2 37 **In the first part of the video (up to 0:48), Jason uses the term 'cyber detox'. Complete the definition of cyber detox with the words in the box. There is one extra word.**

digital devices | interactions | state | social | media

A cyber detox refers to a [1] state when an individual gives up or suspends their use of [2] digital devices to spend that time on social [3] interactions and activities.

3 SPEAKING **What is Jason's opinion on cyber detoxes? Do you agree with him?**

He can't imagine not using social media for longer than one day.

4 37 **Watch the second part of the video (0:49–2:14) and match the speakers with the activities.**

1 Holly	b	a uses Facebook groups and Snapchat.
2 Ruslan	a	b no longer sends texts.
3 Alex	c	c contacts friends through WhatsApp.
4 Shannon	e	d uses Snapchat and Instagram.
5 Céire	f	e uses video calls.
6 Peter	d	f says people can follow their friends' lives through social media.

5 37 **Watch the rest of the video (2:15–3:44). Are the sentences true (T) or false (F)?**

1 Holly doesn't find social media addictive. F
2 Ruslan found it easy not to use social media for a full year. T
3 Alex used Facebook too much and deleted it. T
4 Shannon never turns her phone off, even in a library. F
5 Céire is bored by social media. F
6 Peter is now more responsible after going on a cyber detox. T

FOCUS ON LIFE SKILLS

Creativity • Critical thinking • Collaboration

6 **Technology has made it easier for people to work together to solve real problems or to support a cause. In pairs, prepare a social media campaign for a cause that you care about. Choose one of the following topics or use your own ideas:**

raising money for a local animal shelter
donating clothes for the area's poorest families
petitioning the town hall to keep the local bus service

Step 1: Choose the problem you want to solve or the cause you want to support.
Step 1: Set the goal(s) of your campaign: decide what goal you want to achieve and what kind of people you need to address.
Step 3: Decide how you could use social media to support your cause.
Step 4: Create a social media plan. Answer the questions:
- How will you use social media? Alone or will your campaign combine social media and other strategies?
- Which platform or social media apps will work best for your cause or project?
- What specific message or strategy will you use in each social media site or platform?

Step 5: Think of a slogan for your campaign.
Step 6: Create a visual display to present your social media plan to your classmates.

REFERENCES
Videoscript **p. 202**

1.2 Dynamic and state verbs

Dynamic verbs like *do*, *work* and *play* describe actions and can be used in both types of tenses – simple (e.g. the **Present Simple**) and continuous (e.g. the **Present Continuous**):

*I often **listen** to classical music.*
*I'**m listening** to Mozart now.*

State (or stative) verbs include:

- attitude verbs (describing feelings, emotions, preferences, etc.), e.g. *hate, like, love, prefer*
- mental/thinking verbs, e.g. *believe, know, need, remember, think, understand, want*
- sense/perception verbs, e.g. *feel, hear, see.*

State verbs are mostly used in simple tenses, even if they refer to something happening at the moment of speaking:

***Do** you **understand** me?*
***Does** she **want** to go to a music festival?*

Some state verbs can be used in the continuous form, but with a change in meaning (e.g. *think, have, look*):

***Do** I **look** good in this dress?* (state)
*What **are** you **looking** at?* (action)

1 Choose the correct option.

1 I *think* / *'m thinking* about going to a fashion show tomorrow.
2 I *don't think* / *'m not thinking* the show was a success.
3 *Do you have* / *Are you having* a favourite fashion designer?
4 *Does Tim have* / *Is Tim having* breakfast right now?
5 What *does Sally look* / *is Sally looking* like? Is she tall?
6 *I need* / *I'm needing* to go to the shop. Can I get you anything?
7 Can you talk to Luisa? She is in the canteen and she *is asking* / *asks* everybody weird questions.
8 Every time I watch this film, *I'm feeling* / *I feel* really sad.

2 Complete the dialogues with the correct form of the words in brackets. Use the Present Simple or the Present Continuous.

1 **A:** Is George talking (George/talk) to that fashion journalist in French?
B: No way! He doesn't speak (not speak) any foreign languages.
2 **A:** Do you like (you/like) reading fashion magazines?
B: Of course. I buy (buy) a few every month.
3 **A:** Why does he want (he/want) to buy that expensive suit?
B: Because he believes (believe) it will make him look smarter.
4 **A:** You look (look) miserable. What's wrong?
B: I don't usually wear (not usually/wear) high heels and the ones I 'm wearing (wear) today are very uncomfortable.
5 **A:** Oh, look! There's Kimberly. What is she buying (she/buy)?
B: Something awful again. I don't know why she prefers (prefer) pink to all other colours.

3 Complete the sentences with the correct form of the words in brackets. Use the Present Simple or the Present Continuous.

1 My brother loves (love) faded jeans.
2 I see (see) what you mean.
3 She is thinking (think) of buying a new denim jacket.
4 Today, I need (need) to buy a silk tie for my dad.
5 At the moment he has (have) two cars and a motorbike.
6 Is Ben having (Ben/have) a bath now?
7 I don't think (not/think) I'll buy those boots.
8 Our boss wants (want) to know why we haven't sent him the documents yet.

4 Choose the correct option.

1 Unfortunately, they *don't remember* / *are not remembering* anything now.
2 Pete *plays* / *is playing* video games again.
3 Why *does Meg hate* / *is Meg hating* wearing leggings?
4 Now I *don't understand* / *'m not understanding* anything he's saying.
5 Kate *smells* / *is smelling* her new perfume, again. She must like it a lot.
6 What *do you think* / *are you thinking* about this fleece? Is the colour OK?
7 Sue *looks* / *is looking* gorgeous in this new silk blouse. Everybody *looks* / *is looking* at her.
8 Did you hear Mark's story about those Spanish people he met? *I don't believe* / *I'm not believing* him. He doesn't even speak Spanish.

5 Write sentences from the prompts. Use the Present Simple or Present Continuous. Add extra words where necessary.

1 we / have / great time / here, in Barcelona.
We're having a great time here, in Barcelona.
2 why / it / feel / so cold / in this building?
Why does it feel so cold in this building?
3 I / not / remember / anything / right now.
I don't/can't remember anything right now.
4 you / recognise / this place?
Do you recognise this place?
5 my mum / not drive / today.
Today my mum is not driving./My mum is not driving today.
6 you / hear / that sound?
Can/Do you hear that sound?
7 we / think / of / buy / new laptop.
We are thinking of buying a new laptop.
8 Mika / not / drink / tea, he / hate / it.
Mika doesn't drink tea, he hates it.
9 he / work / on a new project / right now?
Is he working on a new project right now?
10 I usually / have / fun / at Megan's parties.
I usually have fun at Megan's parties.

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1.5 Present Perfect Continuous

We use the **Present Perfect Continuous** to talk about:

- actions which started in the past and continue into the present:
  *I **have been waiting** for her since 8 o'clock.*
- events which lasted for some time (and may continue into the present) and whose results can be seen now:
  *I'm tired because **I've been painting** all day.*

Like the Present Perfect Simple, common time expressions used with the Present Perfect Continuous include ***for*** and ***since***.

Affirmative			Negative		
I/You/We/They	've (have)	been crying.	I/ You/ We/ They	haven't (have not)	been crying.
He/ She/It	's (has)		He/ She/ It	hasn't (has not)	

Yes/No questions			Short answers
Have	I/you/ we/they	been crying?	Yes, I/you/we/they have. No, I/you/we/they haven't.
Has	he/she/ it		Yes, he/she/it has. No, he/she/it hasn't.

Wh- questions				Subject questions		
How long	have	I/you/ we/they	been crying?	Who	has	been crying?
	has	he/she/it				

Present Perfect Continuous or Present Perfect Simple?

- We use the **Present Perfect Continuous** to focus on an action or process (which may or may not be complete). Questions in the Present Perfect Continuous often begin with ***how long***:
  ***How long has** she **been writing** books?*
- We use the **Present Perfect Simple** to focus on an achievement or the result of an action. Questions in the Present Perfect Simple often begin with ***how many***:
  ***How many** books **has** he **written**?*
- We don't use *when* in questions in either of the two tenses.
- State verbs are generally used in the **Present Perfect Simple** only.

1 **Write sentences from the prompts. Use the Present Perfect Continuous. Add *since* or *for* where necessary.**

1 I / study / art / 2018.
2 How long / you / wear / your glasses?
3 you / swim / all afternoon?
4 It / rain / two hours now.
5 We / not / watch / the match.
6 My parents / study English / five years.
7 How long / Joanna / work in that café?
8 Amy / surf the Internet / all day?
9 My sister / work as a photographer / three years.
10 Hannah and Eve / revise for their exam / all evening?

2 **Choose the correct option.**

1 I've *looked* / *been looking* for you for an hour!
2 How many paintings have you *sold* / *been selling*?
3 We have *travelled* / *been travelling* for a couple of weeks now.
4 The professor has *answered* / *been answering* more than 100 questions about the Louvre.
5 John has *known* / *been knowing* Cynthia since primary school.
6 I've *seen* / *been seeing* most of his paintings.
7 How long have you *waited* / *been waiting*?
8 Have you *written* / *been writing* your essay all morning?
9 How many art galleries has Dan *been visiting* / *visited* today?
10 How long have you *had* / *been having* this painting by van Gogh?

3 **Complete the sentences with information about yourself. Use the Present Perfect Simple or Continuous.**

1 _____ since last weekend.
2 _____ for at least a month.
3 _____ since my last birthday party.
4 _____ since yesterday.
5 _____ for more than a year.
6 _____ since I was ten.
7 _____ for two days.
8 _____ since I was a small child.
9 _____ for many years.
10 _____ since this morning.

4 **Complete the dialogues with the correct form of the verbs in brackets. Use the Present Perfect Simple or Continuous.**

1 **A:** Have you finished (you/finish) your essay?
B: Well, not really. I have been writing (write) it all day and hope to finish it tomorrow.
2 **A:** You look tired. Have you been running (you/run)?
B: Oh, yes. I have run (run) fifteen km.
3 **A:** I have been trying (try) to call you since this morning. What's up?
B: Oh sorry, I have lost (lose) my mobile.
4 **A:** How long has he had (he/have) that suit? It doesn't look too good.
B: Not long, I think but he has been wearing (wear) it all week.
5 **A:** What have you been doing (you/do)? You're covered in mud!
B: I 've been digging (dig) in the garden. I planted (plant) three rose bushes, but I've still got two more to go.
6 **A:** I need a break, I 've been studying (study) since 8 o'clock! How about some lunch?
B: Sorry, I can't. I haven't finished (not finish) this essay yet.

Exercise 1

1 I have been studying art since 2018.
2 How long have you been wearing your glasses?
3 Have you been swimming all afternoon?
4 It's been raining for two hours now.
5 We haven't been watching the match.
6 My parents have been studying English for five years.
7 How long has Joanna been working in that café?
8 Has Amy been surfing the Internet all day?
9 My sister has been working as a photographer for three years.
10 Have Hannah and Eve been revising for their exam all evening?

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1.6 Common suffixes

Many different words are formed by adding suffixes to nouns, verbs and adjectives.

Most common suffixes used to form nouns:
-ance/-ence, used to make nouns from adjectives by changing the **-ant/-ent** ending:
important – importance, violent – violence
-ion, used to form nouns from verbs: *decide – decision*
-ity: *stupid – stupidity*
-ment: *develop – development*
-ship: *relation – relationship*

Most common suffixes used to form verbs:
-ate: *local – locate*
-en, usually added to adjectives and nouns related to measurement: *deep – deepen, length – lengthen*
-ify: *simple – simplify*
-ise: *legal – legalise*

Most common suffixes used to form adjectives:
-able: *comfort – comfortable*
-ed: *amaze – amazed*
-ing: *amaze – amazing*
-ful: *colour – colourful*
-less: *colour – colourless*
-ive: *support – supportive*
-ous: *courage – courageous*
-ic: *energy – energetic*
-al: *economy – economical*

Most common suffixes used to form adverbs:
-ly: *strange – strangely*
-y, when the adjective ends with **-le**: *possible – possibly*
-ily, when the adjective ends with **-y**: *heavy – heavily*

You can add prefixes *un-, in-, im-, il-, ir-, dis-* to some adjectives to get the opposite meaning:
-un: *familiar – unfamiliar*
-im, most often added to adjectives beginning with *p, b* and *m*: *balanced – imbalanced, mature – immature, polite – impolite*
-ir, most often added to adjectives beginning with *r*: *responsible – irresponsible*
-il, most often added to adjectives beginning with *l*: *legal – illegal*
-dis: *respectful – disrespectful*
-in: *sensitive – insensitive*

1 Choose the correct option.

1 You need to understand the *important* / (*importance*) of looking stylish.
2 My parents have always been *supported* / (*supportive*) of my ambition to become a designer.
3 The silly comments he made online showed his (*immaturity*) / *immature*.
4 The clothes she buys are all made (*locally*) / *locate* by British companies.
5 We had to make a difficult *decisive* / (*decision*) about the future of our fashion brand.
6 Although the sales were on, the shopping centre was *stranger* / (*strangely*) quiet.
7 A good suit is a *necessary* / (*necessity*) if you are working in banking.
8 It's more (*economical*) / *economic* to buy a few well-made clothes than lots of cheap items.

2 Choose the correct option, A, B or C.

1 What is the ___ of this fabric?
A long (B) length C lengthen
2 She puts on some make-up every day to make herself ___ .
A beauty B beautify (C) beautiful
3 What I like best about Mark's clothes is their ___ .
A simplify (B) simplicity C simple
4 Some young people are really ___ when it comes to their hairstyles.
(A) courageous B encouraging C discouraged
5 Although Tina studies fashion, her ___ with the history of design is rather limited.
A unfamiliar B familiarise (C) familiarity
6 What appeals to me about the company is how they ___ their offer.
A diversity B diverse (C) diversify
7 Ana's parents were very helpful and ___ when she decided to move abroad.
A support B supported (C) supportive

3 Complete the sentences with the correct form of the words in the box.

colour energy familiar legal respectful responsible sensitive

1 Going to an exam in a beanie will definitely make you look disrespectful .
2 You shouldn't have spent so much on this blouse. It was quite irresponsible of you.
3 Sue doesn't want to be the centre of attention so she wears colourless sweatshirts, mainly beige.
4 My sister's style is completely unfamiliar to me, but she feels comfortable in her own skin.
5 It was rather insensitive of Kate to criticise her friend's new fleece.
6 Producing cheap copies of designer clothes is illegal .
7 Sami's little brother is so energetic . He's never tired.

4 UNIT REVIEW Complete the sentences with the correct form of the words in brackets. Sometimes more than one answer is possible.

1 It was rather impolite (polite) to attend his friend's wedding reception in faded jeans.
2 To me, energetic (energy) people tend to go for a casual look.
3 Buying vintage clothes is not always economical (economy) as they can be pretty expensive.
4 They are behaving (behave) strangely today.
5 Don't you think Claire looks (look) amazing in this turquoise dress?
6 Karen has always been (always/be) sensitive about her appearance.

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2.2 Narrative tenses

We use the **Past Continuous**:

- to describe a background scene in a story or in a description of a main event:
  *On the day of the match, it **was raining** and the fans **were getting** wet.*
- 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):
  *I **was riding** my bike when a policeman **stopped** me.*
- to talk about actions in progress at the same time:
  *While Ann **was doing** some experiments, Terry **was taking** some measurements.*

We use the **Past Simple** for a series of actions that happened one after the other:

*Julia **got up** and **put on** her trainers.*

We use the **Past Perfect** to talk about an action that happened before another action in the past (for the action that came second, we use the Past Simple):

*In the taxi I realised that I **had left** the ticket at home.*

1 Complete the sentences with the correct form of the words in brackets. Use the Past Simple or the Past Continuous.

1 John ___was walking___ (walk) towards the stadium when he ___heard___ (hear) some supporters singing.
2 The play ___ended___ (end) and everyone ___left___ (leave) the theatre.
3 ___Was Sue working___ (Sue/work) at the restaurant when she ___met___ (meet) Frank?
4 We ___were crossing___ (cross) Green Street when we ___saw___ (see) a bank robbery.
5 While I ___was watching___ (watch) tennis on TV, my sisters ___were playing___ (play) a video game.
6 What ___were you doing___ (you/do) when I ___called___ (call) you last night?

2 Complete the second sentence so that it has a similar meaning as the first. Use the words in capitals and the Past Simple or the Past Perfect.

1 I saw Lionel Messi in the street. Nobody believed it. **THAT**
Nobody believed ___that I had seen Lionel Messi in the street___ .
2 The match started. Then I got back home. **WHEN**
The match ___had started when I got back home___ .
3 Jack's team didn't train enough. They lost the match. **BECAUSE**
Jack's team ___lost the match because they hadn't trained enough___ .
4 Ann looked at her watch. She realised she was late for the meeting. **AND**
Ann ___looked at her watch and realised she was late for the meeting___ .
5 Andrew didn't lock his car. Somebody stole it. **BECAUSE**
Somebody ___stole Andy's car because he hadn't locked it___ .
6 The film finished. Then Mark switched the TV on. **ALREADY**
When Mark ___switched on the TV, the film had already finished___ .

3 Choose the correct option, A, B or C.

1 Sarah ___ in the park when she met her neighbour.
A jogged B had jogged (C) was jogging
2 Tim ___ at 7:30, had breakfast and went to the pool.
(A) got up B had got up C was getting up
3 We were cycling in the forest while Tom ___ in the lake.
A swam (B) was swimming C had swum
4 Adam didn't go horse-riding because he ___ his riding boots.
A was forgetting (B) had forgotten C forgot
5 She didn't believe that I ___ volleyball before.
(A) had never played B was never playing
C never played
6 When we ___ at the court, the match had already finished.
(A) arrived B had arrived C were arriving
7 Kim ___ her skating boots and stepped onto the ice rink.
A was putting on (B) put on C had put on
8 Mark ___ injured while he was overtaking his rivals.
A was getting B had got (C) got
9 Nina realised she ___ her mobile at home when she was already on the bus.
A left (B) had left C has left
10 We ___ in a restaurant when we heard about the accident.
(A) were eating B ate C had eaten

4 Complete the conversations with the correct form of the verbs in brackets. Use the Past Simple, the Past Continuous or the Past Perfect.

1 **A:** What ___were you doing___ (you/do) when they ___announced___ (announce) the results?
B: I ___had just taken___ (just/take) a shower and I ___was relaxing___ (relax) in my room.
2 **A:** When ___did you realise___ (you/realise) you ___had left___ (leave) your goggles at home?
B: Well, just as ___I was standing___ (I/stand) at the top of the slope, with my skis on.
3 **A:** Why ___didn't Nick work out___ (Nick/not work out) yesterday?
B: He ___had promised___ (promise) his daughter he would play with her, I think.
4 **A:** What ___did you do___ (you/do) at the sports camp?
B: Every day we ___got up___ (get up) early, then we ___went___ (go) to the gym and then we ___played___ (play) basketball.
5 **A:** So, how ___was___ (be) your holiday?
B: OK. A bit boring really. We just ___went___ (go) to the beach every day. Earlier, I ___had hoped___ (hope) we would do something exciting, but my family only ___wanted___ (want) to sunbathe.
6 **A:** Can you tell me what you ___did___ (do) in your last job?
B: Of course. I ___worked___ (work) as an assistant in marketing, which ___was___ (be) a big difference for me. Before that I ___had worked___ (work) in the call centre.

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2.5 Verb patterns

Verbs which follow other verbs follow different patterns:

- after: *aim, arrange, attempt, can't afford, decide, expect, hope, intend, manage, offer, plan, refuse, remember, seem, tend, try, want*: ***(not) to* + infinitive**:
  *They **decided not to work** with a sports psychologist.*
- after: *advise, allow, encourage, force, remind, teach, urge, warn*: **object + *(not) to* + infinitive**:
  *She **taught me to believe** in myself.*
- after: *avoid, can't help, can't stand, don't mind, enjoy, fancy, finish, imagine, keep, miss, stop, waste time*: ***-ing***:
  *Just **imagine winning** the competition!*
- after modal verbs: *can, could, might, should, would*: **infinitive**:
  *You **should answer** his question right now.*
- after *make* and *let*: **object + infinitive**:
  *They **let me visit** the stadium.*

1 Complete the sentences with the correct form of the verbs in brackets. Add *me* or *you* where necessary.

1 I can ___ski___ (ski) really well, but I've never tried snowboarding.
2 Did your parents make ___you play___ (play) the piano when you were a child?
3 I can't afford ___to buy___ (buy) a new tennis racket. It's too expensive.
4 This pool is OK, but I miss ___swimming___ (swim) in the ocean.
5 My PE teacher at school encouraged ___me to pursue___ (pursue) my passion for swimming.
6 The footballer refused ___to join___ (join) the national team.
7 You shouldn't waste so much time ___watching___ (watch) TV.
8 The doctor has warned ___me not to go___ (not go) running for a month.

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

1 I ___can't stand waiting___ (can't stand/wait) for exam results.
2 Has he ___decided to finish___ (decide/finish) his sports career yet?
3 My mother ___didn't let me do___ (not let/me/do) motor-racing.
4 The coach ___reminded us not to eat___ (remind/us/not eat) anything just before the match.
5 ___Try not to worry___ (try/not worry) about the future.
6 Our team should ___aim to win___ (aim/win) all the matches this season.
7 She'll always ___remember meeting___ (remember/meet) her favourite tennis player last year.
8 We were training hard, so we ___stopped to take___ (stop/take) a break.

3 Complete the sentences with the correct form of the verbs in the box.

climb do go improve play show take up watch

1 They arranged ___to go___ for a swim on Saturday.
2 Paul offered ___to show___ me how to play tennis.
3 Do you fancy ___playing___ badminton this afternoon?
4 I cannot imagine ___climbing___ in winter. It's too dangerous.
5 Kate has never avoided ___doing___ sport. That's why she's so fit.
6 Last year my dad attempted ___to improve___ his skiing. He's slightly better now.
7 I don't mind ___watching___ boxing on TV from time to time.
8 Kim should ___take up___ yoga. It will help her relax.

4 Choose the correct option.

1 I can't help *to watch* / *watching* sport on TV every day.
2 Please remind them *not to leave* / *to not leave* before 6 p.m.
3 Last week my brother managed *to swim* / *swimming* the whole distance.
4 Does your coach ever let you *eat* / *to eat* junk food?
5 Unfortunately, she cannot afford *buying* / *to buy* a new tennis racket.
6 Mark expects her *to win* / *winning* a medal during the next competition.
7 My mum intends *taking up* / *to take up* cycling this summer.
8 We can't *go* / *going* horse-riding today.

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

1 We might ___ a tennis club to improve our fitness.
(A) join B to join C joining
2 She hopes ___ the marathon next week.
A win (B) to win C winning
3 Have you finished ___ the replay of the football final yet?
A watch B to watch (C) watching
4 The football players don't seem ___ too upset by the score.
A be (B) to be C being
5 You could easily ___ me at chess if you really tried.
(A) beat B to beat C beating
6 Just keep ___ hard and you could be a champion one day.
A train B to train (C) training
7 My doctor advised the athlete ___ more protein in his diet.
A have (B) to have C having
8 Alice enjoys ___ in the sea, even in winter.
A swim B to swim (C) swimming

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2.6 so, too, neither/nor, either

We use expressions ***so/too*** and ***neither/nor/either*** in short statements meaning *(me) too* or *(me) neither*. We use these constructions in reaction to somebody's statements to let the other person know that we are in the same situation.

We use ***so*** and ***too*** in positive statements. The form of an auxiliary or modal verb in short statements must be the same as the form of the main verb and the subject in the sentence to which it refers.

The structure of the short statement is the following:

- ***so* + auxiliary/modal verb + subject (noun/pronoun):**
  Our football team has let us down recently. ***So*** *has ours.*
  I should go jogging every day. ***So*** *should I.*
- **subject (noun/pronoun) + auxiliary/modal verb + *too*:**
  Michael broke his personal record yesterday. You did ***too****.*

We use ***neither/nor*** and ***either*** to say something is the same or agree with a negative statement.

The structure of the short statement is the following:

- ***neither/nor* + auxiliary/modal verb in a positive form + subject (noun/pronoun):**
  My coach isn't going to be pleased with my score.
  Neither/Nor *is mine.*
  Jerry will never give up running marathons.
  Neither/Nor *will I.*
- **subject (noun/pronoun) + auxiliary/modal verb in a negative form + *either*:**
  She didn't play for the school team last year. I didn't ***either****.*

In the **Present Simple** the auxiliary verb is *do/does*:
Rob takes part in tennis competitions twice a year.
So does *Joan.*

In the **Past Simple** the auxiliary verb is *did*:
Last week we qualified for the finals. ***So did*** *we.*

Using ***Really?*** and ***Oh***, we react to other person's statement to say something is different, or to disagree with a statement.

The structure of the short comment is the following:
***Really?/Oh* + subject (noun/pronoun) + auxiliary/modal verb in a form opposite to the one used in the statement to which we are reacting:**
I believe that some children should start training at a very early age. ***Really?*** *I don't.*
Most of our fans couldn't get tickets to watch the match.
Oh. *Ours could.*

1 Choose the correct option.

1 Alex is a great tennis player. (So) / *Too* is Stefanos.
2 My cricket bat isn't new. *So* / (Nor) is Tom's.
3 We watched the Olympic Games. So we *did* / (did we).
4 He won't go to practice tomorrow. (Neither) / *So* will I.
5 Emma didn't go cycling. David didn't (either) / *neither*.
6 We've got our tickets for the match. So *do* / (have) we.

2 Complete the sentences with *so/too* or *neither/either* and the correct auxiliary.

1 To keep fit, Dan goes for a swim every Friday.
So does Pam.
2 Martin has never played squash.
Neither/Nor have they.
3 Sam is going to try out the new gym.
So am I.
4 They shouldn't give up chess.
Neither/Nor should we.
5 As a child, Olga wasn't very competitive.
Her sister wasn't either .
6 Hopefully, Pete will talk his parents into doing Nordic walking.
Tina will too .

3 Complete the conversations with the words in brackets. Add verb forms where necessary.

1 **A:** They have never let their coach down.
B: Neither have we . (neither/we)
2 **A:** Their teammates are really ambitious.
B: Ours are too . (ours/too)
3 **A:** Unfortunately, Pat lost a match yesterday.
B: I did too . (I/too)
4 **A:** We aren't going to go in for that competition.
B: Really? We are . (really/we)
5 **A:** My sister doesn't watch any sport on TV.
B: Nor does mine . (nor/mine)
6 **A:** My dad will never take up yoga.
B: Really? Mine will . (really/mine)

4 UNIT REVIEW Choose the correct sentence, A, B, or C to complete the conversations.

1 **X:** Can you imagine? They have never lost a match.
Y: ___
(A) Neither have we. B We too.
C So have we.
2 **X:** I think they should be more decisive.
Y: ___
A Really? I shouldn't. (B) Really? I don't.
C Oh. So should I.
3 **X:** She is going to watch a rugby match tonight.
Y: ___
A Neither am I. (B) I am too.
C I'm not either.
4 **X:** You look sad. What's the matter?
Y: My friend ___
A can't help helping me. (B) can't afford to help me.
C doesn't mind helping me.
5 **X:** What did you do when you saw that accident?
Y: ___
(A) I called an ambulance.
B I was calling an ambulance.
C I had called an ambulance.
6 **X:** Are you going to enter this competition?
Y: Definitely. I love ___ new challenges.
(A) taking on B giving up
C burning off

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3.2 Present and past speculation

Speculating about the present

When speculating about a present situation, we use a **modal verb + infinitive**. We use:

- ***must***, to express a strong belief that something is true:
  *John **must** be very happy working at the zoo.*
- ***might, may*** and ***could*** when we think that it's possible that something is true:
  *The lions **might/may/could** be very hungry now.*
- ***can't***, to express a strong belief that something isn't true:
  *It **can't** be a domestic cat. It's too big.*

Speculating about the past

When speculating about a past situation or event, we use a **modal verb + *have* + the Past Participle form of the main verb**.

We use:

- ***must have***, to express a strong belief that something happened:
  *You **must have lost** your mobile at the zoo.*
- ***might have, may have*** and ***could have***, when we think that it's possible that something happened:
  *Lucy **might/may/could have missed** the train.*
- ***can't have*** and ***couldn't have***, to express a strong belief that something didn't happen:
  *Peter **can't/couldn't have gone** home.*

1 Choose the correct option.

1 The key *can't* / (*must*) be somewhere here but I can't find it right now.
2 You *can't* / (*may*) remember me – we met on a trip to China last year.
3 What, you forgot your ticket and passport? You *might* / (*can't*) be serious!
4 You failed the exam, so your answers (*must*) / *can't* have been wrong.
5 I'm not sure if you are right. You (*could*) / *can't* have made a mistake.

2 Complete the sentences with the correct form of the verbs in brackets.

1 I might have left (leave) my mobile at the hotel but I don't remember.
2 Susan has been travelling for the last two weeks – she must be (be) very tired by now.
3 Wendy's accent is a bit strange. She could be (be) Northern Irish, but I'm not sure.
4 You can't have seen (see) Joe in town at noon – he was at home with me.
5 Thomas was really upset last week. He must have/be having (have) problems at home.

3 Choose the correct option, A, B or C.

1 We ___ go to Greece this summer, but we haven't decided yet.
A must (B) might C can't
2 They ___ have visited that museum. It's closed.
A might not (B) couldn't C mustn't
3 They ___ know this place. They've been here many times.
A may B can't (C) must
4 I don't know why Pat hasn't arrived yet. She ___ have missed the bus.
A must (B) could C can't
5 It ___ be Diana's tent. She never goes camping.
A must B may (C) can't
6 Greg ___ have reached his destination yet. It's only 7 p.m.
A could (B) can't C mustn't
7 Ben knew everything about Gothic painting. Definitely, he ___ have studied art history.
A couldn't B might (C) must
8 It's impossible to keep a puma as a pet. She ___ have lied.
(A) must B can't C might

4 Complete the second sentence so that it has a similar meaning as the first. Use modal verbs.

1 I am sure a cruise down the Nile is very expensive.
A cruise down the Nile must be very expensive.
2 I am sure Kate hasn't eaten that local speciality. She's allergic to seafood.
Kate can't have eaten that local speciality. She's allergic to seafood.
3 I am sure they are not at the office. Pam called me from the airport an hour ago.
They can't be at the office. Pam called me from the airport an hour ago.
4 Maybe we will spend a few days near the sea, I'm not sure.
We might/may spend a few days near the sea.
5 I am sure they have brought a lot of souvenirs from their trip. They always do.
They must have brought a lot of souvenirs from their trip.
6 Let's ask Ian. Maybe he has been to Japan.
Let's ask Ian. He might/may/could have been to Japan.
7 We'd better take a map. Maybe it is not the right way.
We'd better take a map. It might/may not be the right way.
8 I don't know why Janet is still not here. Maybe she got stuck in traffic.
I don't know why Janet is still not here. She might/may/could have got stuck in traffic.

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3.5 *Used to and would*

We use ***used to/would* (+ infinitive)** to talk about past states or actions that happened regularly in the past:

- We use ***used to*** for states (e.g. *be, have, believe, like, love, live*) or actions:
  *I **didn't use to like** travelling by plane.* (But I do now.)
  *She **used to write** travel guides.* (But she doesn't any more.)
- We use ***would*** for actions (but not states), usually in affirmative sentences:
  *When I was a teenager, I **would visit** my grandma every Sunday.*

Affirmative	*I **used to go** backpacking every summer.* *I **would go** backpacking every summer.*
Negative	*I **didn't use to buy** flight tickets online.*
Yes/No questions	***Did** he **use to** go on holiday in August?*
Wh- questions	*What **did** he **use to** eat?*
Subject questions	*Who **used to go** to the seaside on holiday?*

When we talk about a single past action or when we don't want to emphasise the difference between the past and the present, we use the Past Simple instead of *used to/would*:
*Two years ago they **went** on holiday to France.*
*I often **travelled** to China.*

1 Write sentences from the prompts. Use *would* if possible. If not, use *used to*.

1 Jill / get home / at 7 p.m. every day
Jill would get home at 7 p.m. every day.
2 We / not have / a lot of money / in those days
We didn't use to have a lot of money in those days.
3 My family / live / next to a luxury hotel
My family used to live next to a luxury hotel.
4 Damien / not drink / coffee / in the past
Damien wouldn't drink coffee in the past.
5 As a child / I / like / reading adventure novels
As a child, I used to like reading adventure novels.
6 My grandparents / not travel / by car
My grandparents wouldn't travel by car.
7 When I was a child / I / be / very shy
When I was a child, I used to be very shy.
8 They / go on / summer camps / at primary school
They would go on summer camps at primary school.
9 My aunt / not have / a computer / as a teenager
My aunt did not use to have a computer as a teenager.
10 Every morning / he / make / breakfast for the whole family.
Every morning, he would make breakfast for the whole family.

2 Choose the correct option, A, B or C. Sometimes more than one answer is possible.

1 Just like many boys, I ___ to be a pilot when I grew up.
(A) wanted (B) used to want C would want
2 I ___ smoke when I was at school.
(A) didn't (B) didn't use to (C) wouldn't
3 Last Sunday Jack ___ too late to catch the train.
(A) turned up B used to turn up
C would turn up
4 How ___ feel when your parents sent you to summer camps every summer?
(A) did you (B) did you use to C would you
5 My parents ___ me to the seaside every summer.
(A) took (B) used to take (C) would take
6 Dad, ___ a happy child?
(A) were you (B) did you use to be C would you be
7 Yesterday we ___ our flight back to Australia.
A used to miss B would miss (C) missed
8 What do you mean you don't like apples? You ___ them as a child!
A didn't use to love B would love (C) used to love

3 Choose the correct option.

1 Last year we (*went*) / *used to go* on a trip with a travel agency.
2 As a student, my mum *would love travelling* / (*used to love travelling*).
3 My grandpa *would read* / (*read*) me stories about the Aztecs that day.
4 They (*didn't use to be*) / *wouldn't be* keen on flying.
5 Our uncle (*had*) / *would have* about 100 guidebooks.
6 As a child, (*did you use to sleep*) / *would you sleep* in a tent during summer?
7 My dad (*didn't use to like*) / *wouldn't like* going to the seaside.
8 Yesterday, he (*closed*) / *would close* the door and went to bed, like every other evening.

4 Complete the sentences with the correct form of the verbs in brackets. Sometimes more than one answer is possible.

1 Kim travelled/used to travel/would travel (travel) to Asia twice a year but now she cannot afford this.
2 When we lived in London, we would go/used to go/went (go) jogging in Hyde Park every day.
3 Did Mark visit (Mark/visit) his family in Scotland last year?
4 We didn't use to enjoy/didn't enjoy (not/enjoy) spending time in the countryside. Now we love it!
5 When Ben was a child, he played/used to play/would play (play) in the forest.
6 Did Luke use to like/Did Luke like (Luke/like) sightseeing when he was a child?
7 Back in kindergarten, they would play/used to play/played (play) hide and seek every day.
8 I loved/used to love (love) swimming in the river as a child. The water never felt too cold.

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3.6 Phrasal verbs

Phrasal verbs are expressions that consist of a verb or a particle (particles), thanks to which the verb gains a new meaning:
look – look up (=check)

Most phrasal verbs have their equivalents in formal language:
put up a tent = construct/erect a tent

The meaning of phrasal verbs may be:

- literal: *Why don't you **take off** your coat?*
- idiomatic: *The plane **takes off** at 10 a.m.*

We can divide phrasal verbs into two groups:

1) inseparable:

- **verb + particle + object**
  There is always an object after the phrasal verb.
  *When I was running, I **bumped into** my form teacher.*
  *We dropped our bags and **made for** the passport control.*
- **verb + particle**
  There is no object after the phrasal verb:
  *Fortunately, a lot of people **turned up** to the exhibition.*
  *It was a long journey so we **set off** early in the morning.*
- **verb + particle + particle + object**
  There is alway an object after the phrasal verb.
  *I **look forward to** travelling around America next summer.*
  *It was very hot and we **ran out of** water very quickly.*

2) separable:

There is always an object. If the object is a noun, it can come before or after the particle.

- **verb + particle + object**
  *Can you please **pick up** Laura from the airport?*
  ~~*Can you please **pick up** her from the airport?*~~
  *We can't **put off** booking tickets forever.*
  ~~*We can't **put off** it forever.*~~
- **verb + object + particle**
  *Can you please **pick** Laura **up** from the airport?*
  *Can you please **pick** her **up** from the airport?*
  *We can't **put** booking tickets **off** forever.*
  *We can't **put** it **off** forever.*

1 Match the sentence halves.

1 Guess who I bumped [d]
2 I think the bus is at 7, but it's easy to look [a]
3 Due to heavy rain, the plane took [b]
4 Let's buy our tickets and make [e]
5 Driving to work, Jim ran [c]

a up the timetable online.
b off an hour later than scheduled.
c out of petrol.
d into on the train.
e for the platform.

2 Complete the sentences with the correct form of the phrasal verbs in the box.

bump into | look up | pick up | put off | turn up

1 Are you going to pick up Pen from the station?
2 We got lost so we looked up the address in our mobiles.
3 We have so much work that we have to put off our weekend trip.
4 I bumped into my old friend while I was boarding the plane.
5 Only a few people turned up at the station to say goodbye to her yesterday.

3 Complete the second sentence so that it has a similar meaning to the first. Use the words in capitals.

1 We had no food left, nevertheless we continued to walk. **RUN/CARRY**
We had run out of food, nevertheless we carried on walking .
2 Kate has quit her career as a manager and she can't wait to go to India. **WALK/LOOK**
Kate has walked away from her career as a manager and she is looking forward to going to India.
3 Dan took us to the station in his car. He went to work and we went towards the platform. **DROP/MADE**
Dan dropped us off at the station. He went to work and we made for/made our way towards the platform.
4 Pat stopped by the side of the road and tried to find the hotel's address in her guidebook. **PULL/LOOK**
Pat pulled over and looked up the hotel's address in her guidebook.
5 I met my old friend unexpectedly when we were delayed at the airport. **BUMP/HOLD**
I bumped into my old friend when we were held up at the airport.

4 UNIT REVIEW Choose one word, A, B or C to complete both sentences.

1 Is Dan going to pick us ___ from the station?
Mark is a great cyclist and it's really hard to keep ___ with him.
A on B off (C) up
2 The taxi driver dropped us ___ at the wrong terminal.
Pat had a long way to go so she set ___ at dawn.
A down (B) off C out
3 They're going to ___ this old building into a hostel.
What time did they finally ___ up?
(A) turn B make C put
4 We were held ___ in a traffic jam and we missed the last train home.
The hotel was full but, fortunately, Sue put them ___ .
(A) up B off C down
5 Paul gave ___ his job to travel the world.
Have you ever put ___ a tent in the rain?
A over B off (C) up
6 Let's not put this trip ___ any more.
The plane didn't take ___ due to the fog.
(A) off B away C down

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4.2 Future forms

You can use a variety of forms to talk about the future: **Present Simple, Present Continuous**, **Future Simple** *(will/won't)* and ***be going to* + infinitive**.

You use the **Present Simple** to talk about a fixed future event – on a timetable, a schedule or a programme:

*Lunch break **starts** at 12:30 and **finishes** at 13:30.*

You use the **Present Continuous** to talk about a future arrangement – you often mention a time, a date or a place:

*They**'re giving** prizes to the winners of the cookery competition tomorrow in the Town Hall.*

You use the **Future Simple** (*will/won't*):

- to talk about a spontaneous decision made at the moment of speaking – you react to circumstances:
  *Wait for me. **I'll help** you peel the carrots.*
- in questions with *I* and *we*, for offers and suggestions, you use ***shall*** (NOT *will*):
  *These bags look heavy. **Shall I carry** them for you?*
  ***Shall we have** a barbecue this evening?*
- to talk about a future prediction – based on your opinion, prediction or experience:
  *I can lend you this cookery book but **I'll probably need** it next week.*

You use ***be going to* + infinitive** to talk about:

- a future intention – something you have already decided to do:
  *What **are you going to prepare** for dinner?*
- a future prediction – based on what you can see or what you know:
  *This cake looks really sweet. Sue **isn't going to have** any of it.*

When you are talking about the future, in complex sentences you use the **Present Simple** after the conjunctions *if, when, as soon as, unless, before* and *after*:

***If you drink** coffee in the evening, you won't be able to sleep.*

*Be careful. The biscuits will get dry **unless you put** them in a tin.*

1 Choose the correct option, A, B or C. Sometimes more than one answer is possible.

1 This recipe looks complicated. ___ help you prepare the ingredients?
A Am I going to (B) Shall I C Will I

2 I'll let you know when the dinner ___ ready.
(A) is B will be C is going to be

3 Don't worry! I ___ the tins for you.
A am opening (B) will open C open

4 I've checked their offer. The cookery course ___ next Monday.
(A) starts B is going to start C shall start

5 Tomorrow I ___ to the fruit market outside the town. I can't wait!
A go (B) will go (C) am going

6 We will not manage to prepare the food for the party unless you ___.
A won't hurry up (B) hurry up C don't hurry up

7 I think the curry ___ ready in five minutes.
A is (B) is going to be (C) will be

2 Write sentences from the prompts.

1 What time / the party / start?
What time does the party start/is the party starting?

2 You / feel better / as soon as / you / start drinking / more mineral water.
You will feel better as soon as you start drinking more mineral water.

3 I / hope / the soup / not be / too bland for Pete.
I hope the soup isn't/won't be too bland for Pete.

4 Kate / eat / all those cherries? They are still unripe!
Is Kate going to eat all those cherries?

5 This dessert isn't sweet enough. I / add / some sugar?
This dessert isn't sweet enough. Shall I add some sugar?

6 Those apricots look fresh. They / be / tasty.
They're going to be tasty.

3 Complete the sentences with the correct form of the verbs in brackets. Use future forms.

1 They ___are meeting___ (meet) for lunch on Monday. Mary has told me.
2 Ben will not get fit unless he ___starts___ (start) eating healthy food.
3 This bread is stale. I ___am not going to buy___ (not/buy) it.
4 The cookery show ___starts___ (start) at 9 p.m.
5 Meg ___will probably make___ (probably make) some crunchy biscuits tonight.
6 If I have time in the morning I ___will prepare___ (prepare) some snacks at home.
7 How ___are you going to decorate___ (you/decorate) this birthday cake?

4 Match the sentence halves.

1 Are you going to (d)
2 Shall we bake (b)
3 Our local open-air market (e)
4 How much black pepper (a)
5 Well, I think I (c)

a are you going to add?
b a carrot cake for Joan?
c will start eating more fish.
d the supermarket in the afternoon?
e opens at 7 a.m.

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

Tim has decided to improve his health, so he's enrolled in a short course for healthy cooking. He [1]_____ to his first class on Monday evening. According to the programme, the classes [2]_____ at 6 o'clock. He [3]_____ notes in the class, so he [4]_____ a notebook later today. He hopes the dishes that he learns to cook [5]_____ boring or tasteless!

1 A goes (B) is going C is going to go
2 (A) start B is starting C will start
3 A probably takes B is probably taking (C) will probably take
4 (A) is going to buy B is buying C buys
5 A aren't going to be (B) won't be C aren't being

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4.5 Future Continuous and Future Perfect

Future Continuous

You use the **Future Continuous** to talk about longer unfinished actions in progress at a time in the future:

*We **will be making** a cake **at** 5 p.m.*

Affirmative			Negative		
I/You/ He/ She/It/ We/ They	'll (will)	be working at 10 a.m.	I/You/ He/ She/ It/We/ They	won't (will not)	be working at 10 a.m.
Yes/No questions			**Short answers**		
Will	I/you/he/ she/ it/we/they	be working at 10 a.m.?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.		
***Wh-* questions**			**Subject questions**		
What	will	I/you/ he/ she/ it/we/ they be doing at 10 a.m.?	Who	will	be working at 10 a.m.?

Future Perfect

You use the **Future Perfect** to talk about an action that will be completed before a certain time in the future:

*I **will have cooked** all the dishes **by** 3 o'clock.*

Affirmative			Negative		
I/You/ He/ She/ It/ We/ They	'll (will)	have finished lunch by 2 p.m.	I/You/ He/ She/It/ We/ They	won't (will not)	have finished lunch by 2 p.m.
Yes/No questions			**Short answers**		
Will	I/you/ he/ she/ it/we/ they	have finished lunch by 2 p.m.?	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they won't.		
***Wh-* questions**			**Subject questions**		
What	will	I/you/ he/ she/it/ we/ they have finished lunch by 2 p.m.?	Who	will	have finished lunch by 2 p.m.?

1 Match the questions and answers.

1 Can you meet me for lunch tomorrow? d
2 When will dinner be ready? a
3 Are you looking forward to your holiday? e
4 Should I book a table for five o'clock tonight? c
5 What did you think of the new café? b

a I'll have prepared everything by six.
b It was great! We'll be going back again soon.
c No, six or later; the restaurant won't have opened by then.
d Sorry, tomorrow I'll be shopping with my friend. Maybe Friday?
e Yes! This time next week, I'll be eating pizza in Italy!

2 Choose the correct option.

1 **A:** Can we meet at 1 p.m. on Saturday?
B: Sorry, I *'ll be having* / *'ll have had* lunch with my family.
2 **A:** Do you need a lot of time to finish this birthday cake?
B: I *'ll be decorating* / *'ll have decorated* it by 12 o'clock.
3 **A:** What is John so worried about?
B: Getting a new job. If he doesn't find one, he *'ll be spending* / *'ll have spent* all his money by the end of the year.
4 **A:** Tom, I really need to return that library book tomorrow.
B: No problem. I *'ll be finishing* / *'ll have finished* it by then.
5 **A:** *Will you be seeing* / *Will you have seen* your boyfriend tonight?
B: Yes, he's taking me out to a restaurant.
6 **A:** What *will you be doing* / *will you have done* at 7 p.m. tomorrow?
B: I don't have any plans. Shall we go to the cinema?

3 Complete the sentences with the correct form of the verbs in brackets. Use the Future Continuous or the Future Perfect.

1 Don't phone me before 9 a.m. I 'll be sleeping (sleep)!
2 By the end of the month she 'll have finished (finish) her training as a waitress.
3 Peter, will you be using (you/use) the oven this evening? I'd like to make pizza.
4 I'm going to do a cookery course in September. So now I'm helping at my mum's restaurant. I hope I 'll have learnt (learn) something useful by the end of the summer.
5 How many exams will you have taken (you/take) by the end of the academic year?
6 What will Sam be doing (Sam/do) this time tomorrow?
7 Call Simone at seven. She will have left (leave) the office by then.

4 Answer the following questions. Use the Future Continuous or the Future Perfect.

1 What will you have learnt by the end of the year?
2 What will you be doing this time on Sunday?
3 How many meals will you have eaten by 10 p.m.?
4 What will you be doing tomorrow at 9 a.m.?
5 How many books will you have read by next autumn?
6 Where will you be living in five years' time?

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4.6 Question Tags

Question tags are short questions added at the end of the sentence. They appear almost only in spoken English. We use them for confirmation or to ask a question.

Question tags used for confirmation have a falling intonation: *You know how to cook scrambled eggs,* ***don't you****?* (↓ We are almost certain the person we are talking to knows how to do it.).

Question tags used to ask a question have a rising intonation: *Your sister is a vegan,* ***isn't she****?* (↑ We aren't certain the person we are talking to is a vegan.).

You form question tags with an **auxiliary verb** (*be, have, do*) or **modal verb** (e.g. *can, will, should*) **+ pronoun** (e.g. *I, you, she*). After a positive statement, you use a negative tag, after a negative statement – a positive tag.

Positive statement + negative tag
You're going to use stale bread, ***aren't you****?*

Negative statement + positive tag
You haven't eaten unripe bananas, ***have you****?*

Special cases
In sentences with *I'm,* the question tag is ***aren't I?***:
I'm a good cook, ***aren't I?***

In imperatives, the question tag is ***will you?***:
Grate some Parmesan cheese, ***will you?***
Don't order too much food, ***will you?***

In sentences with *let's,* the question tag is ***shall we?***:
Let's have a quick snack, ***shall we?***

In sentences with the pronoun *that* used as a subject, we use the pronoun ***it*** in a question tag:
That's pumpkin soup, ***isn't it?***

1 Choose the correct option.

1 You have never liked grapefruit juice, *have you / haven't you*?
2 In kindergarten we had a lot of fresh fruit and vegetables every day, *hadn't we / didn't we*?
3 That's the best dessert she has ever prepared, *isn't that / isn't it*?
4 Organic products should cost a bit less, *shouldn't they / don't they*?
5 Let's try out that new restaurant round the corner, *shall we / will we*?
6 Don't add too many chilli peppers, *will you / do you*?
7 You don't have any orange juice, *have you / do you*?
8 Moussaka is a Greek dish, *isn't it / doesn't it*?
9 They could deliver our pizzas, *can't they / couldn't they*?
10 He'd eaten Japanese food before, *hadn't he / wouldn't he*?

2 Complete the sentences with the correct question tag.

1 You can't be fit without eating healthy food, ___can you___?
2 This curry isn't very spicy, ___is it___?
3 Small children shouldn't eat fattening food, ___should they___?
4 You're not on a diet, ___are you___?
5 I'm quite good at making Thai dishes, ___aren't I___?
6 Buy some fresh fruit on your way back, ___will you___?
7 He's going to go on a cooking show, ___isn't he___?
8 She'd give you the recipe, ___wouldn't she___?
9 You haven't burnt the cake, ___have you___?
10 This soup can be served cold, ___can't it___?

3 UNIT REVIEW Choose the correct option, A, B or C to complete the conversations.

1 **X:** Let's have a burger, ___?
Y: Well, I'd rather have pasta if you don't mind.
A will we (B) shall we C don't we
2 **X:** This soup is absolutely delicious, ___?
Y: My mum is a great cook. Would you like the recipe?
(A) isn't it? B isn't that? C isn't this?
3 **X:** OK, so what shall I get you?
Y: Maybe some apples. But don't buy the green ones, ___? They are sour.
A shall you (B) will you C do you
4 **X:** So guys, what shall we order? Steak for everyone?
Y: No, a salad for me, please. I'm not the only vegan, here, ___?
A aren't I B are you (C) am I
5 **X:** Kate is taking part in this new cooking show, ___?
Y: Yeah, she's a fantastic cook.
(A) isn't she B is she C isn't it
6 **X:** We had a fantastic dinner last night, ___?
Y: Yes, it was really great.
A hadn't we B had we (C) didn't we
7 **X:** That was the best chocolate cake I've ever had.
Y: You bought it at the new bakery, ___?
A hadn't you B haven't you (C) didn't you
8 **X:** Sorry I'm late. You haven't ordered yet, ___?
Y: No, we only got here a few minutes ago.
(A) have you B do you C will you
9 **X:** They will have finished dinner by now, ___?
Y: Yes, let's call them.
A haven't they (B) won't they C don't they
10 **X:** He can cook an omelette, ___?
Y: Of course. It isn't difficult!
A couldn't he B doesn't he (C) can't he

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5.2 Articles: no article, *a/an* or *the*

We do NOT use an article:

- when we are talking about something in general, before uncountable nouns or before plural countable nouns:
  Primary education *is compulsory in this country.*
  Farmers *in poor countries earn very little.*
- before the names of continents and most countries and towns:
  in Europe, in Ireland, in Dublin
  Exceptions: *in the United States, in the United Kingdom, in the Netherlands, in The Hague*

We use ***a/an***:

- when we mention something for the first time or to refer to any one of a kind or group:
  London is ***a*** *big city.* (one of many big cities in the world)
- when talking about someone's job:
  Lucy is ***a*** *doctor.*

We use ***the***:

- before singular and plural countable nouns, to refer to something that we have mentioned before:
  He lived in ***a*** *big city.* ***The*** *city was polluted.*
- to refer to something specific or unique:
  I like ***the*** *colour of that shirt.*
  Who is ***the*** *Prime Minister of your country?*
- to refer to a period in history:
  the *Renaissance*
- with the superlative forms of adjectives:
  the *worst*
- with ordinal numbers:
  the *third*

1 Complete the sentences with *a/an* or *the*.

1 My mum's __a__ secondary school teacher. She works in __a__ school just around __the__ corner.
2 I was born in __the__ last week of January. All __the__ children in our family are born in winter.
3 Are you hungry? I can make you __a__ chicken sandwich or __a__ salad. We can also have __the__ soup from yesterday.
4 Canberra is __the__ capital of Australia, but is it also Australia's biggest city?
5 It's __the__ first time I've been to __the__ USA. I've never crossed __the__ Atlantic before.
6 Leonardo da Vinci, one of __the__ most famous artists and inventors of all time, lived during __the__ Renaissance.
7 __The__ Middle Ages was a period of history that lasted from __the__ 5th to 15th centuries AD.
8 Sam works as __an__ environmental engineer with __a__ group that protects the oceans.
9 Climate change is __the__ worst thing for __the__ future of our planet.
10 Shanghai, which has a population of over 24 million, is __a__ city in __the__ east of China.

2 Choose the correct option, A, B or C.

1 Jake is ___ captain of our junior football team.
A – B a (C) the
2 ___ information about global warming can be found online.
(A) – B An C The
3 There's ___ article in the paper today about endangered species.
A – (B) an C the
4 It's terrible that ___ Great Barrier Reef is under threat.
A – B a (C) the
5 Are you excited about your trip to ___ South America?
(A) – B a C the
6 This is ___ great beach – we should come here again.
A – (B) a C the

3 Complete the sentences with *a/an*, *the* or Ø (no article).

1 Wendy is __a__ famous artist. You can see her paintings in __the__ best museums in __the__ world.
2 I think that __Ø__ private health care is going to become more popular soon.
3 __The__ capital of __the__ Netherlands isn't __The__ Hague. It's __Ø__ Amsterdam.
4 __A__ scientist has said recently that __Ø__ cities haven't changed much since __the__ 19th century.
5 Yesterday my brother asked me __a__ question about natural disasters. I didn't know __the__ answer.
6 Do you think __Ø__ secondary school students should wear __Ø__ uniforms?

4 Complete the texts with *a/an*, *the* or Ø (no article).

DHAKA

40 percent of people in [1] __Ø__ Dhaka, [2] __the__ capital of Bangladesh, live in [3] __Ø__ slums where many people are without [4] __Ø__ water and [5] __Ø__ electricity. [6] __The__ government are trying to improve the living standards of slum-dwellers. [7] __Ø__ organisations are working with slum-dwellers and offer them [8] __Ø__ medicine and [9] __Ø__ education.

MUMBAI

In [10] __Ø__ Mumbai, [11] __the__ capital of India, 62 percent of inhabitants live in [12] __Ø__ slums. [13] __The__ President is trying out [14] __a__ different solution: she wants to move these people from [15] __the__ slums into new homes.

MEXICO CITY

In the 1990s [16] __Ø__ Mexico city was [17] __the__ most polluted place in the world. Traffic congestion was [18] __the__ biggest cause of pollution. [19] __The__ government has invested in [20] __a__ new bus network and [21] __a__ bike-sharing programme. Instead of using [22] __Ø__ cars, people are now using [23] __the__ bus network to get to work. The next step is to replace [24] __Ø__ petrol cars with [25] __Ø__ electric cars.

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5.5 Non-defining relative clauses

Non-defining relative clauses:

- give additional information about the person, thing, place, etc. we are talking about. The sentence still makes sense without this information:
  *Giant pandas, **which** are an endangered species, live in the mountains in central China.* → *Giant pandas live in the mountains in central China.*
- are always separated from the rest of the sentence using commas,
- start with relative pronouns ***who***, ***which***, ***where*** or ***whose*** (but NOT *that*):
  *Last year we visited our friends on Aran Islands, **where** you can see lots of bird species.*

We can't leave out the relative pronouns in non-defining relative clauses.

1 Complete the sentences with *who, which, where* or *whose*.

1 That young man over there, whose name I can't remember at the moment, is a famous ecologist.
2 We went on an expedition to the Amazon, where none of us had ever been before.
3 The doctor, who can't have been older than thirty, examined Lisa's leg carefully.
4 Mrs Janet McGregor's favourite holiday destination is London, where people don't recognise her.
5 One of my friends, whose wife runs a big business, has made a big donation to an environmental charity.
6 The elephants, which were drinking water from the river, suddenly became very anxious.

2 Rewrite the sentences with non-defining relative clauses. Use the information in brackets.

1 The company plans to build a skyscraper here. (The company's owner is Tania Hillman.)
_____
2 This T-shirt is a prize in the competition. (This T-shirt is made of organic cotton.)
_____
3 Sandra saw giant pandas last year in China. (Sandra studies zoology.)
_____
4 I'm moving to Belfast. (I'll work at a travel agency there.)
_____
5 Padua attracts many tourists in the summer. (Padua is very close to Venice.)
_____
6 Frank studies science. (His brother is a biologist.)
_____
7 Pompeii was destroyed in 79 AD. (Pompeii was a Roman city.)
_____
8 Simon loves working with animals. (Simon's parents have a farm.)
_____

3 Choose the correct option.

1 My friend, whose / *which* project about environmental protection won the competition, goes to an eco-school.
2 Car exhaust fumes, *who* / which cause a lot of pollution, are dangerous to human health.
3 Diving in a turquoise ocean, *where* / which is inhabited by numerous species, is an extraordinary experience.
4 The WWF, *which* / whose mission is to conserve nature, is known worldwide.
5 Last week I interviewed Mark, who / *which* is in charge of our school's eco team.
6 The Amazon, *which* / where you can see amazing fauna and flora, has become a popular travel destination.
7 The panda, which / *who* is an endangered species, has been WWF's logo since 1961.
8 The animal rescuers finally caught an injured dolphin which / *who* was seen near the coast.
9 The leader of the expedition, who / *which* was a well-known scientist, discovered a new species.
10 The Mediterranean, *which* / where many dolphins live, is becoming increasingly polluted.

4 Complete the sentences the sentences with the correct form of the words in brackets. Add articles or prepositions if necessary.

1 Egypt, which is a great holiday destination (be/great/holiday destination), attracts loads of divers.
2 Tom, whose sister is a vet (sister/be/vet), doesn't care about nature.
3 My friends, who are very much into ecology (be/very much/ecology), are obsessed with recycling.
4 The Sahara desert, where the temperatures are really high (temperatures/be/really high) during the day, can be rather cold at night.
5 Last year we spent a few days in a jungle, where the/whose inhabitants can be/are quite dangerous (inhabitants/be/quite dangerous).
6 Environmentalists, who aim/whose aim it is to help our planet (aim/help/our planet), have a real mission.
7 The Amazon river, which flows through six countries (flow through/six countries), is the longest river in South America.
8 My friend Vetha, who comes from India (come from/India), doesn't eat meat.
9 Antarctica, where rain rarely falls (rain/rarely/fall), is actually the largest desert in the world.
10 Machu Picchu, which is high in the Andes (be/high/the Andes), was built by the Incas in the 15th century.

Exercise 2

1 The company, whose owner is Tania Hillman/ which is owned by Tania Hillman, plan to build a skyscraper here.
2 This T-shirt, which is made of organic cotton, is a prize in the competition.
3 Sandra, who studies zoology, saw giant pandas last year in China.
4 I'm moving to Belfast, where I'll work at a travel agency.
5 Padua, which is very close to Venice, attracts many tourists in the summer.
6 Frank, whose brother is a biologist, studies science.
7 Pompeii, which was destroyed in 79 AD, was a Roman city.
8 Simon, whose parents have a farm, loves working with animals.

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5.6 Prepositions at the end of clauses

We put a preposition at the end of clauses:

- in **relative clauses**:

  This is the scientist I have been waiting ***for****.*

  Camping by a lake is something we're enthusiastic ***about****.*

  There are several environmental issues you have to prepare a presentation ***about.***

- in ***wh*- questions**:

  When creating a detailed question in which a verb or an adjective is followed by a preposition and a noun, such as *listen to music, afraid of spiders*, etc., we leave the preposition after the verb or adjective.

  What *kind of animals are you afraid* ***of****?*

  What *are you good* ***at****?*

- in **infinitive structures**:

  Cape Horn is probably the most hazardous place ***to sail around****.*

  Here are the safety procedures you need ***to be aware of****.*

1 Write sentences from the prompts.

1 are / people / for / those / waiting / what ?
What are those people waiting for?

2 rely / energy / are / renewable / on / a / sources / good / to / alternative
Renewable energy sources are a good alternative to rely on.

3 people / jams / about / many / complain / something / traffic / are / that
Traffic jams are something that many people complain about.

4 solution / on / light bulbs / might / low-energy / be / spend / good / a / to / money
Low-energy light bulbs might be a good solution to spend money on.

5 care / is / you / that / ecology / about / something ?
Is ecology something that you care about?

6 issues / you / particularly / about / what / are / ecological / worried ?
What ecological issues are you particularly worried about?

7 forward / lecture / looking / are / to / which / you ?
Which lecture are you looking forward to?

8 something / global / is / to /need / we / on / warming / work
Global warming is something we need to work on.

9 famous / achievement / for / he / what / is ?
What achievement is he famous for?

10 that / provided / we / she / pleased / a / were / with / solution
She provided a solution that we were pleased with.

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

1 My dad is really proud of climbing Mont Blanc.
Climbing Mont Blanc is something (that) my dad is really proud of .

2 It's rather difficult to deal with pollution in big cities.
Pollution in big cities is rather difficult to deal with .

3 It's really interesting to listen to his lectures on the Amazon rainforests.
His lectures about the Amazon rainforests are really interesting to listen to .

4 The government should spend more money on eco-friendly solutions.
Eco-friendly solutions are something (that) the government should spend more money on .

5 It's dangerous to swim in a fast-flowing mountain river.
A fast-flowing mountain river is dangerous to swim in .

6 Schools must focus on educating children about the environment.
Educating children about the environment is something (that) schools must focus on .

7 What he's anxious about is climate change.
Climate change is what he's anxious about .

8 Can you comment on the issue?
Is the issue something you can comment on ?

9 She's capable of dealing with the problem.
Dealing with the problem is something she is capable of .

10 What I want to ask about is volunteering for the animal charity.
Volunteering for the animal charity is what I want to to ask about .

3 UNIT REVIEW Complete the sentences with the correct form of the words in brackets. Add articles or prepositions if necessary.

1 Which part of the project are you interested in (you/interested)?

2 The new ecological policy is something (that) everybody is talking about (something/everybody/talk) now.

3 Recycling bins might be difficult to get used to (get used).

4 My older sister is somebody (that) you can always rely on (somebody/you/always/rely).

5 I don't think he is aware of (be/aware) these problems.

6 My uncle, whose story/stories we have just listened to (whose/story/we/listen), is a keen traveller.

7 One of the biggest (big) problems in developing countries is poverty. Poor access to education and healthcare is a growing problem (grow/problem) too.

8 Which members of staff responsible for (be / responsible) the animals?

9 Canada, where Ann comes from (Ann / come), is particularly cold in the winter.

10 In my opinion, the most impressive (impress) city in the world is Paris.

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6.2 Second Conditional • *wish/if only*

Second Conditional sentences

We use **Second Conditional** sentences to talk about present situations or states which are impossible or very unlikely or about something that could happen in the future but is rather improbable:

If you ***had*** *an accident, who* ***would*** *you* ***call*** *first?*

Either of the two clauses can come first in the sentence. When the *if*-clause comes first, we use a comma after *it*.

***If* + Past Simple** (condition),	***would/wouldn't* + infinitive** (effect)
If he ***cycled*** *to work every day,*	*he* ***would feel*** *healthier.*
***would/wouldn't* + infinitive** (effect)	***if* + Past Simple** (condition)
He ***would feel*** *healthier*	*if he* ***cycled*** *to work every day.*

wish/if only

We use ***wish/if only* + Past Simple** to express dissatisfaction with a present situation:

I wish/If only *people cared about their own health.*

We use ***wish/if only* + *would* + infinitive** to talk about a present situation that we would like to be different, usually when we find it annoying. It usually refers to things we can't change or control:

I wish/If only *my sister* ***would hurry up****!*

If only expresses a stronger feeling of regret than the verb ***wish***.

1 Complete the sentences with the correct form of the verbs in brackets. Use the Second Conditional.

1 I wouldn't take up (not take up) jogging if I had (have) breathing problems.
2 People in my city would do (do) sport more often if there were (be) more sports centres.
3 What would you do (you/do) if your teacher asked (ask) you to play in the school basketball team?
4 If my grandfather had (have) a dog, he would go (go) for walks more often.
5 If you saw (see) an accident, would you be (you/be) able to give someone first aid?
6 I wouldn't apply (not apply) for this job as a nurse in France if I didn't know (not know) the language.
7 If Tiago had (have) a pet, I'm sure he would look (look) after it well.
8 I think I would speak (speak) English much better if I spent (spend) some time in the UK.
9 You wouldn't feel (not feel) tired if you went (go) to bed earlier instead of playing video games.
10 If I won (win) the lottery, I would travel (travel) around the world.

2 Choose the correct option.

1 My neighbours are very annoying. If only they *stop* / *'d stop* their dog chasing after my cat!
2 My sister usually makes wrong decisions. If only she *follows* / *would follow* my advice!
3 I wish this pain *goes* / *would go* away.
4 I want to go to school today. I wish I *didn't have* / *wouldn't have* a temperature.
5 If only I *can* / *could* go to school by motorcycle!
6 I wish my leg *didn't* / *doesn't* hurt so much.

3 Choose the correct option, A, B or C.

1 If he ___ allergic to pollen, he would spend more time outdoors.
A wouldn't be B wasn't C isn't
2 I wish my brother ___ get over his laziness.
A would B should C will
3 If only I ___ more time, I would take up yoga.
A have B will have C had
4 I wish my grandma ___ infections so often.
A doesn't catch B wouldn't catch C won't catch
5 They would feel better if they ___ a bit more.
A exercise B would exercise C exercised
6 Martha ___ a professional swimmer if she didn't suffer from asthma.
A will be B would be C was

4 Rewrite the second sentence so that it has a similar meaning as the first. Use the words in capitals.

1 I often feel dizzy and that is why I cannot do much jogging. **IF ONLY**
If only I didn't feel dizzy so often, I could/would do more/a lot of jogging.
2 Unfortunately, Kate often has headaches. I feel sorry for her. **WISH**
I wish Kate didn't have headaches so often.
3 I'm not you. But my suggestion is: take up a sport. **IF**
If I were you, I would take up a sport.
4 Paul doesn't practise enough. That is why he has poor results. **WOULD**
If Paul practised enough, he would have good results/ wouldn't have poor results.
5 My brother doesn't want to see a doctor. It makes me sad. **ONLY**
If only my brother would see a doctor.
6 Unfortunately, I don't have many friends. **WISH**
I wish I had more friends.
7 Stop complaining and get down to work! **WISH**
I wish you would stop complaining and get down to work.

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6.5 Third Conditional

We use **Third Conditional** sentences to talk about possible events in the past that did not happen. We often use them to express regret or criticism.

If I ***had worn*** *a helmet, I* ***wouldn't have got*** *hurt so badly during the fall.*

Would *you* ***have reached*** *the top earlier if you* ***had chosen*** *a different route?*

We use the **Past Perfect**. in the *if*-clause (describing the condition). In the main clause (describing the effect), we use ***would/wouldn't + have*** **+ the Past Participle** of the main verb.

Either of the two clauses can come first in the sentence. When the *if*-clause comes first, we use a comma after it.

If **+ Past Perfect** (condition),	***would/wouldn't have*** **+ Past Participle** (effect).
If I ***had cycled*** *more carefully,*	*I* ***wouldn't have broken*** *my arm.*
would/wouldn't have **+ Past Participle** (effect)	***if*** **+ Past Perfect** (condition).
I ***wouldn't have broken*** *my arm*	*if I* ***had cycled*** *more carefully.*

1 Match the sentence halves.

1 We would have lost our way in the wood (f)
2 Susie wouldn't have cycled to school (e)
3 If you had left earlier, (d)
4 If my mum hadn't packed any food, (b)
5 The climbers would have been in serious danger (c)
6 If she had known his true nature, (a)
7 If I had known this activity was illegal, (g)
8 If Tom had prepared for the trip better, (h)

a she wouldn't have married him.
b I would have been very hungry.
c if the rescue team hadn't arrived so quickly.
d you would have caught the train.
e if she had known it was going to rain.
f if we hadn't had our GPS with us.
g I would never have signed the contract.
h he would have enjoyed it much more.

Complete the sentences. Use the Third Conditional.

1 Would the explorers have survived (the explorers/survive) if they had taken (take) better equipment?
2 If Liu hadn't warned (not warn) me, I would have made (make) a serious mistake.
3 If you had left (leave) an hour earlier, would you have missed (you/miss) the plane?
4 If I hadn't taken (not take) a torch with me, I wouldn't have found (not find) my way out.
5 What would you have done (you/do) if your parents hadn't let (not let) you take a gap year?
6 I'm convinced that Rory would have passed (pass) his exams if he had studied (study) all year.

3 Rewrite the sentences in the Third Conditional.

1 They didn't reach the North Pole because they ran out of food. If they hadn't run out of food, they would have reached the North Pole./They would have reached the North Pole if they hadn't run out of food.
2 I was tired yesterday, so I didn't go out with my friends. If I hadn't been tired yesterday, I would have gone out with my friends./I would have gone out with my friends if I hadn't been tired yesterday.
3 It took us ages to get to the airport because there was a lot of traffic. If there hadn't been a lot of traffic, it wouldn't have taken us ages to get to the airport./It wouldn't have taken us ages to get to the airport if there hadn't been a lot of traffic.
4 Ann didn't phone me, so I didn't know about her problems with the equipment. If Ann had phoned me, I would have known about her problems with the equipment./I would have known about Ann's problems with the equipment if she had phoned me.
5 He had an accident in the mountains and had to go to hospital. If he hadn't had an accident in the mountains, he wouldn't have had to go to hospital./He wouldn't have had to go to hospital if he hadn't had an accident in the mountains.
6 Gina didn't use a mosquito net, so a mosquito bit her and she became ill with malaria. If Gina had used a mosquito net, a mosquito wouldn't have bit her and she wouldn't have become ill with malaria./A mosquito wouldn't have bit Gina and she wouldn't have become ill with malaria if she had used a mosquito net.
7 Joe didn't wear warm clothes last weekend, so he caught a cold. If Joe had worn warm clothes last weekend, he wouldn't have caught a cold./Joe wouldn't have caught a cold if he had worn warm clothes last weekend.
8 We didn't reach our destination because the weather conditions were very bad. If the weather conditions hadn't been very bad, we would have reached our destination./We would have reached our destination if the weather conditions hadn't been very bad.
9 Rami left the party early because it was boring.
10 Betty didn't take part in the marathon because she didn't have time to train.

4 Choose the correct option.

1 If we *would have* / *hadn't* eaten that food, we *wouldn't have had* / *wouldn't have* indigestion yesterday.
2 If I *wouldn't have* / *hadn't* felt ill last week, I *would have* / *had* gone to school.
3 They *would have been* / *had been* late if they *wouldn't have* / *hadn't* taken a taxi.
4 If Sue *would have* / *had* known about the meeting sooner, *would she have* / *she had* agreed to go there?
5 Rob *wouldn't have had* / *hadn't had* a temperature yesterday if he *would have* / *had* put on a coat and a hat.
6 *Would you have* / *Had you* told them the truth if they *would have* / *had* asked you then?
7 If Mia *would have been* / *had been* there before, she *wouldn't have* / *had* got lost.
8 I *wouldn't have* / *hadn't* called Mike if I *would have* / *had known* he was busy.
9 If I *had gone* / *would go* to Italy instead of Bea, I'm sure I *would have done* / *would do* more sightseeing than shopping.
10 He *wouldn't* / *would* have had so many problems if he *had talked* / *talked* to somebody at the time.

Exercise 3

9 If the party hadn't been boring, Rami wouldn't have left it./Rami wouldn't have left the party if it hadn't been boring.
10 If Betty had had time to train, she would have taken part in the marathon./Betty would have taken part in the marathon if she had time to train.

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6.6 Clauses of purpose

You can use clauses of purpose to say why somebody does something.

Clauses of purpose are formed using a ***to + infinitive*** or ***not to + infinitive***.
In a more formal style, you can also use ***in order (not) to + infinitive*** / ***so as (not) to + infinitive***.

*Mia worked at a local surgery as a receptionist **to earn** some money for her medical studies.*

*The doctor told me **not to chew** the tablets.*

*The paramedic gave Philip an injection **in order to ease** the pain.*

*We slept under a mosquito net **in order not to be bitten** by insects.*

*The children's ward was painted in bright colours **so as to cheer up** the little patients.*

*You should stop eating sweets **so as not to gain** weight.*

You can also form clauses of purpose using ***so that*** + sentence containing a **modal verb**.

- ***can*** to talk about the present:
  *I go jogging every day **so that I can run** a marathon one day.*
- ***could/would*** to talk about the past:
  *The hospital was closed for visitors **so that the patients wouldn't catch** the flu.*

1 Choose the correct option.

1 My doctor told me *to not* / *not to* drink coffee.
2 When you go trekking, put on good boots *in order* / *so that* not to sprain your ankle.
3 Paul took up swimming *so as* / *so that* to stay in good shape.
4 They're organising a concert so that they *can* / *could* raise money for charity.
5 Kate attends yoga classes *so as* / *so that* she can feel better.
6 They trained every day so that they *can* / *could* belong to an emergency team.
7 My trainer told me *not to* / *don't* lift anything heavy.
8 They went on a diet *in order* / *so that* they could lose weight.

2 Choose the correct option, A, B or C.

1 You should go to bed early ___ get enough sleep.
A so that B in order C so as to
2 They've run into the burning house so that they ___ rescue the people.
A can B could C would
3 Her dentist advised her ___ too many sugary foods.
A not to eat B to not eat C not eat
4 He became a vet ___ care for animals.
A so that B in order to C could
5 I've bought some workout clothes ___ I can join a gym.
A in order B so as to C so that
6 Be careful when you use this equipment ___ injure yourself.
A so that not B so as not to C in order to not

3 Complete the second sentence so that it has a similar meaning as the first. Use the words in capitals.

1 If you want to get better, take more vitamins. **ORDER**
Take more vitamins ___in order to get___ better.
2 Dan put on protective gloves because he didn't want to burn his hands. **SO AS**
Dan put on protective gloves ___so as not to burn___ his hands.
3 They didn't want to get bitten by mosquitoes so they stayed in in the evening. **SO THAT**
They stayed in in the evening ___so that they wouldn't get bitten___ by mosquitoes.
4 She put on a warm coat because she didn't want to catch a cold. **ORDER**
She put on a warm coat ___in order not to catch___ a cold.
5 Meg gets up at six because she wants to do some stretching. **SO THAT**
Meg gets up at six ___so that she can do___ some stretching.
6 His finger was bleeding so Mark put a plaster on it. **WOULD**
Mark put a plaster on his finger ___so that it would stop___ bleeding.
7 To see the specialist, she made an appointment. **SO AS**
She made an appointment ___so as to see___ the specialist.
8 He said to me that I shouldn't go jogging in extreme weather. **TO**
He told me ___not to go jogging___ in extreme weather.

4 UNIT REVIEW Complete the text with one word in each gap.

Our busy lifestyles can put pressure on both adults' and teenagers' well-being. Experts claim that if teenagers [1] ___had/ate___ five portions of fruit and vegetables a day, they wouldn't feel tired so often. They should also choose water as a drink rather than soft drinks so [2] ___as___ to avoid extra sugar. If teenagers [3] ___had___ been shown how to choose healthy foods, they would [4] ___have___ developed good eating habits in childhood.

Another vital thing is getting enough sleep so that their bodies [5] ___can___ rest properly. Young people should do physical activity on a regular basis in [6] ___order___ to stay the right weight.

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7.2 Reported Speech – statements

When we want to report what someone said, we can use **Direct** or **Reported Speech**.

In Direct Speech the speaker's words are not changed in any way:

'Your son draws well.' → *They said, 'Your son draws well.'*

In Reported Speech we often report the speaker's words using verbs like *add, claim, explain, point out, reply, say, suggest, tell* and the pronoun *that* (which can be omitted). The verb *tell* takes an object (*me, us, John, my friend*, etc.).

*'I **sell** paintings.'* → *She **told me/said (that)** she **sold** paintings.*

We make the following changes in Reported Speech:

- tenses:

Direct Speech	→	Reported Speech
Present Simple Ann: 'I paint pictures.'	→	**Past Simple** Ann said (that) she painted pictures.
Present Continuous Ann: 'I am painting a picture.'	→	**Past Continuous** Ann said (that) she was painting a picture.
Present Perfect Ann: 'I have painted two pictures.'	→	**Past Perfect** Ann said (that) she had painted two pictures.'
Past Simple Ann: 'I didn't paint it.'	→	**Past Perfect** Ann said (that) she hadn't painted it.
Past Perfect Ann: 'I hadn't painted before.'	→	**Past Perfect** Ann said (that) she hadn't painted before.
can/can't Ann: 'I can paint.'	→	***could/couldn't*** Ann said (that) she could paint.
will/won't Ann: 'I won't paint anymore.'	→	***would/wouldn't*** Ann said (that) she wouldn't paint anymore.
am/is/are going to Ann: 'I'm going to paint.'	→	***was/were going to*** Ann said (that) she was going to paint.

- time expressions and words referring to places (depending on the context):
  now → *at that time/then*
  today → *that day*
  yesterday → *the day before*
  two hours ago → *two hours earlier/before*
  tomorrow → *the following day*
  next → *the following*
  last → *the previous*
  here → *there*

- time expressions and words referring to places (depending on the context):
  this/these → *that/those*
  I/we → *he/she/they*
  me/us → *him/her/them*
  my → *his/her*
  our → *their*

1 Complete the second sentence so that it has a similar meaning as the first.

1 'I've never heard of this artist,' said Susan.
Susan said (that) she had never heard of that artist .
2 'Dad, I'm meeting Ann tomorrow,' said Helen.
Helen told her dad that she was meeting Ann the following day .
3 'Yesterday someone painted some graffiti in my street,' said Olga.
Olga said (that) someone had painted some graffiti in her street the day before .
4 'I can sell you some of my pictures,' Paul said to me.
Paul told me that he could sell me some of his pictures .
5 'My wife doesn't collect paintings,' said George.
George said (that) his wife didn't collect paintings .
6 'You cannot take photos here,' the guard told me.
The guard said (that) I couldn't take photos there .
7 'I'm not going to point out anybody,' said Alice.
Alice said (that) she wasn't going to point out anybody .
8 'My sister signed a recording contract last week,' Rob said to me.
Rob told me (that) his sister had signed a recording contract the previous week. .
9 'We can't stay here much longer', said Lara.
Lara said (that) they couldn't stay there much longer .
10 'I'll come over at 10 o'clock tomorrow and help you pack', said Nadia to me.
Nadia told me she would come over at 10 o'clock the next day and help me pack .

2 Report what John and Amanda said. Choose the correct verb and complete the sentences.

1 **Journalist:** In your opinion, who is the most talented British painter?
John: Of course, I'm the most talented painter in the UK.
John *claimed* / *added* that he was/to be the most talented painter in the UK .
2 **Teacher:** Are you interested in arts?
Amanda: I like opera. And I like modern art too.
Amanda said that she liked opera and she *added* / *replied* that she liked modern art too .
3 **Nancy:** You've lived here for about a year now, haven't you?
John: No, we moved here in 2010.
John *suggested* / *explained* that they had moved there in 2010 .
4 **Wendy:** Will your parents let you go to the club?
Amanda: No, my parents will never let me go to the club.
Amanda *replied* / *suggested* that her parents would never let her go to the club .
5 **John:** Someone has made a mistake.
Tina: Let me check it.
John *pointed out* / *replied* that someone had made a mistake .
6 **Wendy:** Have you seen the new Bond film yet?
Amanda: No, but I'm going to see it this weekend.
Amanda said she hadn't seen the new Bond film yet but she *pointed out* / *added* she was going to see it that weekend .

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7.5 Reported Speech – questions and imperatives

Questions

To report questions, we use the verb ***ask*** and make the same changes as in reported statements (tenses, pronouns, time expressions, words referring to places, etc.)

- When we report *yes/no* questions, we use ***if*** or ***whether***:
  'Has Darina answered all the questions?' → *Jan asked me* ***if/whether*** *Darina had answered all the questions.*
  'Do you often watch TV?' → *I asked her* ***if/whether*** *she often watched TV.*
- When we report *wh-* questions, we keep the question word (e.g. *what, who, how, where, when*):
  'How old are you?' → *The policeman asked the boy how old he was.*
  'When did John and Mary split up?' → *Sam asked us when John and Mary had split up.*

Imperatives

To report imperatives, we use the verbs ***ask*** or ***tell***, an **object** (noun or pronoun) and ***(not) to* + infinitive**:

'Please stop talking!' → *The director* ***asked us to stop talking****.*

'Don't take any photos of me!' → *Darina* ***told the reporter not to take*** *any photos of her.*

1 Complete the sentences with the correct pronouns.

1 'Has your cousin directed a film before?' Sue asked Tom.
She asked him whether his cousin had directed a film.
2 'Switch on your tablets,' Miss Smith asked her students.
She asked them to switch on their tablets.
3 'What are you doing with my DVDs?' Jake asked Mary.
He asked her what she was doing with his DVDs.
4 'Don't use your mobile phones in class!' the teacher told us.
The teacher asked us not to use our mobile phones.
5 'Where did you first meet your best friend?' Ann asked me.
She asked me where I had first met my best friend.
6 'Join us!' Jake and Ron told us.
They told us to join them
7 'Did you enjoy the horror film?' Nick asked Sally.
He asked her if she had enjoyed the horror film.
8 'Will you come with me to the concert?' Angela asked her friends.
She asked them if they would go to the concert with her.
9 'Film your dog chasing the ball!' Tim and Tom told us.
They told us to film our dog chasing the ball.
10 'Don't give our tickets to Peter!' Gill and Luke said to me.
They told me not to give their tickets to Peter.

2 Complete the second sentence so that it has a similar meaning as the first. Use reported speech.

1 'Please, close the window,' the teacher said to Sara.
The teacher asked Sara to close the window .
2 'Don't interrupt me!' she told John.
She told John not to interrupt her .
3 'Don't be late for lunch again, Helen' said Dad.
Dad asked Helen not to be late for lunch again .
4 'Stop watching TV and do you homework!' my mum said to me.
My mum told me to stop watching TV and do my homework .
5 'Please, come in and wait for me in the living room,' Gary told us.
Gary asked us to come in and wait for him in the living room .
6 'Don't ask me about my ex-husband again,' the film star told the journalist.
The film star told the journalist not to ask her about her ex-husband again .
7 'Please give me your phone' my brother said to me.
My brother asked me to give him my phone .
8 'Be quiet while I watch the movie,' she said to us.
She told us to be quiet while she watched the movie .
9 'Ask her for a selfie,' Joe said to Bob.
Joe told Bob to ask her for a selfie .
10 'Don't play your music loudly,' my dad said to me.
My dad told me not to play my music loudly .

3 Complete the second sentence so that it has a similar meaning as the first. Use reported speech.

1 'Are you interested in art?' the teacher asked Jack.
The teacher asked Jack if/whether he was interested in art.
2 'How often does your boss update his Facebook profile?' Jen asked me.
Jen asked me how often my boss updated his Facebook profile.
3 'Are you going to see this film again?' Jim asked Ann.
Jim asked Ann if/whether she was going to see that film again.
4 'Will you give us an autograph?' the boys asked the actress.
The boys asked the actress if/whether she would give them an autograph.
5 'When did you lose your mobile phone?' Nick asked Eve.
Nick asked Eve when she had lost her mobile phone.
6 'Has Paula painted all these pictures herself?' I asked Olga.
I asked Olga if/whether Paula had painted all those pictures herself.
7 'Can I borrow your tablet?' Jim asked him.
Jim asked him if/whether he could borrow his tablet .
8 'Is this the best film you've ever seen?' he asked me.
He asked me if/whether that was the best film I'd ever seen .
9 'Have you finished writing your novel?' I asked Jane.
I asked Jane if/whether she had finished writing her novel .
10 'Will they let us take photos?' they asked us.
They asked us if/whether they would let them take photos .

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7.6 Nouns

Countable nouns have a singular and a plural form:
a review – reviews

The plural of nouns:

- is formed by adding the following endings:
  -s
  *a play – play**s**, a vocalist – vocalist**s***
  -ies, when the noun ends with a consonant + *-y*:
  *a story – stor**ies**, a comedy – comed**ies***
  -es, when the noun ends with *-s, -ss, -x, -ch, -sh*:
  *a watch – watch**es**, a sketch – sketch**es***
  -ves, when the noun ends with *-fe, -f*:
  *a shelf – shel**ves**, life – li**ves***
- may be the same as the singular form:
  a species – species, a series – series, a fish – fish
- may differ from the singular form:
  a man – men, a tooth – teeth

Uncountable nouns

- only have a singular form:
  ***Knowledge is** the key to the door of happiness.*
  *Don't you think that your **hair is** a bit too short?*
- in sentences, you only use a singular verb form:
  *The lead guitarist's **luggage hasn't arrived** yet so we can't start the rehearsals.*
- are used with such expressions of quantity as: ***some**, **much**, **a piece of***:
  *Last night **there was much traffic** in the city centre last night because of a light show.*
- end with *-s* and although they look like plural nouns, they are uncountable and singular: *news, physics, politics, statistics.*
  You can't put *a/an* or a number in front of uncountable nouns:
  Tom gave me two pieces of contradictory information about the concert. (NOT ~~*Tom gave me two contradictory informations.*~~)

Plural nouns

- only have a plural form and you can't put *a/an* or a number in front of them:
  *Where exactly **are the police headquarters**?*
- some of them consist of two parts (e.g. clothes) and are used with *a pair of*:
  *I bought **a pair of trousers** and a jacket yesterday.*

1 Choose the correct option.

1 The police *is* / (*are*) looking for the stolen painting.
2 Statistics (*is*) / *are* quite a difficult subject.
3 The fish in the Red Sea *is* / (*are*) absolutely amazing.
4 My new furniture (*hasn't*) / *haven't* been delivered yet.
5 The latest news (*was*) / *were* really shocking.
6 My new pair of jeans (*is*) / *are* really trendy.

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

fish hand luggage information jewellery person politics sheep shelf skin species

1 **A:** How much hand luggage are you allowed on a plane?
B: Just one piece, I think.
2 There were quite a few famous people at that gig.
3 We need a few more pieces of information about the venue before we book it.
4 Apparently, more than 5,000 species are endangered worldwide.
5 There were not many sheep grazing on the meadow. Just a few.
6 How many shelves do we still need for our books? Will three be enough?
7 The movie star wore an expensive piece of jewellery to the film premiere.
8 That actor is interested in politics and social issues.
9 After spending the summer on a tropical island, their skin was quite dark.
10 You need three or four fish to make this soup.

3 Complete the sentences with the words in the box.

are is (x2) many much one

1 **A:** Where can we stay in this town?
B: I'm afraid there aren't many accommodation options.
2 **A:** *Stranger Things* is the best series ever!
B: It's OK, but I prefer *Dark*. The plot's more complex.
3 **A:** Do you read much in your free time?
B: Yes, I do. I love reading good books.
4 **A:** What are the police doing here?
B: I think there's been an accident.
5 **A:** Oh look, Amy's brought some cakes. Would you like one?
B: Yes, please!
6 **A:** Tell me about your new job. It must be exciting!
B: Well, I like it, but politics is more stressful than I'd expected.

4 UNIT REVIEW Choose the correct option.

1 I need a (*new pair of glasses*) / *new glasses*.
2 My friend gave me (*some*) / *a few* advice, which helped me a lot.
3 They *said* / (*told*) us not to go to that exhibition.
4 There is (*a lot of*) / *many* research into different aspects of pop culture.
5 The journalist wanted to know when she (*was*) / *is* going to sign a recording contract.
6 After the show, Harry asked Anna if she (*had enjoyed*) / *enjoyed* it.
7 I like your new shorts. Here did you get *it* / (*them*)?
8 She asked me whether I *can* / (*could*) visit her.
9 The information I have for you (*is*) / *are* very important.
10 He *told* / (*said*) to me that he was happy with my work.

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8.2 The Passive

We use the **Passive** when we are more interested in the action itself than the 'doer' (the agent) of the action:

*This bank **has been robbed** three times.*

However, if we want to mention the agent, we need to use the word ***by***:

*The bank **was robbed by** three men.*

We form the passive with an appropriate form of the verb ***to be*** and the **Past Participle** form of the main verb:

*The robbers **will be arrested** soon.*
*The robbers **have been arrested**.*
*The robbers **were arrested** last night.*

Present Simple	*Too many crimes **are committed** every year.*
Present Continuous	*Tony **is being questioned** by the police.*
Past Simple	*When **was** the money **stolen**?*
Past Continuous	*The police station **was** still **being built** in 2005.*
Present Perfect	*A homeless shelter **has** just **been opened** in my town.*
Past Perfect	*Someone told me I **had been seen** at the crime scene.*
will	*He **will be sentenced** to at least ten years in prison.*

1 Rewrite the sentences from active to passive forms. Use *by* where necessary.

1 Somebody has stolen my bicycle.
My bicycle has been stolen .
2 Somebody will clean the office later.
The office will be cleaned later .
3 The police are using a new computer system to investigate crimes.
A new computer system is being used by the police to investigate crimes .
4 People destroyed twenty books at the city library last month.
Twenty books were destroyed at the city library last month .
5 Journalists were asking a lot of questions.
A lot of questions were being asked by journalists .
6 We have sold ten silver rings today.
Ten silver rings have been sold today .
7 Somebody found a wallet full of money yesterday.
A wallet full of money was found yesterday .
8 Students at our school will remember Miss Jenkins, the head teacher.
Miss Jenkins, the head teacher, will be remembered by students .

2 Complete the sentences with the correct form of the verbs in brackets. Use the active or the passive forms.

1 a We didn't know anything about the results of the new project because we hadn't been informed (not inform) about it.
b Our boss didn't know anything about the results of the new project because we hadn't informed (not inform) him.
2 a I 'm following him (follow) him. I'm right behind him.
b I 'm being followed (follow). They're right behind me.
3 a I regularly donate (donate) money to this charity.
b How much money is donated (donate) to this charity every year?
4 a I'm sure scientists will find (find) a solution in the future.
b I'm sure a solution will be found by (find) scientists in the future.
5 a He was driving (drive) to work in his car when I saw him yesterday.
b He was being driven (drive) to work in a taxi when I saw him yesterday
6 a They have just discovered (just/discover) a new animal species in Australia.
b A new species of spider has just been discovered (just/discover) in Australia.
7 a They didn't film (not film) the episodes a few months ago.
b The episodes weren't filmed (not film) a few months ago.
8 a No one has seen (see) the eccentric actor in months.
b The eccentric actor hasn't been seen (not see) by anybody in months.

3 Complete the sentences with the correct form of the verbs in the box. Use the passive forms.

build elect employ exclude find investigate offer organise raise

1 A new president is being elected at the moment.
2 Was the case still being investigated by the police officers two days ago?
3 Amy has just been employed as the manager of the local animal shelter.
4 How often is the charity bake sale organised at your school?
5 Tim told us he was offered a job as a prison psychologist two days before.
6 When was Peter excluded from school? Was it last week?
7 I don't think the stolen painting will be found very soon.
8 How much money has been raised for charity since last month?
9 Politicians have promised that the new prison will be built next year.

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8.5 *Have something done*

We use ***have* + object + Past Participle** to talk about things that we don't do ourselves but arrange for someone else (usually a professional) to do for us.

Present Simple	*I **have my house cleaned** every Friday.* (by a professional cleaner)
Present Continuous	***Are** you **having the locks changed**?* (by a locksmith)
Past Simple	*We **had the kitchen painted**.* (by a professional painter)
Past Continuous	*Last week Jack **was having his bathroom remodelled**.* (by a specialist)
Present Perfect	*They **have** just **had a pool installed** in the garden.* (by a professional)
will	*When **will** Helen **have the paintings hung** in her flat?* (by a specialist)
be going to	*When **are** you **going to have** a garage **built**?* (by professionals)

*We **will redecorate** our flat next year.* (we will do it ourselves)
*We will **have our flat redecorated** next year.* (by specialists)
We can use ***get*** instead of *have*:
*We **had** new windows fitted. = We **got** new windows fitted.*

1 Complete the sentences with the correct form of *have*.

1 Last weekend I had my bike repaired, so I couldn't go for a bike ride.
2 **A:** Are you having your wedding organised?
B: Yes, we are. We're too busy to do it on our own.
3 Aunt Sophie is eighty years old and she doesn't cook any more. She has her meals delivered every day.
4 The windows look really shiny! Have you had them cleaned recently?
5 **A:** Where did you buy your new wooden furniture?
B: I had it designed and made by a carpenter.
6 Hi Sandra. Sorry, can I call you back later? I 'm having my portrait painted at the moment.
7 I think it's best if we meet at your place. We 're having the bathroom redecorated and there's dust everywhere.
8 Of course Samantha's dress was expensive! She had it made specially for the party.

2 Will and Bill are neighbours. Rewrite the sentences for Will with *have something done*.

1 Bill cuts his grass twice a week.
Will has his grass cut twice a week.
2 After the storm last week Bill repaired his roof.
After the storm last week Will had his roof repaired .
3 Bill is going to change his locks because of burglaries in the area.
Will is going to have his locks changed because of burglaries in the area.
4 At 10 a.m. Bill was painting his garden wall.
At 10 a.m. Will was having his garden wall painted .
5 Bill has just planted some apple trees.
Will has just had some apple trees planted .
6 Bill is building a tree house for his children.
Will is having a tree house built for his children.
7 Bill will walk his dog in the afternoon.
Will will have his dog walked in the afternoon.
8 At 4 p.m. Bill was washing his windows.
At 4 p.m. Will was having his windows washed .
9 Bill cleans his carpets once a month.
Will has his carpets cleaned once a month.

3 Complete the sentences with the correct form of the words in brackets. Use *have something done* where necessary.

1 a Susan is a hairdresser. She cuts people's hair (cut/people's hair) for money.
b I'm afraid you can't see Joan yet. She's in her room with her hairdresser – she is having her hair styled (style/her hair).
c When I was a little kid, I once cut my hair (cut/my hair) myself.
2 a Excuse me, could you take a photo (take/a photo) of us, please?
b I need to have a photo taken (take/a photo) for my new passport.
c You have to pay ten euros if you want to take photos (take/photos) inside the museum.
3 a I'm using public transport this week because my car is at the mechanic's. I 'm having it repaired (it/repair).
b Tom's a mechanic. He repairs cars (repair/cars).
c We can repair your car (repair/your car) at our garage. Here are our prices.
4 a Tom is a travel agent. He books holidays (book/holidays) for other people.
b Last year, we had our holiday booked (book/our holiday) by a travel agent.
c I'm online right now and I am booking my holiday (book/my holiday).
5 a These wooden floors look old. Mum is having all of them cleaned (all of them/clean) by a professional at the moment.
b I was exhausted because I had cleaned all the floors (clean/all the floors) on my own.
c If you use this product, you can/will clean all your floors (clean/all your floors) really well.

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8.6 Reflexive pronouns

You use reflexive pronouns ***myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*** when the subject and the direct or indirect object of a sentence are the same person or thing.

*Angela **injured herself** when she was trying to help an elderly woman.*

Personal pronouns	Reflexive pronouns
I	myself
you	yourself
he	himself
she	herself
it	itself
we	ourselves
you	yourselves
they	themselves

Verbs commonly used with reflexive pronouns: *behave, blame, cut, enjoy, express, hurt, injure, introduce, prepare, protect, teach*:

***Behave yourself** otherwise I'll call your parents.*

- You use reflexive pronouns to talk about the action related to the person who performs it:
  *Kate **looked at herself** in the mirror to see if she had removed all her make-up.*
- You use ***by* + reflexive pronoun** to underline that the action was done alone/without any help:
  *The boys **repaired** the park benches **by themselves** – nobody helped them.*

  To describe a relation or an activity performed by two or more persons, you use *each other* and one *another*. You use them when the subject and object are different.

  *The neighbours **accused each other/one another** of who had set fire to the garden shed.*

1 Choose the correct option.

1 They were friends but they blamed *themselves* / *each other* for what had happened.
2 Paula, stop talking about *yourself* / *yourselves*. Let the others say something about *them* / *themselves*.
3 The policeman collected all the evidence by *him* / *himself*.
4 They were all involved in that robbery but in court they thought only about *themselves* / *each other*.
5 The police found a new witness of that crime and interviewed *herself* / *her*.
6 Fortunately, they didn't punish *us* / *ourselves*.
7 I hurt *me* / *myself* when I was opening a tin of beans.
8 You're under a lot of stress. You should allow *yourself* / *you* to relax a bit.

2 Complete the sentences with the correct reflexive pronoun or Ø (no pronoun). Add the preposition *by* where necessary.

1 After a hard day, I made myself a cup of tea, just to relax Ø .
2 The door opened Ø , the woman entered and introduced herself .
3 When he was released from prison, Paul decided to learn Ø new skills and taught himself some basic English.
4 They had known each other for many years and never offered each other a helping hand.
5 The suspect put the whole blame on himself and said he had committed the crime all by himself .
6 We went to see the new James Bond and really enjoyed ourselves .
7 The two strangers looked at each other/one another and realised they had been neighbours years ago.
8 My mum often talks to herself when she's doing the housework.
9 Alex burnt himself when he was lighting the barbecue.
10 Be careful, boys! You could fall Ø and injure yourselves !

3 UNIT REVIEW Complete the second sentence so that it has a similar meaning as the first.

1 When the burglary took place, she was at home completely alone.
When the burglary took place, she was at home all by herself .
2 A good alarm system can give you protection against robbery.
You can protect yourself against robbery with a good alarm system .
3 She entered the courtroom and said what her name was.
She entered the courtroom and introduced herself .
4 Yesterday at 9 a.m. the police were transporting the suspect to the court.
Yesterday at 9 a.m. the suspect was being transported to the court .
5 Tomorrow, a man is coming to change all the locks in our house.
Tomorrow, we are having all the locks in our house changed .
6 They have just installed an alarm in our flat.
We have just had an alarm installed in our flat .
7 She was jogging when she fell. Now her foot hurts.
She hurt herself when she was jogging.
8 Someone is going to install a dishwasher for us tomorrow.
We are going to have a dishwasher installed tomorrow.

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PREPOSITIONS

PREPOSITIONS IN PHRASES

AT

at a (house) party/wedding (3.7): *I met him at a party a couple of months ago.*
at the beach/a ski resort (3.3): *We stayed at a well-known Swiss ski resort.*
at work/home/school/university (1.1): *Dad's at work.*

FOR

for charity (1.1): *The children collected over fifty toys for charity.*
for instance (4.4): *We can cut down on food waste, for instance by sharing food with other people.*

IN

in a boat (3.1): *He's crossing the river in a boat.*
in a crisis (1.3): *It's important to have employees you can rely on in a crisis.*
in a queue (1.5): *We stood in a queue for half an hour.*
in addition (5.7): *The school has twelve classrooms. In addition, there is a large office that could be used for meetings.*
in bagagge reclaim (3.2): *The plane landed over an hour ago. Bill must still be in baggage reclaim.*
in common (2.3): *I found I had a lot in common with Jo.*
in conclusion (5.7): *In conclusion, I would like to say how much I have enjoyed myself today.*
in fact (1.2): *I know the mayor really well. In fact, I had dinner with her last week.*
in love with (2.7): *I fell in love with bungee jumping.*
in other words (7.4): *So he is a fraud, a common thief in other words.*
in prison (8.1): *He was sentenced to five years in prison.*
in shape (2.1): *She's bought an exercise bike to keep in shape.*
in spite of (3.4): *We went out in spite of the rain.*
in the background/middle/foreground (1.8): *In the background you can see my college friends.*
in the centre (5.2): *The capital city is located in the centre of the country.*
in the middle (of) (1.8): *Alan was standing in the middle of the room.*
in the mind (2.5): *He's one of those doctors who say you're not really sick and it's all in the mind.*
in the photo/picture/poster (1.1): *In the photo you can see a group of teenagers.*
(just) in time (6.5): *They weren't late, they arrived just in time for dinner.*
in your early/mid/late twenties (1.7): *She was in her early twenties when I met her.*
in your teens (1.7): *He was in his teens when he started playing the violin.*

OF

of course (2.5): *Of course, there are exceptions to every rule.*
of all time (7.1): *What's your favourite hit single of all time?*

ON

on a plane (3.1): *You can't talk to him now. He's on a plane over the Atlantic.*
on a campsite (5.4): *We'll stay on a campsite outside the village.*
on a night out (1.1): *I met him on a night out.*
on average (8.2): *On average, men still earn more than women.*
on land (3.1): *The crocodile lays its eggs on land.*
on stage (7.1): *If you mess up on stage, don't worry about it.*
on the loose (3.2): *The police have issued a warning about a dangerous criminal on the loose.*
on the one hand (5.7): *On the one hand, there are several arguments for making contact.*
on the other hand (5.7): *On the other hand, there are also many arguments against making contact.*
on the road (=travelling) (3.1): *We were on the road just one hour after landing.*
on the way (to) (8.4): *She should be on the way to Brighton by now.*
on time (7.1): *Always turn up on time. Being late doesn't make a good impression.*
on top (4.1): *The cake was a bit burnt on top.*
on your own (8.6): *I've been living on my own for two years.*

PREPOSITIONS AFTER NOUNS

a couple of (3.1): *There are a couple of girls waiting for you.*
advantages/disadvantages of (3.4): *One of the many advantages of living in New York is that you can eat out at almost any time of day.*
amount of (4.4): *They spend equal amounts of time in California and New York.*
combination of (4.7): *The menu you suggested represents an ideal combination of healthy and exciting food.*
contact with (5.7): *Animals become stressed because of contact with zoo visitors.*
flight from (3.1): *There are two non-stop flights from London to Tehran daily.*
break from (2.4): *I wanted a break from university life.*
leader of (5.5): *He is the leader of the local community.*
means of transport (3.1): *For most people, the car is still their main means of transport.*
member of (1.4): *He is a member of the local tennis club.*
number of (2.1): *The number of people using this technology is increasing daily.*
pain in (6.8): *I had a nasty pain in my leg.*
parts of the body (6.1): *More heat is lost through the head than any other part of the body.*
plenty of (2.5): *No need to hurry – you've got plenty of time.*
prize for (2.1): *The prize for best original screenplay has been won by a young British writer.*
programme about (1.3): *There's a programme about killer whales in ten minutes.*
relationship with (1.3): *I have a good relationship with my parents.*
sense of humour (1.7): *It's vital to have a sense of humour in this job.*
slice of (7.4): *Can you pass me a slice of bread?*
variety of (4.3): *The girls come from a variety of different backgrounds.*
way of life (5.7): *The British way of life is not much different from ours.*

PREPOSITIONS AFTER VERBS

be into sth (1.7): *I'm really into folk music.*
be made of/from (1.4): *Paper is made from wood. This shirt is made of silk.*
be there for sb (1.3): *That's what I loved about my father – he was always there for me.*
blame sb for (8.6): *Marie still blames herself for Patrick's accident.*
charge sb with sth (8.1): *Gibbons has been charged with murder.*
come first/last in (2.1): *The choir came first in all sections of the competition.*
compete in (2.1): *He'd like to compete in the 1,000 metres.*
cover sth in (4.1): *I'm making a pizza and I want to cover it in cheese.*
die from (5.4): *The drug will not help patients who are dying from cancer.*
donate money to (6.3): *Last year he donated $1,000 to cancer research.*
escape from (3.2): *He escaped from prison in October.*
feel about (4.7): *How would you feel about working with Nicole for a while?*
get rid of (2.1): *You should get rid of all these old toys.*
learn from (7.1): *We learn from our mistakes.*
lose touch with (1.3): *I'm moving abroad, but I don't want to lose touch with you.*
make contact with (5.7): *We'd like to make contact with other schools in the area.*
nominate sb for sth (7.5): *Ferraro was nominated for the job of vice president.*
pay for (3.3): *Mum paid for my driving lessons.*
play for (2.1): *Moxon played for England in ten matches.*
raise money for (6.3): *We're organising a concert to raise money for charity.*
recover from (6.4): *He's in hospital, recovering from a heart attack.*
release from (8.3): *Mike was released from hospital yesterday.*
report on (1.2): The Times *sent her to Bangladesh to report on the floods.*
sentence to (8.1): *Sanchez was sentenced to three years in prison.*
share with (6.3): *I have an office that I share with some other teachers.*
take part in (2.1): *About 400 students took part in the protest.*
train for (6.3): *Brenda spends two hours a day training for the marathon.*
travel by air/car/train (3.5): *Emma and Jo travelled by train across Eastern Europe.*
vote for (7.5): *I voted for the Labour candidate in the last election.*
work for (1.2): *He works for a law firm.*
worry about (1.6): *I worry about my brother.*

PREPOSITIONS AFTER ADJECTIVES

addicted to (8.7): *Fifty million Americans are addicted to nicotine.*
allergic to (4.8): *I'm allergic to onions.*
aware of (8.7): *Most smokers are aware of the dangers of smoking.*
dependent on (8.8): *You don't earn money, so you are still dependent on your parents for everything.*
famous for (5.2): *Italy is famous for its olive oil.*
good/bad for (2.4): *Watching so much TV isn't good for you.*
guilty of (8.1): *They were found guilty of murder.*
important for (2.8): *It was important for the president to continue his visit.*
independent from (8.8): *I think we should learn to be independent from our parents.*
interested in (1.1): *He's interested in computer games.*
involved in (8.1): *How many politicians are involved in the scandal?*
open to new ideas (1.7): *Here at PLX, we listen to our employees. We're always open to new ideas.*
passionate about (4.4): *I'm passionate about football.*
proud of (1.1): *Her parents are very proud of her.*
responsible for (5.8): *He's the man responsible for the Oklahoma bombing.*
sure about (2.8): *Are you quite sure about this?*
unusual for (8.7): *It's unusual for Dave to be late.*

OTHER

because of (1.4): *He had to retire because of health problems.*
by the end of (2.7): *Costs will double by the end of 2025.*
thanks to (3.4): *She learnt new things about the world thanks to her smartphone.*

Use a dictionary to translate the phrasal verbs into your language.

base sth on sth (1.2) – _____ : *He has based his theory on scientific facts and figures.*

beat yourself up (7.1) – _____ : *When you make a mistake, don't beat yourself up – we learn from our mistakes.*

break down (3.6) – _____ : *What happened when the car broke down?*

break into (8.1) – _____ : *In the past, burglars used to break into houses to steal TVs and DVD players.*

burn off sth (2.1) – _____ : *If you work out at the gym, you burn off calories.*

call on sb (8.8) – _____ : *Why don't you call on Mary and see how she's feeling?*

carry on (3.6) – _____ : *You'll make yourself seriously ill if you carry on working so much.*

cheer sb on (2.1) – _____ : *There were thousands of fans in the stadium, all cheering their team on.*

come across as (1.1) – _____ : *Be careful you don't come across as shallow or vain.*

come across sb/sth (5.1) – _____ : *I came across this photograph among some old newspapers.*

come from (1.1) – _____ : *His father came from France.*

come in (of tide) (5.1) – *The tide comes in.*

come out (7.1) – _____ : *When does his new book come out?*

concentrate on sth (2.5) – _____ : *I want to concentrate on my career for a while.*

cut sth off (4.1) – _____ : *I only like lean meat so I cut off the fat and leave it on the side of my plate.*

cut sb off from sth (3.4) – _____ : *It's common to complain that computers cut us off from reality.*

deal with sth (5.6) – _____ : *These kinds of fires are very difficult to deal with.*

die out (5.1) – _____ : *The wild population of koalas is in danger of dying out.*

dress up (1.1) – _____ : *It's only a small party. You don't need to dress up.*

drop sb off (3.6) – _____ : *I'll drop you off on my way home.*

drop out (of sth) (2.1) – _____ : *Bill dropped out of college after his first year.*

fall into sth (5.5) – _____ : *I slipped and fell into the hole.*

fall off sth (2.2) – _____ : *He fell off his bike and broke his wrist.*

fall out (with sb) (1.3) – _____ : *Nina's fallen out with her brother.*

fall over (2.4) – _____ : *My hair keeps falling over my eyes.*

find sth out (1.3) – _____ : *We never found out who sent the letter.*

get along/on (well) with sb (1.3) – _____ : *They get along really well together.*

get into sth (2.1) – _____ : *You'll have to work harder if you want to get into university.*

get off (3.6) – _____ : *Let's get off at the next stop.*

get out of sth (8.4) – _____ : *There's a reason to get out of bed in the morning.*

give sth away (8.4) – _____ : *In my local coffee shop, I tried to give away a cup of coffee.*

give (sth) up (2.3) – _____ : *Mark has given up trying to teach me to ski.*

go ahead (7.8) – _____ : *'Do you mind if I open the window?' 'No, go ahead.'*

go away (3.3) – _____ : *We're going away for the weekend.*

go in for sth (2.1) – _____ : *I go in for competitions.*

go off – _____ : 1. (5.4) *The cheese and bread had to be eaten before they went off.* **2. (5.4) –** *I continue sleeping in spite of my alarm going off in the morning.*

go out – _____ : 1. (4.4) *Are we going out tomorrow?* **2. (of tide) (5.1)** *Where does the water depth only change by ten centimetres when the tide comes in and goes out?*

go over to sb/sth (5.5) – _____ : *The gorilla went over to the boy.*

go through sth (8.4) – _____ : *Dave went through his pockets looking for the keys.*

hand sth over (2.4) – _____ : *I handed over my bag but took out one racket.*

hang out with sb (1.3) – _____ : *They hang out with their friends a lot.*

heat sth up (5.1) – _____ : *I heated up the remains of last night's supper.*

hold sb up (3.6) – _____ : *I don't want to hold you up – I know you're in a hurry.*

hurry up (4.2) – _____ : *Hurry up! We'll miss the bus.*

keep up with sb (3.6) – _____ : *Dave isn't keeping up with the rest of the class in reading.*

let sb down (2.1) – _____ : *Sometimes it's difficult when you let your team down.*

lock sb (up) (8.3) – _____ : *The guards locked the prisoner up in the cell.*

look after sb/sth (1.5) – _____ : *We look after his children in the evening.*

look at sb/sth (1.1) – _____ : *'It's time to go,' said Patrick, looking at his watch.*

look into sth (7.4) – _____ : *We're looking into the cause of the fire.*

look up to sb (2.3) – _____ : *He looks up to his older brother.*

make sth into sth (8.2) – _____ : *It has been made into a museum.*

make sth out (1.8) – _____ : *I can't make the sign out.*

mess up (7.1) – _____ : *If you mess up on stage, don't worry about it. Just carry on.*

pick sth up (2.3) – _____ : *She picked up how to windsurf as soon as she could swim.*

pick sb up (3.6) – _____ : *Mum's picking me up at midday.*

point out (7.2) – _____ : *Art critics pointed out that a child could not produce those paintings.*

pull over (3.6) – _____ : *He pulled the car over.*

put sth in (8.5) – _____ : *They're having a new bathroom put in.*

put sb off sth (2.3) – _____ : *Don't be put off by the title – it's a really good book!*

put sth on (2.4) – _____ : *Put your hat on – it's cold outside.*

put on (7.1) – _____ : *One summer the children put on a play.*

put on (weight) (7.5) – _____ : *Mary put on weight when she quit smoking.*

put sb up (3.6) – _____ : *I was hoping Kenny could put me up for a few days.*

put sth up (3.6) – _____ : *The kids were putting a tent up in the garden.*

rely on sb/sth (5.6) – _____ : *We're relying on him to help.*

run out of sth (3.6) – _____ : *I've run out of milk.*

sell out (4.2) – _____ : *I'm sorry, but the tickets are all sold out.*

set off (on a journey) (3.6) – _____ : *We'd better set off now, before it gets dark.*

set sth up (4.4) – _____ : *In 2000, he set up his own company.*

sign up for (7.1) – _____ : *I'm thinking of signing up for a yoga course.*

sit around (5.4) – _____ : *We sat around for a bit, chatting.*

sleep through sth (5.4) – _____ : *How did you manage to sleep through that thunderstorm?*

speed up (2.2) – _____ : *The truck speeded up going down the hill.*

split up with (7.5) – _____ : *Eve's parents split up when she was three.*

start out (7.1) – _____ : *When the band first started out, they played at small clubs.*

stay out (2.5) – _____ : *She lets her children stay out until midnight.*

stir sth up – _____ : 1. (5.1) *The wind had stirred up a powdery red dust.* **2. (7.3)** *These clips stirred up our emotions.*

switch sth off (8.6) – _____ : *My phone switches itself off if I don't use it for a while.*

take after sb (2.3) – _____ : *Sue takes after her Dad.*

take sth away (8.8) – _____ : *Voluntary work could take time away from your studies.*

take sth off (2.4) – _____ : *He took off his shoes.*

take on (a challenge) (2.1) – _____ : *I like taking on new challenges.*

take sth up (2.5) – _____ : *My best friend is going to take up running.*

take up sth (8.8) – _____ : *Voluntary work can take up a lot of time.*

talk sb into sth (2.3) – _____ : *Has anybody ever talked you into taking up a sport or joining a team?*

throw sth away (4.4) – _____ : *Do you need these newspapers, or can I throw them away?*

try sth on (1.8) – _____ : *Would you like to try these jeans on?*

try sth out (2.3) – _____ : *Can I try out your new motorbike?*

turn into (3.6) – _____ : *The company has turned into a global corporation.*

turn up (3.6) – _____ : *Danny turned up late as usual.*

wake up (5.4) – _____ : *I woke up at 7 a.m. today.*

walk away from sth (3.6) – _____ : *You can't just walk away from fifteen years of marriage!*

wear off (7.1) – _____ : *When you feel you are stuck, keep practising and eventually the feeling will wear off.*

write back (4.7) – _____ : *I sent them a card once, but they never wrote back.*

work out – _____ : 1. (2.1) *She works out at the gym twice a week.* **2. (3.7)** *Don't worry. I'm sure everything will work out fine.*

SUBJECT, OBJECT AND POSSESSIVE PRONOUNS, POSSESSIVE ADJECTIVES

Subject pronouns	Object pronouns	Possessive pronouns (+ noun)	Possessive pronouns (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 Peru.	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, QUESTION AND RELATIVE PRONOUNS

Demonstrative pronouns		Question pronouns	Relative pronouns
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

NUMBERS

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)

Examples of numbers over 100

1,000 – one/a thousand
3,555 – three thousand, five hundred **and** fifty-five
56,223 – fifty-six thousand, two hundred **and** twenty-three
725,000 – seven hundred **and** twenty-five thousand
1,000,000 – one/a million
1,000,000,000 – one/a billion

Infinitive	Past Simple	Past Participle
be [biː]	was/were [wɒz/wɜː]	been [biːn]
beat [biːt]	beat [biːt]	beaten ['biːtn]
become [bɪ'kʌm]	became [bɪ'keɪm]	become [bɪ'kʌm]
begin [bɪ'gɪn]	began [bɪ'gæn]	begun [bɪ'gʌn]
bite [baɪt]	bit [bɪt]	bitten ['bɪtn]
bleed [bliːd]	bled [bled]	bled [bled]
blow [bləʊ]	blew [bluː]	blown [bləʊn]
break [breɪk]	broke [brəʊk]	broken ['brəʊkən]
bring [brɪŋ]	brought [brɔːt]	brought [brɔːt]
broadcast ['brɔːdkɑːst]	broadcast ['brɔːdkɑːst]	broadcast ['brɔːdkɑːst]
build [bɪld]	built [bɪlt]	built [bɪlt]
burn [bɜːn]	burned [bɜːnd]/burnt [bɜːnt]	burned [bɜːnd]/burnt [bɜːnt]
burst [bɜːst]	burst [bɜːst]	burst [bɜːst]
buy [baɪ]	bought [bɔːt]	bought [bɔːt]
can [kæn]	could [kʊd]	been able to [biːn 'eɪbl tə]
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 [drænk]	drunk [drʌnk]
drive [draɪv]	drove [drəʊv]	driven ['drɪvn]
eat [iːt]	ate [et]	eaten ['iːtn]
fall [fɔːl]	fell [fel]	fallen ['fɔːlən]
feed [fiːd]	fed [fed]	fed [fed]
feel [fiːl]	felt [felt]	felt [felt]
fight [faɪt]	fought [fɔːt]	fought [fɔːt]
find [faɪnd]	found [faʊnd]	found [faʊnd]
fit [fɪt]	fit [fɪt]	fit [fɪt]
fly [flaɪ]	flew [fluː]	flown [fləʊn]
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]
forgive [fə'gɪv]	forgave [fə'geɪv]	forgiven [fə'gɪvən]
freeze [friːz]	froze [frəʊz]	frozen ['frəʊzən]
get [get]	got [gɒt]	got [gɒt]
give [gɪv]	gave [geɪv]	given ['gɪvən]
go [gəʊ]	went [went]	gone [gɒn]/been [biːn]
grow [grəʊ]	grew [gruː]	grown [grəʊn]
hang [hæŋ]	hung [hʌŋ]	hung [hʌŋ]
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]
overtake [ˌəʊvə'teɪk]	overtook [ˌəʊvə'tʊk]	overtaken [ˌəʊvə'teɪkən]
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 [rɪzən]
run [rʌn]	ran [ræn]	run [rʌn]
say [seɪ]	said [sed]	said [sed]
see [siː]	saw [sɔː]	seen [siːn]
seek [siːk]	sought [sɔːt]	sought [sɔːt]
sell [sel]	sold [səʊld]	sold [səʊld]
send [send]	sent [sent]	sent [sent]
set [set]	set [set]	set [set]
shake [ʃeɪk]	shook [ʃʊk]	shaken [ʃeɪkən]
shine [ʃaɪn]	shone [ʃɒn]	shone [ʃɒn]
show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]
sit [sɪt]	sat [sæt]	sat [sæt]
sleep [sliːp]	slept [slept]	slept [slept]
slide [slaɪd]	slid [slɪd]	slid [slɪd]
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]
split [splɪt]	split [splɪt]	split [splɪt]
spread [spred]	spread [spred]	spread [spred]
stand [stænd]	stood [stʊd]	stood [stʊd]
steal [stiːl]	stole [stəʊl]	stolen ['stəʊlən]
stick [stɪk]	stuck [stʌk]	stuck [stʌk]
sting [stɪŋ]	stung [stʌŋ]	stung [stʌŋ]
strike [straɪk]	struck [strʌk]	struck [strʌk]
swell [swel]	swelled [sweld]	swollen ['swəʊlən]
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 [θɪŋk]	thought [θɔːt]	thought [θɔːt]
throw [θrəʊ]	threw [θruː]	thrown [θrəʊn]
understand [ˌʌndə'stænd]	understood [ˌʌndə'stʊd]	understood [ˌʌndə'stʊd]
upset [ʌp'set]	upset [ʌp'set]	upset [ʌp'set]
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 Emma: curly, cheerful, top, outgoing, relaxed, sociable, earring, long
2 Meg: hoodie, straight, long, serious, trainers, ring, glasses
3 Ryan: short, shirt, relaxed, cheerful, jacket, outgoing, boots, watch, sociable
Extra word: belt

Exercise 2
1 selfish
2 lazy
3 shy
4 generous
5 miserable
6 sensible
7 straight
8 dark
9 handsome

Exercise 3
1 high heels
2 waistcoat
3 vintage sunglasses
4 fleece
5 necklace
6 sweatshirt
7 faded jeans
8 leather belt

Exercise 4
1 dark suit
2 silk tie
3 blouse
4 bangles
5 ankle boots

Exercise 5
1 fashion
2 attention
3 casual
4 skin
5 appearance
6 across
7 flow

Exercise 6
1 down-to-earth
2 carefree
3 rebellious
4 vain
5 shallow

Exercise 7
1 carefree
2 rebellious
3 shallow
4 vain

Exercise 8
1 A
2 B
3 C
4 B
5 C
6 B
7 A
8 A
9 C
10 B

1.2 Grammar

Exercise 1
1 H
2 H
3 N
4 N
5 H

Exercise 2
1 prefer
2 Are you asking
3 don't like
4 Are you wearing
5 like
6 'm not enjoying

Exercise 3
1a 'm having
1b has
2a isn't seeing
2b don't see
3a tastes
3b is tasting

Exercise 4
1 Is she really needing another new handbag? Does she really need
2 Are these flowers for me? Oh, Jack! I'm not knowing what to say! don't know
3 ✓
4 I'm not wanting to wear a suit. I hate formal clothes. don't want
5 Laura isn't hating Maths, she just finds it difficult. doesn't hate
6 Are you seeing the necklace with the three diamonds? That's the one I want. Do you see

Exercise 5
1 have
2 is working
3 don't need
4 'm wearing
5 don't like
6 believe

1.3 Listening Language Practice

Exercise 1
1 takes
2 last
3 continue
4 find
5 happens

REMEMBER BETTER
1 lasts forever
2 get to know one another
3 It takes a long time
4 finds it really hard
5 continue a friendship

Exercise 2
1a long – adv
1b long – adj
2a late – adv
2b late – adj
3a happy – adj
3b happily – adv

Exercise 3
1 C
2 B
3 B
4 A
5 C
6 A

1.4 Reading

Exercise 1
picture A = text 3
picture B = text 1
picture C = text 2

Exercise 2
1 B
2 A
3 C

Exercise 3
1 dress-maker
2 good morals
3 final exams
4 old woman
5 for more
6 pretty faces

Exercise 4
1 surgeries
2 a decade
3 odd
4 badly
5 huge

REMEMBER BETTER
1 ten years/a decade
2 operations/surgeries
3 massive/huge
4 strange/odd
5 poorly/badly

Exercise 5
1 iconic
2 unisex
3 tailor
4 underwear
5 fabric

Exercise 6
1 fast-drying
2 short-sleeved
3 hard-wearing
4 brightly coloured
5 multi-purpose

1.5 Grammar

Exercise 1
1 Have you known
2 've never understood
3 has Chloe wanted
4 Have they seen
5 hasn't needed

Exercise 2
1 has been producing
2 've been making
3 've been selling
4 haven't been doing
5 Have you been buying

Exercise 3
1 haven't stopped
2 've been walking
3 haven't had
4 's been
5 've been waiting
6 've liked
7 've been spending

Exercise 4
1a have been looking
1b have looked
2a have you been saving
2b have you saved
3a has collected
3b has been collecting
4a hasn't played
4b hasn't been playing

Exercise 5
1 have you been wearing
2 have you changed
3 haven't been reading
4 've been helping
5 've worked
6 've had

1.6 Use of English

Exercise 1
1 educated
2 succeed
3 accepted
4 achievement
5 creativity

Exercise 2
1 B
2 B
3 A
4 C
5 C
6 B

Exercise 3
1 spoken dishonestly
2 is ridiculously
3 went absolutely
4 behaving/having behaved badly
5 shouted angrily

Exercise 4
1 very creatively
2 successful in the fashion industry
3 Blake's acceptance
4 no obligation
5 at me angrily

Exercise 5
1 education
2 creativity
3 regulations
4 leadership
5 respectful

1.7 Writing

Exercise 1
1 d
2 f
3 c
4 a
5 e
6 b

Exercise 2
1 is not really interested in fashion
2 would make a great doctor
3 got beautiful long blonde hair
4 is a bit too slim
5 would make a great model
6 is the kind of person who always remembers your birthday

Exercise 3
1 dark
2 friendly
3 height
4 built
5 dresses
6 into
7 easy-going

Exercise 4
1 tends to
2 particularly
3 isn't always
4 is sort of
5 can be
6 a little bit
7 not exactly

Exercise 5
1 kind
2 a little bit
3 not exactly
4 could be
5 little / bit
6 particularly
7 little / bit

Exercise 6
A particularly
B bit
C sort
D can
E tends

Exercise 7
1 feels
2 enjoyed
3 in
4 lose

1.8 Speaking

Exercise 2
1 grey
2 woollen
3 lovely
4 long
5 silver-grey
6 old-fashioned
7 leather
8 smart
9 black
10 mid-length

Exercise 3
1 hard to
2 seems
3 looks
4 imagine
5 think
6 sure, but

Exercise 4
1 don't think she's
2 ✓
3 don't think those trousers will
4 don't think they
5 don't think green suits
6 ✓

Exercise 5
1 see
2 probably
3 is cutting
4 perhaps
5 hard
6 on
7 seems
8 don't think the blonde girl is

1.9 Exam Speaking

Tasks 1–4
Students' own answers

1.10 Self-check

Exercise 1
1 rebellious
2 down-to-earth
3 fabric
4 hard-wearing
5 brightly-coloured

Exercise 2
1 beanie
2 fleece
3 leggings
4 bangles
5 denim jacket

Exercise 3
1 fashion
2 there
3 fallen
4 underwear
5 waistcoat

Exercise 4
1 don't believe
2 is dancing
3 needs
4 Are you putting
5 doesn't know

Exercise 5
1 has known
2 has been worrying
3 've understood
4 has been singing
5 have been meeting

Exercise 6
1 C
2 B
3 A
4 B
5 A

Exercise 7
1 B
2 C
3 B
4 B
5 A

Exercise 8
1 C
2 A
3 C
4 B
5 A

Exercise 9
1 A
2 C
3 A
4 A
5 B

Exercise 10
1 C
2 B
3 A
4 B
5 A

2.1 Vocabulary

Exercise 1
1 swimmer
2 cyclist
3 athlete
4 footballer
5 skier

Exercise 2
1 play
2 courts
3 play
4 pitches
5 do
6 play
7 court
8 rink
9 do
10 track
11 go
12 go

Exercise 3
1 out
2 on
3 into
4 on
5 in
6 off

Exercise 4
1 come
2 beat
3 broke
4 keeps
5 keeping
6 scoring
7 winning
8 win
9 scored
10 miss

Exercise 5
1a United
1b City
2 City
3 City
4 Wozniacki
5a Wozniacki
5b Williams
6 Williams

Exercise 6
1 opponent
2 teammate
3 referee

Exercise 7
1 coach
2 teammates
3 spectators
4 fans
5 referee
6 trainer
7 opponents
8 supporters

Exercise 8
1 B
2 C
3 A
4 B
5 C

Exercise 9
1 come
2 referee
3 spectators
4 beat
5 point

2.2 Grammar

Exercise 1
3 She tried to help him get up.
5 When the ambulance arrived, Lisa and Ray were chatting and laughing.
1 He had only run three miles when he fell over and hurt his foot.
6 When Ray's leg was better, he asked Lisa on a date.
4 But he couldn't stand because he had hurt his ankle.
2 Lisa was watching the race when Ray fell over.

Exercise 2
1 crashed
2 had already crossed
3 finished
4 had forgotten
5 were climbing

Exercise 3
1a did I do
1b had already blown
2a was watching
2b had missed
3a did you decide
3b asked
3c did

Exercise 4
1 began
2 were cycling
3 Had (the race) finished
4 had begun
5 Was (it) snowing
6 jumped
7 had left

Exercise 5
1 already melted had already melted
2 watched was watching
3 Were City beating Did City beat
4 didn't concentrate wasn't concentrating
5 was finishing finished
6 was fighting had fought

2.3 Listening Language Practice

Exercise 1
1 C
2 D
3 B
4 A

Exercise 2
1 went
2 didn't win
3 teach
4 joining
5 spent

Exercise 3
1 sports
2 a goal
3 first place
4 aerobics
5 athletics

Exercise 4
1 teach
2 won
3 teach
4 go
5 join
6 spend

Exercise 5
1 up
2 after
3 into
4 off
5 up
6 out
7 up

2.4 Reading

Exercise 1
3

Exercise 2
1 C
2 F
3 E
4 B

Exercise 3
1 a condition that makes communicating, socialising and reading other people's feelings difficult
2 Coach Jim Johnson
3 In the final few minutes
4 Athena (beat their opponents Spencerport 79-43.
5 Jason's father, David McElwain
6 tell his story
7 across the United States
8 his first marathon

Exercise 4
1 bring
2 pass
3 score
4 present
5 raise
6 complete

Exercise 5
1 break from my routine
2 a decisive moment
3 first step
4 repeats a sequence
5 doing/to do the same thing over
6 give you peace of mind
7 the last phase

Exercise 6
1 superstitious
2 decisive
3 powerful
4 repetitive
5 resilience

2.5 Grammar

Exercise 1
1 D
2 E
3 B
4 C
5 A

Exercise 2
1 We'd like to remind ~~to~~ our viewers that this is a very important race for Sebastian Vettel.
2 ✓
3 If the other drivers let him ~~to~~ win again, he'll almost certainly become this year's champion.
4 ✓
5 Remember Vettel only just avoided ~~to~~ crashing during this year's wet Monaco Grand Prix.
6 ✓
7 Keep ~~to~~ watching after the race for more exciting motor-racing action here on Turbo Channel.

Exercise 3
1a running
1b to run
2a eat
2b to eat
2c eating
3a buy
3b to buy
3c to buy

Exercise 4
1 makes us run
2 offered to pick us up
3 stopped going
4 can't stand losing

Exercise 5
1 doing
2 benefit
3 to exercise
4 injuring
5 be
6 show

2.6 Use of English

Exercise 1
1 B
2 C
3 A
4 B
5 C

Exercise 2
1 B
2 C
3 A
4 A
5 B

Exercise 3
1 I would
2 nor have mine
3 I can
4 So am I
5 neither had

Exercise 4
1 B
2 A
3 A
4 B
5 A
6 C

Exercise 5
1 me too/so am I
2 haven't either
3 Nor/Neither did I/Me neither.
4 So do I/Me too
5 I will

Exercise 6
1 so has Angelica
2 nor/neither did my parents
3 children are too
4 neither/nor will I
5 neither does your school

2.7 Writing

Exercise 1
1 b
2 a
3 c

Exercise 2
2 speech
3 ending
4 scene
5 problem
6 tenses
7 opening
8 adjectives

Exercise 3
2 g
3 h
4 c
5 d
6 e
7 b
8 f

Exercise 4
1 had seen
2 had told
3 was working
4 began
5 was joking
6 looked
7 was pointing/pointed
8 had shut
9 rang
10 was shining
11 realised
12 had never been

Exercise 5
1 before we left
2 After a couple of hours
3 by lunch time
4 Later
5 By the end of the afternoon
6 Finally
7 Eventually

Exercise 6
a hot-boiling
b tired-exhausted
c scared- terrified
d good-awesome

Exercise 7
1 had always been/was always
2 was winning
3 had made
4 was looking
5 felt
6 had prepared
7 was
8 were hiding
9 arrived
10 said

Exercise 8
a say
b to do
c to organise
d them not to tell
e making
f telling
g to have
h train

2.8 Speaking

Exercise 2
1 To be honest
2 Are you kidding
3 That's not true
4 I'm not convinced
5 The thing is
6 If you ask me
7 Personally, I don't feel strongly one way or the other

Exercise 3
1 sorry, agree with you
2 Are, kidding
3 not convinced
4 That's true
5 don't think
6 ask me

2.9 Exam Speaking

Tasks 1–4
Students' own answers

2.10 Self-check

Exercise 1
1 lost
2 teammates
3 pick
4 phase
5 goal

Exercise 2
1 trainer
2 keeps
3 superstitious
4 active
5 repetitive

Exercise 3
1 B
2 C
3 B
4 A
5 B

Exercise 4
1 had trained
2 went
3 ended
4 had surfed
5 hurt

Exercise 5
1 not to get angry
2 jogging
3 join
4 do
5 playing

Exercise 6
1 A
2 B
3 C
4 A
5 A

Exercise 7
1 B
2 B
3 C
4 A
5 C

Exercise 8
1 resilience
2 activate
3 supportive
4 powerful
5 decisive

Exercise 9
1 can't stand losing
2 teach me to swim
3 didn't allow me to do
4 had warned me not to climb
5 was telling the team to believe

Exercise 10
1 on
2 off
3 prize
4 went
5 taking

3.1 Vocabulary

Exercise 1
1 hot-air balloon
2 ferry
3 helicopter
4 double-decker bus
5 hovercraft

Exercise 2
1 dirt track
2 suspension bridge
3 cable car
4 public transport
5a rush hour
5b traffic jams
6 winding path

Exercise 3
1 catch
2 uphill
3 cross
4 fasten
5 stuck
6 walking
7 missed

Exercise 4
1 cross
2 got
3 got
4 missed
5 cross

Exercise 5
1 a flight
2 a voyage
3 a journey
4 a crossing

Exercise 6
1 cruise
2 drive
3 crossing
4 journey
5 ride
6 tour
7 voyage

Exercise 7
1 travel N
2 travels N
3 travel V
4 travel N
5 travels V
6 travels V
7 travels N
8 travelled V

Exercise 8
1 B
2 C
3 B
4 B
5 A
6 C

Exercise 9
1 The suspending bridge is moving in the wind. suspension
2 Traffic is always bad during the hurry hour. rush
3 Let's take the dirty track – it'll be quicker. dirt
4 Always fast your seatbelt when in a moving car. fasten

3.2 Grammar

Exercise 1
1 c
2 b
3 a

Exercise 2
1 might
2 must
3 can't
4 might
5 must
6 can't

Exercise 3
B 5
C 4
D 2
E 6
F 3

Exercise 4
1 must
2 might
3 could
4 can't

Exercise 5
1 couldn't have
2 must have
3 may have/could have
4 may have/could have

Exercise 6
1 B
2 A
3 C
4 B
5 B
6 A

3.3 Listening Language Practice

Exercise 1
1 Did you book online? R
2 I thought it was included G
3 I've booked a single room for two nights G
4 We have a special online offer at the moment R
5 Can you fill in this form please?/Can you fill this form in please? R
6 Would you like breakfast? R

Exercise 2
1 I've booked a single room for two nights
2 Would you like breakfast?
3 I thought it was included
4 Did you book online?
5 We have a special online offer at the moment
6 Can you fill in this form please?/Can you fill this form in please?

Exercise 3
1 B
2 C
3 A
4 C
5 B
6 A
7 C
8 A
9 B

Exercise 4
1 trip
2 rest
3 real
4 part
5 sure

Exercise 5
1 return
2 business
3 agents
4 guides
5 package
6 ski
7 three-star
8 twin

3.4 Reading

Exercise 1
Blog 1 = picture B
Blog 2 = picture C
Blog 3 = picture A

Exercise 2
1 B
2 C
3 C

Exercise 3
A = blog 3
B = blog1
C = blog1
D = blog 2

Exercise 4
1 fortnight
2 get off to a very good start
3 reckon
4 posh
5 can't get over

Exercise 5
1 posh
2 fortnight
3 got off to a good start
4 can't get over
5 totally chilled

Exercise 6
1 disconnected
2 unavoidable
3 unfamiliar
4 unthinkable
5 unpleasant
6 unrewarding

Exercise 7
1 cut
2 challenge
3 immerse
4 retrieve

3.5 Grammar

Exercise 1
1 S
2 A
3 A
4 A
5 S

Exercise 2
1 used to wear
2 didn't use to be
3 used to be
4 Did short hair use to be

Exercise 3
1 would tell
2 used to believe
3 didn't use to feel
4 would say
5 didn't use to know

Exercise 4
1 a ✓ b ✓
2 a ✓ b ✗
3 a ✓ b ✗
4 a ✗ b ✓

Exercise 5
1 didn't use to be
2 would fall out
3 used to look up to
4 used to hate
5 would start
6 used to think

3.6 Use of English

Exercise 1
1 C
2 A
3 C
4 B
5 B
6 A

Exercise 2
1 B
2 A
3 C
4 C
5 A
6 A

Exercise 3
1 pick
2 over
3 off
4 up
5 into

Exercise 4
1 has fallen out with his brother
2 wanted to try out badminton/badminton out
4 cheer him on
5 take after my dad

Exercise 5
1 look up to Thomas
2 to pick up some Spanish/to pick some Spanish up
4 got into
5 talked Lizzy into

3.7 Writing

Exercise 1
1 Super time here in Bordeaux.
2 Seems like we only arrived yesterday.
3 Really don't want to come home.
4 Hope to visit the pyramids tomorrow.
5 Can't wait to try scuba diving.

Exercise 2
1 Feels like I've been here forever.
2 Amazing to be here all on my own.
3 Dreaming of a holiday but we always are.
4 32 degrees here in the shade. Wonderful!
5 Loving it in Australia. Wish you were here.

Exercise 3
2 can see, worried
3 were you
4 Have, thought about
5 By the, you hear
6 sure things, work out

Exercise 4
A 1
B 2
C 4
D 3
E 6
F 5

Exercise 5
1 I'm sure everything will be OK. E
2 While I remember, did you hear that … F
3 I understand what a difficult situation it is. B
4 It's a good idea to … D
5 It was lovely to hear from you. A

Exercise 6
1 Must
2 had
3 broke
4 might have lifted
5 understand
6 used to be
7 did
8 pick you up
9 drop you off

Exercise 7
A I'm sorry to hear about your bad back.
B It must be horrible to be stuck in bed all day.
C It's much better than
D Do you want to join us?
E It would be great to have you come along.
F I'm pleased you liked the book.
G I will recommend something else next time I write.

3.8 Speaking

Exercise 2
1 D
2 A
3 C
4 B

Exercise 3
1a you don't need to
1b I didn't think of that
2a Do you think I need to
2b If I were you I'd
2c good thinking

Exercise 4
1 the first, should do
2 Why don't
3 Good idea
4 best thing, be
5 really helpful

3.9 Exam Speaking

Tasks 1–4
Students' own answers

3.10 Self-check

Vocabulary and Grammar

Exercise 1
1 B
2 B
3 A
4 B
5 C

Exercise 2
1 resort
2 business
3 car
4 drive
5 path

Exercise 3
1 downhill
2 jam
3 round-the-world
4 agents
5 cross

Exercise 4
1 must be
2 can't be
3 can't have been
4 could have sprayed
5 must have forgotten

Exercise 5
1 used to be was
2 Would Did
3 ✓
4 wouldn't didn't use to
5 was be

Exercise 6
1 B
2 C
3 B
4 A
5 C

Exercise 7
1 A
2 C
3 C
4 A
5 B

Exercise 8
1 didn't use to enjoy flying
2 may be raining/may be rainy
3 can't have got
4 might have moved
5 used to need to have

Exercise 9
1 A
2 A
3 C
4 B
5 A

Exercise 10
1 have been
2 beliefs
3 unfamiliar
4 unthinkable
5 leader

4.1 Vocabulary

Exercise 1
1 lemon / a Lemon b vegetable
2 cucumber / a Cucumber b fruit
3 milk / a Milk b drink
4 leek / a Leek b fruit
5 pasta / a Pasta b meat

Exercise 2
1 chilli peppers
2 radishes
3 cabbage
4 avocado
5 spinach
6 aubergines
7 cauliflower
8 carrots
9 garlic
10 beetroot
11 sweetcorn
12 cherries
13 pineapple
14 apricots
15 figs
16 coconut
17 grapefruit

Exercise 3
1 raw
2 spicy
3 unripe
4 stale
5 sour
6 fatty
7 bland
8 sour
9 mild
10 rotten

Exercise 4
1 mild
2 raw
3a rotten
3b sour
3c stale
4a ripe
4b sour
4c sweet
5a bland
5b fresh
6a lean
6b fatty

Exercise 5
1 b
2 a
3 g
4 e
5 f
6 c
7 d

Exercise 6
1 syrup
2 water
3 bread
4 pepper
5 salad
6 soup
7 rice

Exercise 7
1 chilli peppers
2 cooked
3 fatty
4 radishes
5 home-made

6 bitter
7 unripe
8 spinach
9 crunchy
10 beetroot

4.2 Grammar

Exercise 1
1 b
2 e
3 a
4 f
5 c
6 d
All except 4

Exercise 2
1 Shall I put some cherries on top of the cake? will
2 We are going to a burger bar for dinner tonight. eat
3 Jason will not be hungry again until this evening. shall

Exercise 3
1a is cooking
1b is
1c am going
1d will buy
2a closes
2b am waking up
3a won't be
3b will join
3c am going to give
3d won't be
4a am making
4b Shall
4c finish
5a is not going to eat
5b will

Exercise 4
1a is cooking
1b is he coming
1c he will be
1d are planning
1e gets
2a Are you doing
2b am working
2c am having
2d are going to begin
2e will definitely be
2f come

Exercise 5
1 will stay
2 Shall I help
3 I'll call
4 I get
5 Where are you
6 are going

4.3 Listening Language Practice

Exercise 1
1 eaten
2 cook
3 have
4 eat
5 use
6 wear
7 become
8 respect

Exercise 2
1 respect
a animals
2 cook
b food
3 use
c animal
4 feel
d healthy

Exercise 3
1 balanced
2 cold
3 organic
4 vegetarian
5 heavy
6 healthy
7 fattening
8 three-course

4.4 Reading

Exercise 1
1

Exercise 2
1 C
2 A
3 B

Exercise 3
1 To students who are leaving home and heading off to university.
2 They eat frozen food from home/their mums and live off food from cans.
3 It's cheaper, easier and less stressful to prepare food and cooking becomes a social event.
4 They should read and follow the recipe very carefully and cook in a relaxed atmosphere.
5 Microwaved cheese slices which Liam needed to eat with a spoon.
6 Butchers' and greengrocers' often offer better value and taste than supermarkets as well as advice on how to prepare some foods.
7 There are bargains in the reduced sections which are full at that time.
8 They are both students.

Exercise 4
1 survived on, lived off
2 offer better value
3 well worth the investment
4 make a world of difference
5 only take the essentials
6 learn the basics

Exercise 5
1 only take the essentials
2 learn the basics
3 offer better value
4 survived on / lived off
5 make a world of difference
6 well worth the investment

Exercise 6
1 alarming
2 agriculture
3 international
4 industrial
5 human
6 household
7 government
8 catering
9 voluntary
10 minimum

4.5 Grammar

Exercise 1
1 P
2 C
3 P
4 C

Exercise 2
1 P
2 P
3 C
4 P
5 C

Exercise 3
1 have woken up
2 'll be waiting
3 'll be cycling
4 Will you have arrived
5 won't be singing
6 Will you have left by

Exercise 4
1 won't have started
2 'll be peeling
3 'll have washed
4 'll have boiled
5 'll be serving
6 'll be sleeping

Exercise 5
1 won't have finished
2 will be waiting
3 he have finished
4 'll have eaten
5 we be sunbathing
6 'll be studying

4.6 Use of English

Exercise 1
1 you
2 it
3 we
4 they
5 you

Exercise 2
1 C
2 B
3 A
4 B
5 A

Exercise 3
1 it
2 don't
3 there
4 do
5 shouldn't

Exercise 4
1 B
2 A
3 A
4 C
5 B
6 C

Exercise 5
1 shall we
2 should they
3 won't they
4 have you
5 didn't she

4.7 Writing

Exercise 1
2 informal
3a refer
3b responding
4 why
5 clarification
6 reply
7a sincerely
7b faithfully

Exercise 2
1 d Could you clarify how much discount you offer to groups? Tip 5
2 a There are lots of several questions I'd I would like to ask. Tip 2
3 e I look forward to receiving your reply soon. Tip 6
4 c I am writing to ask for some information about your offer. Tip 4
5 b I saw your advert in the local newspaper. Tip 3
6 f I would like to know which activities the centre offers. Tip 5

Exercise 3
1 Thank you, your email regarding
2 writing, enquire
3 can/could, about
4 can/could, whether
5 would, ask if
6 hope to hear, soon

Exercise 4
1 Can you tell me what desserts there are?
2 Could you tell us who the chef is?
3 I'd like to know how many tables there are.
4 I'd also like to know who the manager is.
5 Could you tell me what time the restaurant closes?

Exercise 5
1 Could you tell me what time does the restaurant closes?
2 ✓
3 Can you tell me how long it will it take to prepare the duck?
4 Could you tell me what is the vegetarian special is?
5 I'd like to know if do you have a table for two at 8 o'clock this evening?
6 Can you tell me what flavours of ice cream do you have?
7 ✓
8 I'd like to know if is the chicken curry is very spicy.

Exercise 6
1 I would like to know whether/if it is/would be possible to add just one or two fast food items such as pizzas or burgers one day of the week.
2 Could you tell me whether/if we can have something other to drink than still or sparkling water?
3 Can you confirm that/ whether/if you have spoken about this to the other teachers and the school authorities?

Exercise 7
1 like
2 snacks
3 meal
4 diet
5 will arrive/will be arriving/are going to arrive
6 receiving

Exercise 8
A4 Could you tell me whether this would be possible on 3 June?
B3 Could you clarify what options would be available for our vegetarian quest?
C2 Could you inform us if you will be able to provide parking spaces for our guests when they arrive?
D1 I would like to know what discount you can offer us on this occasion.

4.8 Speaking

Exercise 2
1 could/can I W
2 Do you C
3 Could/Can I C
4 Do you C
5 Could/Can I C
6 Could/Can I W

Exercise 3
1a What about fish? 1bThe salmon is delicious. S
2 Can you tell me what the Chef's Special Lamb is? A
3 Could you tell me what the Farmer's Lunch is? A
4a How about the Diavolo Pizza?
4b It's very spicy. S
5 I'd like to know if there are olives in the pasta. A
6 Where can I get the best pizza? A

Exercise 4
1 Can/could, tell, what, is
2 can/could, have
3 sounds good/great
4 sorry, allergic
5 Do, have
6 could, see

4.9 Exam Speaking

Tasks 1–4
Students' own answers

4.10 Self-check

Vocabulary and Grammar

Exercise 1
1 sour
2 balanced
3 stale
4 bland
5 raw

Exercise 2
1 light
2 aubergines
3 long-grain
4 pumpkin
5 wholemeal

Exercise 3
1 consumption
2 sliced
3 standards
4 vegetarian
5 still

Exercise 4
1 I'm going to buy
2 opens
3 Shall
4 will
5 is going

Exercise 5
1 will have gone down
2 you will ('ll) like
3 will have gone
4 won't be working
5 Will you have finished

Exercise 6
1 A
2 B
3 C
4 B
5 C

Exercise 7
1 Before the government applies
2 energy consumption will double
3 am going to eat organic food
4 everyone will have already started
5 unless the manufacturing industry does

Exercise 8
1 B
2 A
3 C
4 A
5 C

Exercise 9
1 B
2 A
3 B
4 C
5 C

Exercise 10
1 household
2 voluntary
3 alarming
4 tourist
5 expiry

5.1 Vocabulary

Exercise 1
1 island
2 country/continent
3 oceans
4 continents
5 waterfall(s)
6 desert
7 mountains

Exercise 2
1 in
2 up
3 up
4 up
5 out
6 across
7 out

Exercise 3
1 tide
2 tropical
3 range
4 calm
5 wave
6 winding

Exercise 4
1 middle
2 alone
3 growing
4 high
5 easy-going
6 furious
7 spacious

Exercise 5
1 A
2 B
3 C
4 C
5 C
6 A

Exercise 6
1a height
1b heighten
2a breadth
2b broad
3a wide
3b widened
4a long
4b length
5a deepened
5b depth

Exercise 7
1 A
2 C
3 A
4 C
5 B
6 A
7 C
8 C
9 C
10 B

5.2 Grammar

Exercise 1
1 Ø
2 a
3 Ø
4 the
5 a
6 the
7 Ø
8 a
9 the
10 the

Exercise 2
1 Has Emilly visited the Netherlands and the Germany?
2 In January 2013, only around 39% of people in the United States owned the passports.
3 The population of the Iceland is less than half a million.
4 The citizens of Germany chose a female Prime Minister, and naturally she has promised to do more for the women of her country.
5 The biggest city in the China is the Shanghai. Around 16 million people live there.
6 The pollution is generally a problem in big cities, but the pollution in this city is worse than in most others.

Exercise 3
1 Ø
2 The
3 The
4 the
5 Ø
6 Ø
7 a

Exercise 4
1 a
2 Ø/the
3 the
4 Ø
5 the
6 a
7 the
8 the
9 a
10 Ø
11 Ø

Exercise 5
1 For me, Paris is a very special city. It's a city where I was born. the
2 I'd like to become the journalist and report on our country's problems a
3 An economic development is a good thing, but not if it destroys the environment. Ø
4 Pencils will not be allowed in the exam. Please bring the pen. a
5 Hill that overlooks Barcelona is the best place to view the city. The hill
6 Is this an only place to eat around here? the

5.3 Listening Language Practice

Exercise 1
1 provide
2 save
3 grow
4 eat
5 provide
6 use
7 have
8 focus
9 learn
10 concerned

Exercise 2
1 eats the leftovers
2 provides power
3 has recycling bins
4 concerned about the environment
5 use low-energy light bulbs
6 grow vegetables
7 focus more on environmental issues
8 are learning about things like
9 provides

Exercise 3
1 A
2 C
3 A
4 B
5 A
6 C
7 B

5.4 Reading

Exercise 1
4 Winter sports news

Exercise 2
1 B
2 A
3 E
4 D

Exercise 3
1 B
2 A
3 B
4 D

Exercise 4
1 e
2 a
3 b
4 d
5 c

Exercise 5
1 cope with
2 responsible for
3 adjust to
4 take advantage of
5 benefit from

Exercise 6
1 spring
2 clearing
3 trunk
4 roots
5 skunk
6 foxes
7 predators

Exercise 7
1 from/of
2 through
3 around
4 through
5 with
6 for

5.5 Grammar

Exercise 1
1a ostrich
1b which/that
2a tour leader
2b who
3a pitch
3b where
4a bangle
4b which
5a embassy
5b where

Exercise 2
1 which
2 which
3 which
4 where
5 whose

Exercise 3
1 Sydney, where the famous opera house can be found, is not actually the capital of Australia.
2 Australian actress Nicole Kidman, whose films include Moulin Rouge, was actually born in Hawaii.
3 Hugh Jackman, who is known for playing Wolverine in the X-Men films, is from Sydney.

Exercise 4
Charles Darwin, who was born on the 11th of February 1809, was an English naturalist and geologist. He was the first person to suggest that all species evolved from a single original form of life. He also suggested the theory of natural selection, which attempts to explain why there are now so many different forms of life on Earth.
In the Galapagos Islands, where Darwin studied local birds, he found strong evidence to support his theories. Natural selection, which is sometimes called 'survival of the fittest', is still the most popular scientific explanation for the variety of life found on our planet.
Darwin, whose ideas were questioned at first, is now famous as one of the most important thinkers in human history.

Exercise 5
1 , whose collection includes paintings
2 , who lives in San Francisco in the USA,
3 , which my dad bought recently,
3 , where my two sisters are studying at the moment,
4 , whose son we met in the shopping centre,
5 , which use less electricity than traditional ones,

5.6 Use of English

Exercise 1
1 A
2 B
3 C
4 C
5 A
6 C

Exercise 2
1 Green politics is something Margaret is passionate about.
2 What wild animals are we looking for?
3 Geography is an area that I want to succeed in.
4 Destroying forests to build roads is something I object to.
5 Which of the two hills should we head for?

Exercise 3
1 to
2 to
3 with
4 with
5 to
6 up

Exercise 4
1 C
2 B
3 D
4 A
5 B
6 D
7 C

Exercise 5
1 the government should concentrate on
2 that people rely on
3 Who are you waiting for
4 that / which it could happen to
5 something / a thing (that / which) you really care about

5.7 Writing

Exercise 1
1 Countries often take pride in their cultural heritage and spend billions on protecting and promoting it.
2 However, is it really a good idea when they could use the money to improve the lives of their citizens?
3 On the one hand, it seems obvious that all cultures are worth protecting, since every country has something unique to contribute to the world.
4 For instance, there are a number of unique languages in central Europe which are spoken by few people. These languages are important to their regions, and they should be protected and promoted, along with the art, music and traditions of these areas.
5 On the other hand, the physical well-being of a country may have to be the main focus of its government. A country whose population lacks jobs, homes, medical care or education may not be able to afford to preserve or promote their cultural heritage because the population has more urgent needs.
6 Furthermore, countries which are engaged in conflicts may not be able to focus on cultural matters.
7 In conclusion, the current circumstances in a country may decide if they can protect their cultural heritage.
8 Personally, I hope that there will always be individuals who can give their time and energy to preserving culture until circumstances allow the government to take over.

Exercise 2
1 On the one hand = First of all
2 In conclusion = To sum up
3 For instance = For example
4 Furthermore = Secondly / In addition

Exercise 3
1

Exercise 4
1 However
2 On the one hand
3 Firstly
4 For instance
5 Secondly
6 For example/For instance
7 On the other hand
8 First of all
9 Furthermore
10 In conclusion
11 Personally, I think/In my opinion

Exercise 5
1 Finally
2 give examples
3 For instance
4 show contrast
5 give a personal opinion
6 Personally, I think
7 introduce a conclusion

Exercise 6
1 consumption
2 environmental
3 strengthen
4 agricultural
5 beliefs
6 unavoidable
7 powerful

Exercise 7
A an
B of
C with
D where
E for

Exercise 8
1 A
2 F
3 F
4 A
5 A

5.8 Speaking

Exercise 2
1 is fine but
2 are more … than
3 best one would
4 wouldn't go for
5 best for two reasons
6 and secondly because
7 out … the three

Exercise 3
A Poster 2
B Poster 3
C Poster 1

5.9 Exam Speaking

Task 2
Students' own answers

5.10 Self-check

Exercise 1
1 d light bulbs
2 a panels
3 e river
4 b island
5 c current

Exercise 2
1 broaden
2 gone
3 deepen
4 slept
5 heighten

Exercise 3
1 spring
2 branches
3 pond
4 squirrel
5 hedgehog

Exercise 4
1 a
2 an
3 the
4 The
5 –

Exercise 5
1 Stratford-upon-Avon, where I was brought up, is famous as the birthplace of William Shakespeare.
2 Singapore, which is an island country in south-eastern Asia, is an extremely clean and tidy place.
3 Prince George of Cambridge, whose great grandmother is the Queen of England, was born in 2013.
4 Ganesha, who is a Hindu god, has an elephant's head.
5 Penang, which is an island off the coast of Malaysia, is sometimes called the 'Pearl of the Orient.'

Exercise 6
1 B
2 B
3 B
4 C
5 A

Exercise 7
1 came face to face with
2 is made up of
3 dodo died out
4 eventually died from
5 reached for my bag

Exercise 8
1 is there a park near
2 the man who shot a bird
3 is the most polluted
4 a tree with a trunk/which has a trunk
5 the trail (that/which) we followed

Exercise 9
1 renewable
2 rising
3 dying
4 difference
5 environmental

Exercise 10
1 B
2 A
3 B
4 C
5 A

6.1 Vocabulary

Exercise 1
1 eyebrows
2 neck
3 fingernail
4 tongue
5 chest
6 bottom
7 forehead
8 lips
9 shoulder
10 knee

Exercise 2
1 thighs
2 cheeks
3 waist
4 ankles
5 spine

Exercise 3
1 thumbs
2 elbows
3 wrist(s)
4 chin

Exercise 4
1 burned/burnt
2 dislocated
3a broken
3b broke
4 sprained
5 bitten

Exercise 5
1a bitten
1b insect
2a dislocated
2b hip
3a have
3b bruise
4a bitten
4b dog
5a sprained
5b ankle
6a burn
6b hair
7a have
7b finger
8a broke
8b toe
9a sprained
9b wrist

Exercise 6
1 hand
2 eyes
3 heart
4 tongue
5 leg
6 head

Exercise 7
1 C
2 B
3 C
4 A
5 B
6 A
7 B
8 B
9 C
10 B

6.2 Grammar

Exercise 1
1 A
2 A
3 B
4 A
5 B

Exercise 2
1 wasn't
2 'd be
3 had
4 wanted
5 'd fly
6 were
7 'd be

Exercise 3
1 If the exam was next week, we'd have a bit longer for revision.
2 I'd run much further if my legs were stronger.
3 If we lived on the coast, I'd walk on the beach every day.
4 We'd have a healthier diet if you liked fish.

Exercise 4
1 If only I didn't have a dislocated finger.
2 I wish my daughter would call me.
3 I wish our school had recycling bins.
4 If only my friend would talk to me.
5 If only fast-food wasn't bad for you.

Exercise 5
1 If Lucas ~~would have~~ a suit, he'd wear it to the wedding. had
2 We ~~save~~ a lot of money if we stayed over at Karen's house. 'd (would) save
3 I wish I wouldn't be so pale-skinned. wasn't/weren't
4 I'd ate it if it wasn't so greasy. eat
5 If only broccoli ~~tastes~~ like chocolate. tasted
6 I wish my shoes ~~wouldn't~~ smell so bad. didn't

6.3 Listening Language Practice

Exercise 1
A Do you know how I can do that?
B What sort of information do I put on the webpage?
C Which charity are you interested in?
D Do you have any particular reason?
E Do they pay by credit card?

Exercise 2
1 C
2 C
3 B
4 A
5 B
6 C
7 A
8 B
9 C

Exercise 3
1a to
1b for
2a for
2b to
3a for
3b to
4a to
4b for
5a for
5b to

Exercise 4
1 set up
2 donate
3 take part
4 training
5 sponsor
6 share

Exercise 5
1 Many of my family members have offered to sponsor ~~for~~ me when I run in the charity race.
2 My classmates and I have decided to donate money ~~at~~ **to** people who have lost their homes in the fire.
3 We are going to set ~~out~~ **up** a webpage to advertise our 'Save the Old School' campaign.
4 I trained ~~on~~ **for** the race for weeks, but I still didn't manage to run the whole way.
5 A great way to raise money ~~to~~ **for** a good cause is to sell T-shirts with a positive message on them.

6.4 Reading

Exercise 1
3

Exercise 2
1 B
2 C
3 B
4 A

Exercise 3
1 D
2 C
3 B
4 D
5 A

Exercise 4
1 raised
2 found by chance
3 contacted
4 thought of
5 stopped

Exercise 5
1 bring up
2 came across
3 given up
4 came up with
5 got in touch with

Exercise 6
1a allergy
1b allergies
2a surgery
2b surgeries
3a cut
3b cuts
4a epidemics
4b epidemic
5a ward
5b wards
6a condition
6b condition
7a teams
7b team

Exercise 7
1 g
2 d
3 f
4 c
5 e
6 a
7 b

6.5 Grammar

Exercise 1
1 had broken d
2 had forgotten a
3 had lost touch c
4 hadn't studied b

Exercise 2
1 didn't meet; didn't recognise
2 broke; knew
3 forgot; arrived
4 lost touch; was
5 didn't study; didn't know
6 hadn't felt; was

Exercise 3
1 would've gone beep
2 would've seen
3 'd looked
4 hadn't lost
5 wouldn't have cut

Exercise 4
1 would've missed the flight if you'd forgotten it
2 wouldn't have hurt himself if he'd had his helmet on
3 wouldn't have been so spicy if you hadn't used so much chilli sauce

Exercise 5
1 Your legs wouldn't have been cold
2 I would've spent more money
3 if I hadn't remembered his birthday
4 electricity bill would've been smaller
5 she had used gloves in the kitchen.
6 If you'd bought a ticket earlier

6.6 Use of English

Exercise 1
1 A
2 B
3 C
4 B
5 B
6 A

Exercise 2
1 d
2 c
3 a
4 b
5 e

Exercise 3
1 so that/in order that
2 so as not to/in order not to
3 in order not to
4 in order to
5 so as not to

Exercise 4
1 as to control the symptoms of hay fever
2 order to save lives
3 recover from her illness
4 I don't feel/get / I'm not tired during the day
5 to lose weight

Exercise 5
1 as
2 to
3 that
4 not
5 order

6.7 Writing

Exercise 1
C is the most interesting

Exercise 2
1 A
2 P
3 A
4 C
5 R
6 P
7 R
8 R
9 C
10 P

Exercise 3
1 e; As a result
2 a; Additionally
3 c; so as not to
4 b; As well as
5 d; although

Exercise 4
a Clearly
b obviously
c Interestingly
d naturally
e Fortunately
f Certainly

Exercise 5
In any order:
1 benefits; advantages
2 feelings; emotions
3 social media; online networks
4 disconnected; offline
5 information; advice

Exercise 6
a As a result
b sadly
c Research shows
d Unfortunately
e Additionally
f Hopefully

Exercise 7
1 would take
2 hadn't started
3 wouldn't have produced
4 made
5 would become
6 would be

6.8 Speaking

Exercise 2
1 Achoo
2 Oops
3 Phew
4 Ouch

Exercise 3
1 put
2 need
3 checked
4 put
5 need
6 give
7 bring
8 take
9 take

Exercise 4
1 antibiotic
2 stitches
3 pulse
4 X-rays
5 injections
6 swelling
7 painkillers
8 plaster

6.9 Exam Speaking

Tasks 1–4
Students' own answers

6.10 Self-check

Exercise 1
1 B
2 A
3 C
4 A
5 B

Exercise 2
1 leg
2 heart
3 hand
4 thighs
5 ribs

Exercise 3
1 sore finger
2 shaving cut
3 stomach pain
4 flu epidemic
5 nut allergy

Exercise 4
1 didn't feel
2 had
3 didn't drive
4 would pay
5 was / were

Exercise 5
1 would've hit; hadn't turned
2 wouldn't have offered; had known
3 had hurt; wouldn't have played
4 hadn't eaten; wouldn't have felt sick
5 would've been; hadn't lost

Exercise 6
1 B
2 A
3 B
4 C
5 C

Exercise 7
1 C
2 C
3 C
4 B
5 A

Exercise 8
1 if I had known
2 in order not to be
3 my jacket so as to keep
4 wishes she wasn't/weren't allergic
5 didn't have a bruise

Exercise 9
1 not to take part
2 train for the
3 wishes he knew
4 if I were
5 you would not have been

Exercise 10
1 daily
2 sprained
3 obviously
4 surgery
5 operation

7.1 Vocabulary

Exercise 1
1 sculpture
2 documentary
3 news bulletin
4 soap opera
5 painter
6 portrait

Exercise 2
1 news bulletin
2 soundtrack
3 soap opera
4 plot
5 painter

Exercise 3
1a appeared
1b played
2 signed
3a have
3b have
4 was
5a released
5b has been
6a did
6b play

Exercise 4
1 venues
2 reviews
3 single
4 charts
5 recording
6 release
7 gigs
8 streamed
9 appeared
10 part

Exercise 5
1 listeners
2 audience
3 viewers

Exercise 6
1a viewers
1b cast
2a vocalist
2b audience
3 drummer
4 musician
5 songwriter

Exercise 7
A = 1a 2b 3d 4c
B = 1e 2b 3c 4a 5d

Exercise 8
1 turn
2a sign
2b carry
3a wear
3b beat
4a putting
4b mess

Exercise 9
1 A
2 C
3 A
4 B
5 C
6 C
7 A
8 C
9 B
10 A

7.2 Grammar

Exercise 1
1 said you could watch
2 said I was taking back my television
3 told you I had bought
4 say that The X Factor had started

Exercise 2
1 has changed
2 I, believe, can

Exercise 3
1 claimed
2 replied
3 added
4 pointed out
5 suggested

Exercise 4
1a replied
1b their
1c didn't think
2a suggested
2b following
2c was probably going to be
2d there
3a suggested
3b could take
3c wouldn't need
3d that

Exercise 5
1 they were going to be on television the following week
2 he was meeting my sister there later that day
3 they had seen us the month before
4 he couldn't give me her phone number then
5 our concert was cancelled
6 she'd (would) see him the following day

7.3 Listening Language Practice

Exercise 1
1 common
2 spans
3 feel
4 laugh
5 stupid
6 expression
7 himself

Exercise 2
1 makes
2 makes
3 pleased
4 on
5 done
6 in
7 short

Exercise 3
1 short
2 funny
3 simple
4 stupid
5 annoying
6 shocking

Exercise 4
2

Exercise 5
1 span
2 view
3 viral
4 surprise
5 surprise
6 emotions

7.4 Reading

Exercise 1
1 C
2 A
3 F
4 D

Exercise 2
A 4
B 1
C 5
D 3

Exercise 3
1 significant
2 sophisticated
3 additional
4 individual
5 on-demand
6 modern
7 tricky

Exercise 4
1 enhances
2 distracted
3 follow
4 critical
5 literacy
6 imagination
7 positively
8 based

Exercise 5
1a accompaniment
1b accompany
2a distracted
2b distractions
3a encouraged
3b encouragement
4a engagement
4b engaged
5a enhance
5b enhancements
6a entertainment
6b entertaining
7a improvements
7b improve
8a Memorisation
8b memorised

7.5 Grammar

Exercise 1
1 Who are you going (to the party) with?
2 Have you got a fiance?
3 Is he nice?
4 When am I going to meet him?

Exercise 2
1 if I went there
2 could
3 my hobby was
4 if I had a best friend
5 I had met
6 what my best friend was like
a 5
b 3
c 2
d 6
e 4

Exercise 3
1 not to
2 told me to
3 not to be
4 told me to
5 to stop writing (not to write)

Exercise 4
1a who she was going
1b was going
2a if/whether she had
2b had
3a if/whether he was
3b was
4a when she was going to
4b she was going to

Exercise 5
1 asked (me) what the flight had been (was) like.
2 asked (me) if/whether I'd been through passport control (yet).
3 asked (me) if/whether I'd remembered to collect my luggage.
4 told me not to forget to change some money.
5 asked (me) how I was getting to my aunt and uncle's house.
6 told me to say hello to everyone from her.

7.6 Use of English

Exercise 1
1 -
2 much
3 -
4 scissors
5 these
6 are those

Exercise 2
1 furniture
2 luggage
3 isn't
4 hair
5 series

Exercise 3
1 teeth are sharp
2 are more sheep
3 were the first men
4 has got two left feet
5 are three mice

Exercise 4
1 is
2 children
3 series/programmes/shows
4 glasses
5 manners

Exercise 5
1 politics
2 is
3 advice
4 research
5 fish

7.7 Writing

Exercise 1
1 devastated
2 delicious
3 brilliant
4 hilarious
5 starving
6 impossible
7 amazing
8 fabulous/fantastic
9 ecstatic
10 excellent
11 fascinating

Exercise 2
1 absolutely
2 rather
3 very
4 absolutely
5 extremely
6 very
7 absolutely
8 really

Exercise 3
1 brilliant
2 terrible
3 absolutely
4 amazing
5 fantastic
6 lovely
7 extremely
8 delicious
9 awful
Article

Exercise 4
A 2
B 4
C 1
D 5
E 3
3

Exercise 5
1 extremely
2 delicious
3 terrible/awful
4 terrible/awful
5 brilliant/amazing/fantastic
6 brilliant/amazing/fantastic
7 brilliant/amazing/fantastic
8 absolutely

Exercise 6
1 was
2 had enjoyed
3 location
4 celebrities
5 felt/were feeling
6 marriage
7 clothes
8 loved
9 feelings
10 had chosen/chose

Exercise 7
A rather
B very
C absolutely
D rather/really
E really
F extremely/quite
G absolutely

7.8 Speaking

Exercise 2
1 Do you mind if I sit here?
2 We were wondering if we could ask you a question?
3 Is it OK if I change the channel?
4 Could you lend me your bike?
5 Can I borrow your toothbrush?

Exercise 3
1 No G
2 I'd like to help but R
3 I'm sorry R
4 Sure G
5 so G

Exercise 4
1b not at all
1c go ahead
2a Do (you) mind if I
2b Sure, I (don't) see why not
2c Can
2d I'd like (to) help (but)

7.9 Exam Speaking

Tasks 1–4
Students' own answers

7.10 Self-check

Exercise 1
1 played
2 improve
3 enhances
4 released
5 view

Exercise 2
1 beat
2 signed
3 uploaded
4 felt
5 stirred

Exercise 3
1 creation
2 audience
3 entertainment
4 singer-songwriter
5 drummer

Exercise 4
1 I was watching she was watching
2 didn't go hadn't been
3 yesterday the day before
4 we'll meet we'd meet
5 can't be couldn't have been/couldn't be

Exercise 5
1 I was sure
2 I had ever studied drama
3 hadn't
4 I could act
5 to show him

Exercise 6
1 B
2 A
3 C
4 B
5 C

Exercise 7
1 memorisation
2 engagement
3 entertainment
4 accompaniment
5 deeply

Exercise 8
1 B
2 A
3 B
4 A
5 C

Exercise 9
1 find it easy to follow
2 plays the part of
3 taken by surprise by
4 is based on
5 reviewed positively

Exercise 10
1 C
2 B
3 A
4 C
5 B

8.1 Vocabulary

Exercise 1
1 population
2 city
3 system
4 Prime
5 state
6 elections

Exercise 2
1 burgled
2 mugged
3 stolen
4 vandalised

Exercise 3
1b stole
2a mugged
2b murdered
3a shoplifting
3b pirate
4a robbed
4b burgle
5a vandalised
5b set

Exercise 4
1 arson
2 drug dealer
3 piracy
4 shoplifter
5 thieves
6 vandalism
7 robber
8 muggers
9 Burglar
10 murder

Exercise 5
1 A
2 B
3 C
4 B
5 C
6 B

Exercise 6
1 arrested
2 charged
3 interviewed
4 collected
5 went
6 guilty
7 sentenced

Exercise 7
1 B
2 A
3 A
4 C
5 A
6 C
7 C
8 B
9 A
10 B

8.2 Grammar

Exercise 1
1 was created
2 wasn't posted
3 are uploaded
4 has been watched
5 was bought
6 has been made

Exercise 2
1 have been kept
2 Will the student meeting be held
3 weren't being given
4 wasn't designed
5 aren't being watered
6 Are the school gates unlocked

Exercise 3
1 isn't being held
2 is being renovated
3 will be held
4 hasn't been paid
5 is recommended
6 was invited
7 will be picked up

Exercise 4
1 Les Miserables is being performed this year by the amateur theatre group.
2 I was injected with a steroid by the nurse.
3 The film was being edited at the studio by the director and the editor.
4 The marathon world record has been broken again by the Kenyan runner.
5 The exam papers will be given out in five minutes by the Physics teacher.

Exercise 5
1 will (is going to) be turned off
2 is being cleaned
3 was stolen
4 is collected
5 hasn't been collected
6 weren't being used

8.3 Listening Language Practice

Exercise 1
a to change
b being
c to improve
d be punished
e lock
f to change
g educate
h believe

Exercise 2
1 B
2 C
3 A
4 C
5 B
6 A
7 C

Exercise 3
1 don't want to leave
2 don't expect anyone to visit
3 have to spend
4 made us clean
5 likes sharing
6 can't remember

Exercise 4
1a locked
1b locking
2a punished
2b punish
3a released
3b releasing
4a served
4b serving
5a have
5b has

8.4 Reading

Exercise 1
1

Exercise 2
1 B
2 C
3 A
4 A

Exercise 3
1 B
2 D
3 A
4 B

Exercise 4
1 convict & inmate
2 jail
3 convicted
4 sentenced to life imprisonment
5 cell
6 released
7 reoffended

Exercise 5
1 difference
2 suspicion
3 deed
4 time
5 advantage
6 reward
7 day
8 hand

Exercise 6
1 suspicious
2 cynical
3 trivial
4 fulfilled
5 major
6 welcome

8.5 Grammar

Exercise 1
1 whitened
2 massage
3 pierce
4 fix

Exercise 2
1a is going to have her teeth whitened
1b dentist
2a didn't have his back massaged
2b physiotherapist
3a have her ears pierced
3b body piercer
4a had his computer fixed
4b technician

Exercise 3
1 gets her nails painted
2 had her eyebrows shaped
3 get a facial done
4 is having/is going to have her back massaged
5 has (already) had a tattoo removed
6 hasn't had her teeth whitened

Exercise 4
1 've had some nice clothes made
2 have shoes designed and fitted
3 are having the house redecorated
4 is having her teeth completely redone
5 is having a new garage built

Exercise 5
1 has her hair coloured green
2 is having her eyes checked
3 didn't have the package delivered
4 having her kitchen redecorated
5 had your bike repaired
6 don't have their teeth whitened

8.6 Use of English

Exercise 1
1 C
2 B
3 A
4 B
5 C

Exercise 2
1 blame yourself
2 taught herself
3 wash each other
4 cut yourself
5 love each other / one another
6 introduced themselves
7 prepared myself

Exercise 3
1 themselves
2 himself
3 myself
4 themselves
5 one another / each other

Exercise 4
1 to shake hands with one another
2 difficult/hard to express herself
3 tidy the park by themselves
4 behave yourselves
5 worked/been working with each other

8.7 Writing

Exercise 1
2 would (like to) point out
3 instance
4 seems (to me) that
5 Lastly
6 conclusion
7 Put (another) way
8 Moreover

Exercise 2
A 5
B 2 & 4
C 3
D 8
E 7
F 6

Exercise 3
2 C
3 D
4 B
5 G
6 F
7 E
8 I
9 H

Exercise 4
2

Exercise 5
a 1
b 2 or 4
c 8
d 3
e 5
f 7
g 6

Exercise 6
1 C
2 B
3 B
4 D
5 A
6 C
7 B
8 B
9 D

Exercise 7
A As far as I am concerned
B To begin with
C For instance
D I would like to point out
E Moreover
F Finally
G In addition
H In summary
I In my view

8.8 Speaking

Exercise 2
1 really good at
2 not patient enough
3 I'd rather
4 To be honest
5 were really into

Exercise 3
1a disadvantages/drawbacks
1b disadvantage/drawback
1c advantage/benefit
2a advantages/benefits
2b disadvantages/drawbacks
2c advantage/benefit
2d disadvantage/drawback

Exercise 4
1 opinion
2 benefits
3 advantages
4 fact
5 What
6 honest
7 drawbacks

8.9 Exam Speaking

Tasks 1–4
Students' own answers

8.10 Self-check

Exercise 1
1 C
2 A
3 B
4 A
5 C

Exercise 2
1 fulfilled
2 anonymous
3 criminal
4 cynical/critical
5 trivial

Exercise 3
1 was severely punished
2 wasn't a shoplifter
3 arsonist was
4 violent muggings
5 committed piracy

Exercise 4
1 was hunted
2 has been burgled
3 is being renovated
4 was being washed
5 will be missed

Exercise 5
1 has had her phone fixed
2 is having his health checked
3 had my headphones replaced
4 Have you (ever) had your phone taken away
5 Has Helen had her make-up done

Exercise 6
1 B
2 B
3 A
4 B
5 C

Exercise 7
1 criminals
2 suspect
3 robber
4 mugger
5 burglaries

Exercise 8
1 prepared herself for the trial
2 thieves were charged with stealing
3 promised one another [that] we
4 had broken it themselves
5 robberies are committed

Exercise 9
1 C
2 B
3 B
4 A
5 C

Exercise 10
1 was warned to put
2 the latest report sent to
3 hasn't been arranged
4 are often helped by
5 they were being followed by

VOCABULARY BANK

PEOPLE

Exercise 1
1 hair straightener
2 beanie
3 faded jeans
4 cotton
5 scruffy
6 leather
7 unisex
8 fleece

Exercise 2
1 D
2 A
3 B
4 C
5 A
6 D

HOME

Exercise 1
1 neighbourhood
2 wardrobes
3 creak
4 blinds
5 curtains
6 locks
7 burglar alarm
8 security firm

SCHOOL

Exercise 1
1 D
2 B
3 D
4 C
5 A

Exercise 2
1 express
2 distract
3 hand over
4 prepare
5 drop out of
6 uniform

WORK

Exercise 1
1 tailor
2 model
3 tour leader
4 surgeon
5 detective
6 judge
7 politician

8 chef/cook
9 nutritionist
10 presenter
11 carpenter

Exercise 2
1 d
2 e
3 a
4 f
5 b
6 c

FAMILY AND SOCIAL LIFE

Exercise 1
1 B
2 C
3 D
4 A
5 D

Exercise 2
1 fallen out
2 call on
3 hang out
4 getting on
5 rely on
6 to let down

FOOD

Exercise 1
1 salads/sandwiches
2 delicious
3 dietary
4 meals
5 low-calorie
6 vegetable
7 curry
8 sauces

Exercise 2
1 D
2 A
3 C
4 B
5 D
6 C
7 D
8 A

SHOPPING AND SERVICES

Exercise 1
1 advertising
2 claim
3 queues
4 try on
5 sale
6 save
7 second-hand
8 affordable

TRAVELLING AND TOURISM

Exercise 1
1 seatbelt
2 journey
3 flight
4 the tent
5 security
6 passengers

Exercise 2
1 F
2 T
3 F
4 F
5 F
6 T
7 T
8 F
9 F
10 T
11 T
12 T

CULTURE

Exercise 1
1 B
2 D
3 B
4 C
5 A
6 D

Exercise 2
1 performer
2 competition
3 presenter
4 entertainment
5 hidden
6 recording
7 adaptation
8 accompaniment
9 sensuous
10 imagination

SPORT

Exercise 1
1 D
2 A
3 C
4 B
5 C
6 B

Exercise 2
1 opponent
2 motor racing
3 helmet
4 kicking
5 pitch
6 golf
7 extreme
8 coach

HEALTH

Exercise 1
1 pain
2 feel dizzy
3 symptoms
4 eye drops
5 feel sick
6 fall
7 nosebleed
8 count sheep
9 insomnia
10 injured

Exercise 2
1 snore
2 infection
3 plaster
4 toe
5 sunburn
6 wrist
7 dislocate
8 weight

SCIENCE AND TECHNOLOGY

Exercise 1
1 password
2 upload
3 social networking site
4 gadget
5 online purchases
6 post
7 anti-virus software
8 link
9 stream
10 go viral

Exercise 2
1 cutting-edge
2 electricity
3 geniuses
4 innovation
5 multi-purpose
6 predict
7 provide
8 access

THE NATURAL WORLD

Exercise 1
1 volcanic
2 pollution
3 recycling
4 running
5 strengthen
6 renewable
7 environmental
8 safety
9 winding
10 consumption

Exercise 2
1 change
2 hurricanes
3 evacuated
4 coast
5 islands
6 species
7 endangered
8 warming
9 inhabitants
10 energy
11 whales
12 dolphins

STATE AND SOCIETY

Exercise 1
1 rebellion
2 population
3 majority
4 donate
5 participant
6 voluntary work
7 citizen
8 fake
9 beggar
10 elect

Exercise 2
1 C
2 C
3 A
4 A
5 D
6 D

Exercise 3
1 thief
2 burgled
3 burglary
4 criminal
5 escape
6 arrest
7 offender

CULTURE OF ENGLISH-SPEAKING COUNTRIES

Exercise 1
1 B
2 B
3 B
4 D
5 A

Exercise 2
1 Coachella
2 Fisherman's Wharf
3 MasterChef
4 Lord Byron
5 the Great Barrier Reef

Focus 1 GRAMMAR REVIEW

Present tenses – review

Exercise 1
1 hasn't cleaned
2 orders
3 are you waiting
4 've never lived
5 Do you really enjoy

Exercise 2
1 hate
2 've had
3 've met
4 are packing
5 makes
6 'm going

Exercise 3
1 At the moment Kate is looking for a part-time job.
2 How often do you update your profile?
3 Why is Paul looking after his friend's dog today?
4 Who has seen this thriller before?
5 Martha hasn't done any sports since January.

Exercise 4
1 lives
2 does
3 have you been
4 Has/Have your family ever moved
5 does it usually take
6 are you learning

Quantifiers

Exercise 1
1 some
2 many
3 few
4 any
5 much

Exercise 2
1 much
2 some
3 lot
4 little
5 Few
6 little
7 many
8 any

Exercise 3
Example answers:
1 a lot of/a little/little/some
2 a lot of/some/few/a few
3 a lot of/a few/some
4 any/much
5 a lot of/a little/little/some
6 a lot of/a few/few/some
7 any/many/a lot of
8 a lot of/a little/little/some

Exercise 4
1 some
2 any
3 many
4 many
5 few

Exercise 5
1 I don't eat much meat.
2 There aren't any good restaurants near my house.
3 I drink very little cola.
4 My mother doesn't bake many cakes.
5 I didn't have any cereal for breakfast.
6 I used to eat very few vegetables.
7 I don't do much cooking at home.

Exercise 6
1 many
2 a few
3 few
4 a little/some
5 much
6 any
7 little

Present Perfect and Past Simple

Exercise 1
1 have never paid
2 Did you look, did
3 Have you decided, haven't
4 was she, didn't see

Exercise 2
1 haven't finished yet
2 have you ever seen
3 saw
4 was
5 haven't seen
6 've watched
7 watched
8 Have you asked
9 've already asked
10 spoke
11 haven't chosen

Exercise 3
1 I learnt to play the guitar three years ago.
2 Have you bought a new suit yet?
3 Rob had his first driving lesson yesterday.
4 When did Helen write this song?
5 Tom hasn't opened a bank account yet.

Exercise 4
1 saw
2 needed
3 contacted
4 offered
5 's been
6 Have (you) met
7 has just entered
8 've never heard

Exercise 5
1 has owned this vintage cupboard since
2 got married twenty years ago
3 haven't been to the seaside for
4 went on a diet two weeks ago
5 has known Greg since
6 lost his job a few months ago
7 has (already) read

Comparative and superlative adjectives • *too* and *enough*

Exercise 1
1 too expensive
2 too scared
3 not big enough
4 too mean
5 too dangerous

Exercise 2
1 more
2 worse
3 most
4 than
5 the
6 as

Exercise 3
1 than
2 richer
3 most
4 as
5 enough
6 more
7 too
8 than
9 the
10 than
11 the
12 as

Exercise 4
1 not tall enough
2 drier
3 weaker
4 worse
5 too small
6 not patient enough

Exercise 5
1 best
2 more creative
3 the most amazing
4 further
5 more authentic
6 more popular

Future forms

Exercise 1
1 isn't going to rain
2 's going to have
3 're taking
4 'll be
5 're announcing
6 'll laugh

Exercise 2
1 are playing
2 's going to snow
3 'll probably watch
4 is having
5 will win
6 'm not going to get married

Exercise 3
1 I will help you solve this problem.
2 We are not doing our homework on Saturday.
3 When are you going to do the shopping?
4 My best friend is not moving house next week.
5 My mum will probably take a few days off.
6 Are the Smiths driving to the mountains tomorrow morning?

Exercise 4
1 are
2 'm
3 'll
4 are
5 'll

Exercise 5
1 'll just check
2 'll pay
3 're going to do
4 'm meeting
5 're going to play
6 will rain

Exercise 6
Example answers:
1 I'm meeting my grandma.
2 You're going to be late.
3 I promise I won't tell anyone.
4 I'll help you look for it.
5 You're going to break it.

Exercise 7
1 Will you answer it, please?
2 The students are sitting their final exam tomorrow at 9 a.m.
3 I'll order some new books online tonight if I have time.
4 Jane and I are meeting at 7 p.m. to talk about our Science project.
5 We're going to be late for the appointment, I'm afraid.

Exercise 8
Example answers:
1 will know my exam results
2 am having my first job interview
3 will have trouble getting food
4 am going to visit my grandparents in the countryside
5 won't be any wars in Europe

First and Second Conditionals

Exercise 1
1 Would
2 could
3 don't
4 would
5 would
6 asks
7 will

Exercise 2
1 would go crazy if he wasn't able to
2 last all day if she charges
3 is late again, we'll get stuck
4 had more time, she would talk to her friends
5 wouldn't be able to go online if

Exercise 3
1 would take
2 knew, would understand
3 won't become, doesn't go
4 would wear, lived
5 doesn't hurry, will miss
6 don't eat, will be
7 lend, will you ride
8 looked, would get tired

Exercise 4
Example answers:
1 he'll start saving up for a new car
2 I would read more books
3 you failed an important test
4 we call the meeting off
5 we would see the new exhibition
6 you wouldn't lie to me

Exercise 5
1 found
2 don't have/didn't have
3 is
4 could drive
5 won
6 lived
7 thought

Exercise 6
Example answers:
1 If the tickets are not too expensive, I will go to a concert.
2 If I weren't so tired, I would play with my little sister.
3 If it stops raining, I will go for a jog.
4 My parents would buy a bigger car if they could afford it.
5 If I didn't have so much work, I would go for a walk.
6 If I didn't need to study for my exams, I would get a part-time job.

Modal verbs for obligation and permission

Exercise 1
1 must
2 have to
3 have to
4 must
5 has to
6 have to
7 have to

Exercise 2
1 can
2 doesn't have to
3 can't
4 must
5 must
6 needs to
7 are allowed to

Exercise 3
1 can/are allowed to
2 have to
3 don't have to/don't need to/needn't
4 mustn't/can't
5 don't have to/don't need to/needn't
6 Are you allowed to/Can you
7 Does Tina have to/Does Tina need to

Exercise 4
1 allowed
2 mustn't/can't
3 to
4 can
5 to
6 don't
7 mustn't/can't
8 has

Exercise 5
1 have to/need to
2 don't have to/don't need to/needn't
3 can/are allowed to
4 can't/aren't allowed to/mustn't
5 have to/need to

Exercise 6
1 must/have to/need to
2 can't/aren't allowed to
3 have to/need to
4 can't/mustn't/aren't allowed to
5 can/are allowed to
6 don't have to/don't need to/needn't
7 don't have to/don't need to/needn't
8 can/are allowed to

Defining relative clauses

Exercise 1
1 My father drives a car that belongs to his company.
2 There's a college in my city where you can do business studies.
3 I've got a sister that works in a shop.
4 One day I'd like to get a job which includes foreign travel.
5 I've got a part-time job that I don't enjoy.

Exercise 2
1 x
2 where
3 x
4 where
5 who/that
6 x
7 which/that

Exercise 3
1 An igloo is a traditional type of Inuit house which/that is made of snow.
2 A puck is a small flat disc which/that is used instead of a ball in ice hockey.
3 An ice dancer is a performer who/that skates to music.
4 Ski jumping and cross-country skiing are winter sports which/that are becoming more and more popular.
5 This amazing speed skating track is the place where three world records were broken yesterday.

Exercise 4
1 who/that
2 which/that/x
3 where
4 who/that
5 who/that
6 which/that
7 which/that

Exercise 5
1 who/that/x
2 which/that/x
3 which/where/that/x
4 who/that/x
5 who/that
6 which/where/that/x

GRAMMAR: Train and Try Again

Unit 1

Exercise 1
1 think
2 am thinking
3 have
4 is having
5 look
6 are you looking
7 like
8 is having
9 need
10 Do they look

Exercise 2
1 has promised
2 has been rising
3 hasn't heard
4 has known
5 have cut
6 been waiting
7 haven't met
8 been going
9 collected
10 been snowing

Exercise 3
1 Have you been
2 have you been doing
3 have had
4 have you been looking
5 have you had
6 has been producing
7 have never visited
8 's been hanging
9 have been selling
10 have you ever worked

Exercise 4
1 I am having dinner at the moment.
2 I have been looking for my glasses for two hours!
3 Laura has known her for ages.
4 I have always preferred surfing to skiing.

Exercise 5
1 was waiting
2 met, has known
3 have you had, looks
4 have been, have never been
5 thinks
6 Is Tim thinking, has been thinking, hasn't made
7 look, have lost, have been looking, am leaving

Exercise 6
1 haven't seen
2 have you been
3 have just come
4 haven't changed
5 look
6 have put
7 did we last see
8 believe
9 have you been doing
10 have been studying
11 have been
12 have been working/have worked
13 live/am living
14 have you had
15 have been trying
16 have been looking

Unit 2

Exercise 1
1 was sitting
2 had just struck
3 kept
4 thought
5 had gone
6 expected/was expecting
7 didn't make
8 answered
9 decided
10 went
11 had just gone out
12 moved

Exercise 2
1 doing
2 to buy
3 to go
4 playing
5 telling

Exercise 3
1 visiting
2 went
3 to visit
4 say
5 were visiting
6 disappeared
7 waited/were waiting
8 didn't turn
9 had warned
10 not to get
11 to go
12 to find
13 had already been
14 were watching
15 got

Exercise 4
1 have had
2 have seen
3 has been reading
4 has become
5 both answers are correct

Exercise 5
1 haven't seen
2 was driving
3 have been studying
4 skiing
5 made them learn

Exercise 6
1 was considering
2 had been
3 had committed
4 didn't know, has he worked/has he been working
5 have you known
6 had never been
7 had happened
8 had lost
9 were playing, slipped, broke
10 was having
11 Have you been waiting
12 arrived, had been
13 have been attending, signed
14 Have you met, joined, has been working, decided

Unit 3

Exercise 1
1 must have missed
2 might have missed
3 may be
4 can't be
5 must be
6 might have been
7 could be
8 can't be, can't have done

Exercise 2
1 used to be
2 travelled
3 used to be
4 Did you use to
5 didn't use to like
6 would use

Exercise 3
1 may/might/could
2 would
3 can't
4 used to
5 might/may/could
6 can't have been
7 would
8 used to

Exercise 4
1 have you been working, have been working, might not
2 have seen, did you last see
3 was sitting, heard
4 had met
5 to know, had provoked
6 to talk, to keep
7 might have helped
8 feeling
9 broke
10 was, hadn't expected
11 was he thinking, was painting
12 is, could

Exercise 5
1 see
2 must have
3 might have
4 may have
5 have been waiting
6 was going
7 met
8 used to be
9 would go
10 hadn't seen
11 to know
12 going
13 might come
14 not to miss

Unit 4

Exercise 1
1 are coming
2 Shall I go
3 closes
4 won't be able to
5 'll be
6 am going to cook
7 will leave
8 'll answer

Exercise 2
1 will you be doing
2 will have changed
3 will have finished
4 'll be travelling
5 will be watching
6 will be having
7 will have had
8 Will you have checked
9 will be working
10 will you be doing, will be having

Exercise 3
1 have you borrowed
2 have you been reading
3 met, was working
4 got, had lost
5 had already become
6 writing
7 might have left
8 used to be, haven't seen, since

Exercise 4
1 had phoned
2 have never been, invites, will travel
3 have you been queuing, have been queuing, will give up
4 finishes/has finished, will do
5 will have saved
6 will be revising
7 was raining, were leaving

Exercise 5
1 had already been
2 am working/will be working
3 go
4 will go
5 will have finished
6 have you been working
7 have been working
8 made
9 've been writing

Unit 5

Exercise 1
1 –, –
2 A, the, the, the
3 the, The, a, the, a
4 a, the, the, the, The
5 The, The, the, a

Exercise 2
1 Barrie, who lives next door, is having a party tonight.
2 She's a teacher.
3 The Atlantic Ocean, which is the second largest ocean in the world, lies between Europe and America.
4 Lewis Carroll, who wrote Alice's Adventures in Wonderland, was a professor at Oxford University.
5 Lots of people visit the British Museum, where parts of the Parthenon are displayed.
6 That's the film I'd like us to see at the weekend.
7 The food we ate at the restaurant by the sea was awesome!
8 You will definitely need a pair of jeans and a warm sweater.

Exercise 3
1 A person who steals things is a thief. (D)
2 The new film by Polański, which was well reviewed by the critics, was a great success. (ND)
3 The BBC, which had begun sound broadcasting in 1922, launched the world's first public television service in 1936. (ND)
4 I need a person who can speak English fluently. (D)
5 The new London guidebook published in January this year, which contains lots of useful information, will appear in bookshops next month. (ND)

Exercise 4
1 were going, started
2 had forgotten, stopped
3 was walking, saw, can't have been
4 didn't always use to be
5 has
6 has bought
7 don't believe
8 has been driving

Exercise 5
1 If you eat vegetables every day, you'll get all the minerals you need.
2 If my friends are online, I'll chat with them.
3 Will you have finished by eight o'clock? / Will you finish by eight o'clock?
4 This time tomorrow we will be skiing in the Alps.
5 By the end of the day, we will have eaten our three portions of vegetables.
6 I saw a shark swimming close to the boat. The shark, which was 2 metres long, followed us for about three miles.

Exercise 6
1 –
2 –
3 –
4 –
5 –
6 the
7 The
8 –
9 used to be
10 the
11 will soon find out
12 will take
13 will have seen
14 still see
15 which
16 has been

Unit 6

Exercise 1
1 lived
2 would give up
3 had
4 had
5 would go, didn't have to

Exercise 2
1 were, would put
2 would think
3 could choose, would you have
4 was/were able to heal
5 didn't need
6 wouldn't play

Exercise 3
1 had seen, would have applied
2 had got, would have become
3 had promoted, would have earned
4 had made, would have gambled
5 had kept, would have lost
6 hadn't thought, wouldn't have been fired
7 had shown, would have repeated

Exercise 4
1 c
2 h
3 g
4 f
5 b
6 a
7 e
8 d

Exercise 5
1 Would you have stopped
2 Would you tell
3 Will you invite
4 had known
5 knew
6 knows

Exercise 6
1 We have travelled a lot since we started working for a travel agency.
2 We'll be working at that time, but by six o'clock we'll have finished.
3 I used to love reading comics when I was a child.
4 The accident would have been much worse if the driver had been driving faster.
5 They were walking to the station when it began to rain. It was then that they realised they had forgotten their umbrellas.

Exercise 7
1 the,
2 –,
3 where
4 –,
5 had been
6 a
7 The
8 wouldn't have recovered
9 had
10 –
11 as soon as
12 lived
13 will go
14 go
15 will be
16 who
17 will be surfing
18 have been surfing
19 doing

Unit 7

Exercise 1
1 She said (that) she didn't like that picture.
2 He replied (that) they had seen her the day before/the previous day.
3 She explained (that) she was late because she had missed the train.
4 He added (that) he didn't want to see that man again.
5 They told us (that) they couldn't come because they were doing their homework then/at that time.
6 He pointed out (that) it had been hot the day before/the previous day.

Exercise 2
1 He asked me if/whether I had seen the film the day before/the previous day.
2 He asked me how my grandmother was.
3 He asked her what her name was.
4 She asked me where I had found the key.
5 I asked her if she was writing a new book.
6 The teacher told us to stop talking.
7 The boss told us not to eat at our desks.

Exercise 3
1 The woman added that John would have to tell her the whole story once again.
2 The girl said the children had already finished the game.
3 The officer asked us if we understood that message.
4 The boy asked the man to play it again.
5 The policeman noticed it was raining.
6 The manager wanted to know why they hadn't talked to the shop assistant.
7 The little girl asked the woman where they had been.

Exercise 4
1 have you had
2 have you been reading
3 arrived, was waiting, had been
4 used to like

Exercise 5
1 You won't get a cat unless you promise to look after it.
2 Pat will be cooking all day tomorrow. She's having guests for dinner.
3 They will have finished dinner by nine o'clock.
4 Mount Vesuvius, which is an active volcano, overlooks the Bay of Naples.
5 If I have enough money, I'll go to Australia./If I had enough money, I'd go to Australia.
6 If I had known the answer, I wouldn't have asked you to help me./If I knew the answer, I wouldn't ask you to help me.
7 She asked me if/whether I was good at Maths.

Exercise 6
1 who
2 haven't hurt
3 can't
4 had
5 be playing
6 told
7 had gone
8 said
9 have been
10 you have been

Unit 8

Exercise 1
1 The film was directed by Alfred Hitchcock.
2 A new house is being built.
3 The students were being helped.
4 He will always be remembered.
5 Cheese is made from milk.
6 The picture has been painted by Peter.
7 The keys must be handed in before leaving.
8 All the windows were opened by the children.
9 The two criminals are going to be arrested.
10 A new species of butterfly has been found by scientists in the Amazon rainforest.

Exercise 2
1 I had my teeth checked.
2 I'm having my camera repaired at the moment.
3 They'll have their house painted soon.
4 I have my bank account checked every month.
5 I had my eyes tested.
6 I have just had my car serviced.
7 We've just had our computer repaired.

Exercise 3
1 I think I'll have my car repaired.
2 The house was built in 1850.
3 Mr Smith is being interviewed at the moment.
4 I had the meal sent up to my room.
5 Where do you usually have your shoes mended?
6 How often is the cat fed?
7 Can sports equipment be hired?

Exercise 4
1 be
2 it mended
3 told
4 to stay
5 my book was
6 I was
7 a The, had met
8 Unless

Exercise 5
1 would think
2 would be
3 had seen
4 have left
5 Will you be working, 'll have finished
6 was reading, heard
7 walked/had walked, stopped
8 have you visited
9 have you been studying

Exercise 6
1 who
2 led
3 were willing
4 The
5 by
6 were arrested
7 described
8 were employed
9 had changed
10 were given
11 granted
12 have gained

Culture notes

Unit 1 A new look

1.2 Grammar

Coachella (the Coachella Valley Music and Arts Festival) is one of the largest, most famous and most profitable music and arts festivals in the world. It's held annually in April, in the Empire Polo Club in Indio, California, which is located in the Inland Empire's Coachella Valley in the Colorado Desert. During this three-day event, a lot of popular, established musicians, as well as emerging artists perform live on several separate stages. They play many different genres of music, ranging from rock, indie and hip hop to electronic dance music. Art performances, installations and sculptures are also presented. The festival began in 1993, when Pearl Jam, an American grunge band from Seattle, Washington, performed at the Empire Polo Club. The greatest star of the 2018 Coachella Festival was Beyoncé.

Kings of Leon is an American rock band formed in Nashville, Tennessee, in 1999. The group is made up of three brothers and their cousin, who decided to name the band in honour of their late grandfather, Leon. They started out playing a blend of Southern rock and blues, but through the years their music has evolved into a more alternative genre. They received four Grammy awards. Their best-known singles are *Use Somebody* and *Notion*.

Foo Fighters is an American rock and grunge band, formed in Seattle, Washington in 1995 by Dave Grohl – the former drummer of the legendary band Nirvana. Initially, the band was a one-man project and only later was joined by other musicians. The name 'Foo Fighters' comes from a term used by pilots during World War II to describe UFO sightings and other strange aerial phenomena seen in the skies. By 2018 the band had released nine studio albums, four of which won Grammy Awards for Best Rock Albums.

1.4 Reading

James Dean (1931–1955) was a charismatic American actor and a cultural and fashion icon of his generation, characterised by disillusionment and social estrangement. He started his career from shooting commercials. His big screen success came with three major movie roles in *East of Eden* (1955), *Rebel without a Cause* (1955) and *Giant* (1956). Since his acting career lasted only for two years, those were the only movies he made. In 1954 James Dean started racing cars professionally. While driving to a racing event at a great speed, he had a serious accident, got trapped in the vehicle and suffered fatal injuries, including a broken neck. He died on 30th September 1955, at the age of twenty-four. *Giant*, a film where he played a major role, was released after his death. He was also the first actor to receive an Academy Award nomination posthumously.

Marlon Brando (1924–2004) was an American actor and director, who had a major cultural influence on the 20th-century film industry. His career flourished mostly in the 1950s, when he received his first Academy Award for Best Actor for his performance in *On the Waterfront* (1954), and in the 1970s, when he won his second Oscar for the role of Vito Corleone in *The Godfather* (1972). In films he often portrayed bad boys, who led tumultuous lives and didn't care about society and its structure. In real life he behaved similarly. He was also an activist for civil rights and Native American movements. Towards the end of his life he was dangerously overweight and suffered from diabetes. He died in hospital on 1st June 2004 from respiratory and heart failure.

The Beatles were an English rock band, formed in Liverpool, England, in 1960. The members were: John Lennon (rhythm guitarist and peace activist, shot in front of his house in New York in 1980), Paul McCartney (bass guitarist, who still makes music), George Harrison (lead guitarist, who died in 2001) and Ringo Star (drummer, who still tours with his own band). They are the most influential and best-selling band in the history of music, with over 800 million physical and digital discs sold worldwide. They have received seven Grammy Awards and an Academy Award for the Best Original Song Score. Their music is characterised as 1950s rock and roll, rhythm and blues with classical, psychedelic and Indian influences. The band broke up in 1970 due to the pressures of fame and the fact that each band member wanted to follow their own path personally and artistically. They were the first band in history who had audiences screaming and shouting uncontrollably at their concerts.

The Ramones were an American punk rock group set up in New York City in 1974 by four musicians who all took different pseudonyms but added 'Ramone' to them, although they were not related. They became known for their short songs with simple melodies and two–three verse lyrics. Their two most well-known songs were *Blitzkrieg Bop* and *I Wanna Be Sedated*. Although they never had any big commercial success, their music is said to have had a major influence on punk rock bands. Musicians from Nirvana and Green Day listed the Ramones as a major source of influence.

The **California Gold Rush** was a period which saw a rapid influx of gold seekers into California between 1848 and 1855. It's said that when the builder James Marshall was building a sawmill for John Sutter along the river in Coloma, California, he discovered gold flakes in the water. The men tried to keep it a secret, but as soon as word spread, California was invaded by almost 300,000 fortune seekers from Asia, Europe and South America. Because of this invasion, John Sutter's property was destroyed and he soon went bankrupt. However, many people got very rich on finding gold. The Gold Rush led to many bigger cities of prominence being built in that territory, including San Francisco.

1.5 Grammar

The Mona Lisa, or *La Gioconda* as it is also called, was painted by the Italian artist Leonardo da Vinci between 1503 and 1506. It is a portrait of a woman, famous for her enigmatic smile. Nobody knows for sure who she is, but she is most probably Lisa Gherardini, the wife of a merchant from Florence. Leonardo never delivered the painting to the merchant, but instead took it with him to France, where King Francis I bought it. It has been on display in the Louvre Museum in Paris since 1804 and now around six million people visit it every year.

The **Louvre Museum** in Paris is one of the most famous and important museums in the world. It is in the Louvre Palace and was originally established as the private collection of King Francis I. However, it became a national art museum at the time of the French Revolution (1793). *The Mona Lisa* is one of its most famous paintings, but it has a collection of over one million works of art and around 35,000 of these are on display.

Unit 2 It's just a game

2.2 Grammar

Chris Stewart was a British middle- and long-distance runner who made his mark in the mid-70s to 80s. He moved to Los Angeles after his first few events and became American before his first big win in 1981 at the Baltimore Marathon.

Bert Trautmann (1923–2013) was a German professional footballer who played in over 500 games as the goalkeeper for Manchester City from 1949 to 1964. He arrived in Britain as a German Prisoner of War in 1945 and stayed after the war ended. He made his name (and ensured his everlasting popularity as City's goalie) in 1956, after he stayed to finish the game despite suffering a serious injury seventeen minutes before the end of the match. His injury was later discovered to be a fracture to three of the vertebrae in his neck.

The **FA Cup**, or Football Association Challenge Cup, is the oldest annual football competition in the world. It has been held in England since the 1871–1872 football season and is organised by the Football Association. Clubs of all standards can take part, providing they qualify, and the tournament has become famous for the fact that teams from the lower divisions get the chance to beat and eliminate top clubs from the tournament and could then theoretically go on to win the Cup. For example, in 2012–2013, 758 clubs took part in the FA Cup tournament and Luton Town beat Norwich City, but were unfortunately knocked out before reaching the final.

2.3 Listening

Serena Williams (b. 1981) is an American tennis player who revolutionised women's tennis. She is very athletic and has a very powerful style of play. By 2018 she had won a record twenty-three Grand Slam singles titles and was the women's number one. She has an older sister, Venus Williams, who is also a former number one female tennis player. Serena has also been a great role model for teenage girls, promoting a healthy, sporty lifestyle and positive body image.

Robert Kubica (b. 1984) is the first Polish racing driver ever to compete in Formula One (F1) races. He won his first and only F1 victory in 2008 in the Canadian Grand Prix in Montreal. In 2011 he was seriously injured during the Ronde di Andora Rally. While he was unable to return to Formula One, he focused on rallying instead and won the World Rally Championship-2 in 2013. He returned to Formula One in 2019.

Cristiano Ronaldo (b. 1985) is a Portuguese footballer who has played for the Spanish club Real Madrid, the Italian Juventus and the Portuguese national team. As a child, he was diagnosed with a heart condition, although after undergoing an operation, he began his career. He is officially recognised as one of the two best football players in the world, together with Lionel Messi.

2.4 Reading

Rafael Nadal (b. 1986) is a Spanish professional tennis player, who by 2018 had won seventeen Grand Slam singles titles: eleven French Open titles, three US Open titles, two titles at Wimbledon and one at the Australian Open. He's been ranked number one in the world and is regarded the best clay-court (a court covered with orange crushed minerals) tennis player in history. He plays with his left hand. His greatest rivals are Roger Federer, Novak Djokovic and Andy Murray.

Stephanie Rice (b. 1988) is an Australian former competitive swimmer. She won three gold medals at the 2008 Summer Olympics in Beijing. In 2009, Queen Elizabeth II also awarded her the Order of Australia, an order of chivalry to recognise Australian citizens' and other persons' achievement or meritorious service. She retired from swimming in 2014.

Laura Kenny (b. 1992) is a British track and road cyclist. By 2018 she had won four Olympic gold medals at the Summer Olympic Games in 2012 and 2016. She's the most successful female track cyclist in Olympic history and Great Britain's most successful female competitor in any sport. She was appointed Officer of the Order of the British Empire in 2013 and Commander of the Order of the British Empire in 2017 for services to cycling. In 2016 she married Jason Kenny, also an Olympic gold medallist in cycling.

2.5 Grammar

Sports psychology is a science which mixes psychology and the study of human movement. People who are qualified in sports psychology can help people who have difficulty in moving, had accidents or athletes who have suffered injuries regain their quality of life through physiotherapy and psychological therapy. A sports psychologist studies lots of different factors which affect physical performance such as team work, collaboration, personality and coaching.

2.6 Use of English

Harry Kane (b. 1993) has been ranked as the fifth best footballer in the world (2017) and, as of 2018, was captain of the England national team. He also plays for Tottenham Hotspur.

Steph Houghton (b. 1988) was, as of 2018, the captain of the England women's national football team, as well as captain and player for Manchester City; previously she played for Arsenal. In 2016 she became a Member of the Order of the British Empire (MBE) for services to football.

2.8 Speaking

Lionel Messi (full name Lionel Andrés Messi Cuccittini, b. 1987) is considered by many to be one of the best footballers of all time. All his professional life, he has played for the Argentinian national team and FC Barcelona and, as of 2018, held the title of captain of both teams. Messi joined his first football club at the age of four; when he was ten, he was diagnosed with a growth hormone deficiency, and required several years of expensive medical treatment. At the age of thirteen, he moved from Argentina to Barcelona in Spain, as FC Barcelona agreed to pay for his treatment, and then took him on as a player. In 2016, Messi announced his decision to retire from international football, but changed his mind a few months later. He is one of the highest-paid sportspeople in the world.

Unit 3 On the go

3.1 Vocabulary

Seattle is a seaport and the largest city in the state of Washington, on the west coast of the USA. The Space Needle is its most characteristic monument. Initially its major industry was logging. In the late 19th century it became a commercial and shipbuilding centre. After World War II, when Boeing set up there, Seattle became a major aircraft manufacturer. In the 1980s the city became a technological centre, when companies like Microsoft and Amazon set up headquarters there. Seattle has also been a city of music, where different genres flourished, such as jazz (represented by Ray Charles and Quincy Jones), rock (Jimi Hendrix) and alternative rock and grunge (Nirvana and Pearl Jam).

Fisherman's Wharf is a neighbourhood and tourist attraction in the north of San Francisco, California. Its most famous landmarks are Ghirardelli Square, the San Francisco Maritime National Historical Park and Pier 39, a great shopping centre with video arcades, a giant carousel and street performances. On the 4th of July, Independence Day in the USA, a famous firework display takes place there. Fisherman's Wharf is also famous for sea lions, giant sea mammals, which often lie on the docks of Pier 39 and are a huge tourist attraction.

San Francisco is a city and port in California on the southwest coast of the USA. It is famous for its hills, cable cars, the Golden Gate Bridge and the Alcatraz prison, which is now closed. It was given its name by Spanish settlers in 1796. When it became independent from Spain in 1821 it became part of Mexico until 1846. It attracted many fortune hunters during the Californian Gold Rush in the 1840–50s and the population rose from 200 to 36,000 in just six years. A terrible earthquake in 1906 left half of the population homeless. In the 1960s it was famous for its hippy culture. In the 1990s it became the place to start up new Internet and technology businesses.

Alcatraz Island is near the city of San Francisco in California, USA. The first lighthouse on the west coast of the USA was built there and it was a bird sanctuary, but it is most famous for its prison. It was used as a federal prison from 1933 to 1963 – notorious prisoners included the gangster Al Capone and Robert Franklin Stroud, 'the Birdman of Alcatraz'. Several films have been made about the prison and escape attempts from it. Today it is a National Historic Landmark and you can visit the museum and the seabird colony.

3.2 Grammar

Essex is a county in southeast England just to the north of London. Colchester, in the north of the county, is said to be the oldest town in Britain. Southend-on-Sea on the coast is a popular holiday resort and has the longest leisure pier in the world at 2.16 km. Essex is also home to Epping Forest which covers 2,476 ha and is often used for filming.

3.3 Listening

The Andes is a mountain range on the west coast of South America and is the longest mountain range in the world. It is approximately 7,250 km long and crosses through seven different countries, from the Caribbean coast in the north to Tierra del Fuego in the south. The highest mountain in the range is Aconcagua in Argentina, which is 6,959 m high. There are many active volcanoes in the Andes and the temperatures are also extreme. The largest cities in the Andes are Bogotá in Colombia and Santiago de Chile.

The Canaries are a group of volcanic islands in the Atlantic ocean. Although they are nearer to Africa, they belong to Spain. There are thirteen islands in total, but not all of them are inhabited. The main islands are Tenerife, Fuerteventura, Gran Canaria and Lanzarote. The climate in the Canaries makes them a popular tourist destination as the temperature is usually about twenty-three degrees all year round. Mount Teide, the highest peak in Spain at 3,718 m, can be found on Tenerife.

Cyprus is the third largest island in the Mediterranean Sea after Sicily and Sardinia. It has a population of approximately 1,138,000 and the capital is Nicosia. Because of its strategic location Cyprus has been taken over by many different nations such as the Greeks, Egyptians, Romans, Turks and the British, which has caused many problems and disputes over the years. It finally became independent in 1960. It is rich in history and culture due to all the different influences it has had over the centuries and is a popular tourist destination.

The Danube is the second longest river in Europe after the Volga. It is 2,850 km long and flows from the Black Forest in Germany to the Black Sea in Romania and Ukraine. It crosses or is part of the border of ten countries. Because it forms part of the frontiers of many countries

there are many fortresses and castles along its banks. Throughout history it has been important in trading between countries. Johann Strauss II composed a piece of classical music about it in 1867 called *The Blue Danube*. Four capital cities lie on the banks of the Danube – Vienna in Austria, Belgrade in Serbia, Bratislava in Slovakia and Budapest in Hungary. It is a source of drinking water for approximately twenty million people and is also a source of hydroelectric power.

Hawaii is a group of islands in the Pacific Ocean. It is the newest of the fifty states of the USA. It has hundreds of islands although there are only eight main ones. Its original culture is mainly Polynesian. Until around 1820 there was no written Hawaiian language. The history and culture was passed on by oral tradition only until American missionaries wrote a language based on the sounds they heard. Hawaii is a popular tourist destination because of its warm climate, beautiful beaches and volcanoes. It is the only state which is not in the Americas. The highest mountain in Hawaii is Mauna Kea and is 4,205 m high. However, if you measure the mountain from its base on the seabed of the Pacific Ocean to the top, it is higher than Mount Everest at 10,200 m!

Naples is a city on the southeast coast of Italy. It is the capital of the Campania region and is the third largest city in Italy after Rome and Milan. It is one of the oldest cities in the world to be continuously inhabited and was a very important city during the time of the Roman Empire. It has the largest historic city centre in Europe. Naples is also famous for the fact that pizza originated there.

The Pyrenees is a 430-kilometre-long mountain range between France and Spain which goes from the Mediterranean Sea in the east to the Bay of Biscay in the west. The highest mountain is Aneto Peak which is 3,404 m high. The name comes from Greek mythology – Pyrene, who gave birth to a snake. She was so afraid that she ran to the forest and died. Hercules made a tomb for her by piling rocks on top of her and so the Pyrenees were formed. There are many natural mineral springs and some of them are hot. The area is famous for its ski resorts and also very popular with cyclists and mountaineers. The principality of Andorra is in the middle.

Vienna is the capital of Austria and it lies on the Danube River. It is often called the City of Music and many famous musicians were born or lived there including Schubert, Strauss and Mozart. Art and culture have a long tradition in Vienna and it has more than 100 museums and galleries and there are frequent concerts. Vienna is also famous for its cafés and delicious *Apfelstrudel*, or apple cake.

3.4 Reading

William Sutcliffe (b. 1971) is a British novelist. His writing may be categorised as young adult fiction. His most famous books are *New Boy, Are you Experienced?, Bad Influence, We See Everything* and *Whatever Makes You Happy*, which has been filmed and is due to be released in 2019 under the title *Otherhood*.

Charlotte Johnstone is a British journalist and Assistant Content Editor in *Telegraph Travel*. As she says herself, she specialises in travel, particularly hotel stories and other related content.

Machu Picchu is a pre-Columbian icon of Inca civilisation, a dry-stone city built by the Incas on a mountain ridge about 2,500 metres above the sea level. It was built between 1200 and 1450 AD in Peru. The city was unfinished when the Spanish, with Francisco Pizarro, invaded the territory in 1532. Machu Picchu was only discovered in 1911 by a Yale graduate, Hiram Bingham. The city has been a Peruvian Historic Sanctuary since 1981, UNESCO World Heritage Site since 1983, and one of the New Seven Wonders of the World since 2007.

Dharamsala is a city and the second winter capital of the Indian state of Himachal Pradesh, northwestern India. It is located on a lower slope of the Himalayas. The city was completely destroyed by an earthquake in 1905 but was completely rebuilt. In 1959 the Dalai Lama escaped from Tibet, established a government-in-exile in Dharamsala and has resided there ever since.

Facebook is a social networking website founded in 2004 by Mark Zuckerberg. You can join for free and after you create your personal profile you can upload photos and videos and keep in touch with your contacts by posting messages on their wall (a virtual bulletin board) or sending private messages which are similar to emails. You can also post your status updates (a microblogging feature) and comment on your contacts' photos. As of 2019, there were over 2.4 billion active members.

Google is an Internet search engine. It allows you to search all the websites on the Internet to find information using key words and phrases. It was started in 1998 by Larry Page and Sergey Brin, two American students who wanted to organise the world's information and make it easy to use. By 2000, Google was the world's largest search engine. It has approximately over one billion search requests every day and we now often use the verb 'to google' when we mean to look something up on the Internet.

Unit 4 Eat, drink and be healthy

4.1 Vocabulary

Lord Byron, George Gordon Byron (1788–1824) was a British poet, nobleman, politician and leading figure of the British Romantic movement. He was regarded as the most flamboyant of all the Romantics, as he loved excess, had huge debts and was known for his numerous affairs. He's considered one of the greatest British poets. His most famous works include narrative poems (*Don Juan, Childe Harold's Pilgrimage*) and shorter lyric poems, such as *She Walks in Beauty*. He travelled extensively, mostly to Italy and Greece, where he died of fever at the age of thirty-six.

Beyoncé (b. 1981), full name Beyoncé Giselle Knowles-Carter, is an American singer, songwriter, record producer, dancer, actress and a pop culture icon. She started her

singing career in a popular all-girl R&B group called Destiny's Child. When the group were on a break in 2003, Beyoncé recorded her first solo album *Dangerously in Love*. Since then she's recorded six solo albums, all of which proved to be a huge artistic and financial success. Beyoncé is one of the most awarded artists ever, as she's won twenty-five MTV Video Music Awards and twenty-two Grammy Awards. She's married to rapper Jay-Z, with whom she has a daughter Blue Ivy and twins, Sir and Rumi.

Gwyneth Paltrow (b. 1972) is an American actress, singer and businesswoman. She starred in such movies as *Seven, Shakespeare in Love, The Talented Mr. Ripley* and the Iron Man series, where she played Pepper Potts. For her role in *Shakespeare in Love* she received an Academy Award and a Golden Globe Award for Best Actress. Her ex-husband is Chris Martin, the lead singer of the British rock band Coldplay. They have two children, Apple and Moses.

Jennifer Aniston (b. 1969) is an American actress, TV and movie producer. She's best known for her portrayal of Rachel Green in the American comedy series Friends, for which she received an Emmy Award and a Golden Globe Award. Later on Aniston became a movie star. Some of her best movies include *Bruce Almighty, Derailed, Marley & Me, We're the Millers, The Bounty Hunter* and *Cake*. She has been married to two famous actors, Brad Pitt and Justin Theroux.

Reese Witherspoon (b. 1976) is an American actress and film producer. She's appeared in various films, but she's mostly associated with romantic comedies. Her most popular movies include *The Man in the Moon, Election, American Psycho, Walk the Line* and *Legally Blonde*. For her performance in *Walk the Line* Witherspoon received an Academy Award and a Golden Globe Award in 2006. Recently she has starred in the HBO series *Big Little Lies*, for which she was nominated for the Primetime Emmy Award in 2017.

Jennifer Hudson (b. 1981) is an African-American singer and actress. She became famous when she took seventh place in the music show *American Idol*. In 2006 she starred in the musical *Dreamgirls*, which became a huge success. For the role in Dreamgirls Hudson received an Academy Award, a Golden Globe Award and a BAFTA Award. Apart from *Dreamgirls*, her filmography includes such films as *Sex and the City, The Secret Life of Bees* and the cartoon *Sing*, where we can hear her voice.

Christina Aguilera (b. 1980) is an American singer, songwriter, actress and TV personality. In her early years she starred in the TV series *Star Search* and *Mickey Mouse Club*. Her first successful hit single was Genie in the Bottle released in 1999. Since then she's released seven studio albums and sold over 50 million records. She's got a remarkable soprano voice. She's received five Grammy Awards and starred in the movie *Burlesque* in 2010. Christina Aguilera was also a coach and judge on the TV talent show *The Voice*. She's a philanthropist who supports various charities.

4.2 Grammar

The Shard is a high-rise building in Southwark, London, built in 2012. At almost 310 metres, it's the tallest building in the European Union and the ninety-sixth tallest building in the world. On its seventy-two floors there are offices, viewing galleries and an open-air observation deck. The building has an irregular pyramidal shape and is covered entirely in glass.

4.3 Listening

A **balanced diet** contains sufficient quantities of all the nutrients our bodies need. Everyone's bodies are different and may require different amounts or types of nutrients. A healthy diet should contain carbohydrates (e.g. potatoes, rice and pasta), fruit and vegetables, proteins (e.g. meat, fish and pulses), some milk and dairy foods and a little fat, salt and sugar. For a healthy diet, balance is very important. This means eating a wide variety of foods in the right proportions, and consuming the right amount of food and drink to achieve and maintain a healthy body weight.

Veganism is a philosophy based on the principle that people should not use animals in any shape or form. There are several types of veganism, but they all are against using animal products. Vegans do not eat meat, eggs and dairy products. There are those who don't consume honey and don't use any animal products, such as leather, feathers, bones, wool or pearls. Most vegans are against animal testing. Vegans can consume fruit and vegetables, beans, grains and seeds.

Unit 5 Planet Earth

5.1 Vocabulary

The Great Barrier Reef is the world's largest complex of coral reefs, located in the Pacific Ocean, near the coast of Queensland, Australia. It's made of almost 3,000 coral reefs and 900 islands, which stretch over 2,300 kilometres. It's regarded as the largest structure made by living things and can be seen from outer space. Some corals are dated at half a million years old. The Great Barrier Reef is the home of thousands of species of animals and plants, many of which are endangered. In 1981 it was added to UNESCO's World Heritage List. Unfortunately it's in grave danger due to global warming, drilling for petroleum and commercial fishing.

Ferdinand Magellan (1480–1521) was a Portuguese sailor and explorer. He was the first European to cross the Pacific Ocean and is considered the first person to have sailed around the world. Magellan was raised at the Portuguese royal court, where he learnt map making and navigation. Then he sailed all over the world under the flags of Portugal and Spain. While trying to get to the Philippines in 1520, Magellan crossed a strait which was later named after him (the Strait of Magellan) and sailed into the Pacific Ocean. Magellan was stabbed and killed in a fight in the Philippines. The return journey was led by Juan Sebastian Elcano; it was he and not Magellan who actually sailed back to Spain, thus finishing the first circumnavigation of the Earth.

Humpback whales and **blue whales** are two species of giant marine mammals from the same family of baleen whales, which migrate from the polar regions to the

Equator and the Pacific Ocean. Humpback whales are smaller (up to fifteen metres long) and weigh about thirty-five tonnes. Blue whales are up to thirty metres in length and weigh up to 200 tonnes. Humpback whales have a distinctive shape with a large pectoral fin and knobbly head. They are quite acrobatic and can jump out of water. Humpback whales 'sing' and are considered to be more intelligent, to have better communication skills and better hunting strategies than the blue whales. The blue whales, on the other hand, are the largest and loudest animals around: the noise they make is louder than the noise of a jet engine. They can swim fast, up to thirty-two km/h. Their heads are flat and U-shaped, with a prominent ridge going from the blowholes to the tip of the snout.

5.2 Grammar

The United Nations was established by fifty-one countries after World War II. It is an international organisation which was set up to help maintain peace, safety and security in the world. It also tries to help countries have friendly relationships and to respect human rights. It promotes the improvement of life for people in poor countries. It now has 193 member states and its work reaches around the world. Its headquarters are in New York.

Singapore is a sovereign city state in Southeast Asia. It is made up of one main island and more than sixty smaller islands and has a population of about 5,312,000. It was founded in 1819 as a trading post and came under British rule in 1824. It became fully independent in 1965 and is now one of the biggest financial and commercial centres in the world. Singapore also has one of the world's busiest ports. It is one of the most corruption-free countries in the world and has been called the easiest place to do business by the World Bank. It has the world's highest percentage of millionaires. All exams and courses at schools and universities are in English.

5.3 Listening

Solar panels are panels with photovoltaic cells – these are electrical devices which change light from the sun into electricity. The cells can work even on a cloudy day, they do not need direct sunlight. The electricity can then be used, for example, for lighting, heating water or household appliances. Many people want to use solar panels to power their houses because it is better for the environment.

Recycling is converting waste products into materials or things that can be used again. The main materials which are recycled are glass, paper, plastic, textiles and electronic products. It helps to prevent waste and to protect the environment.

In **organic gardens**, no chemicals, pesticides or man-made fertilisers are used on the vegetables, fruit and plants. Organic gardeners try to work in harmony with nature so they usually plant native species and also take into consideration the water they use and the wildlife in their gardens.

Low-energy light bulbs use around eighty percent less energy to give off light and last much longer than ordinary light bulbs. With ordinary light bulbs, the heat they give off wastes a lot of electricity. This does not happen with low-energy bulbs. A fifteen-watt low-energy bulb gives about the same amount of light as a sixty-watt ordinary bulb.

Renewable energy is produced using natural resources such as sunlight, wind or waves. These resources generate themselves and will never run out, unlike nuclear energy or fossil fuels. Renewable energy is environmentally friendly and more and more countries, businesses and industries are interested in using it because of the problems of global warming.

Climate change is the change in global weather and climactic conditions. The term is usually used to talk about the changes from the middle of the last century onwards that many scientists believe have been caused by the growing amount of carbon dioxide released into the atmosphere from using fossil fuels such as coal and gas. Many people are worried about climate change as they believe it will be dangerous for the future of the planet.

5.4 Reading

Bill Bryson (b. 1951) is a best-selling Anglo-American author of books on travel, the English language and other non-fiction topics. His writing is loved and appreciated for being witty, clever, entertaining and accessible. His best-known works are *Notes from a Small Island, Neither Here nor There: Travels in Europe, A Walk in the Woods: Rediscovering America on the Appalachian Trail* and *A Short History of Nearly Everything*, which was critically acclaimed for the accessible communication of science.

Skunks are cat-sized mammals native to North America. Their coat is black with white stripes going from the head to the tail. They can't climb, so they look for dens in the ground, mostly in old fields, meadows and rural woodland. They have also moved into urban areas, where they live under woodpiles, porches, etc. Throughout the USA and Canada the animals have become a real nuisance: they undermine constructions and make stairs sink. They also destroy lawns, as they dig looking for grubs and larvae to eat. Skunks give out a horrible odour, which can penetrate even a thick concrete wall and is almost impossible to remove. Finally, they carry rabies, an infectious disease. However, they are also useful, as they feed on insects which are a pest to humans. They eat mice and baby rats, which helps to regulate the rodent population. Skunks help to keep neighbourhoods clean too, as they eat carrion (the flesh of dead animals).

North America is the home of **two major species of bear**: the **black bear** and the **grizzly** (the brown bear). Both species are quite similar in size: they are up to two metres tall (standing on their hind paws), weigh up to 230 kilos and live for about twenty-five years. In the USA black bears mostly live in national parks such as Yellowstone. Although they suffer from loss of habitat and poaching, their population is stable and they are considered a species of least concern. Grizzly bears live mostly in the wild. Although they used to populate almost all of the United States, almost all of the current grizzly bear population lives in Alaska. Although they are called brown bears, their colour ranges from blonde to almost black. However, they have a characteristic hump on the

shoulders, which allows us to distinguish them from black bears. Grizzlies are considered more aggressive than black bears when protecting their territory and offspring. In 2017 the Yellowstone grizzly population was removed from the endangered species list, only to be restored to it one year later.

5.5 Grammar

Brookfield Zoo, also known as the Chicago Zoological Park, is a zoo in the Chicago suburb of Brookfield, Illinois. It was built in 1934, covers an area of almost eighty-seven hectares and is home to almost 450 species of animals. Brookfield Zoo was the first American zoo with a fully indoor dolphin exhibit and fully indoor rainforest simulation. It also has the largest indoor zoo exhibit in the world. It's famous for having a system of moats and ditches for animals instead of cages.

Unit 6 Good health

6.1 Vocabulary

Little Mix is a British all-girl band formed in 2011 during the eighth series of the UK edition of *The X Factor*. They were the first group ever to win this competition. They signed a record deal with Simon Cowell's (*The X Factor's* toughest judge) label company. They've recorded four albums, which have proved very successful in the UK and US charts. The group has won one Brit Award, two MTV Europe Music Awards and two Teen Choice Awards.

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 has been nominated for several Golden Globes and Academy Awards. She's also performed on London's West End and New York's Broadway.

6.3 Listening

There are over 180,000 registered **charities** in England and Wales, as well as other smaller charity organisations. To be a charity, an organisation must only have a charitable purpose for public benefit. These charities raise over sixty billion pounds every year for a huge variety of causes.

The **London Marathon** is one of the most popular marathons in the world. It was started by John Disley and Chris Brasher after they had run in the New York marathon and realised what an exciting event a city marathon could be. In 1981, 7,747 runners took part in the first London Marathon and in 2012 it became the world's largest marathon – 36,748 runners finished the race. The London Marathon is an important charity event and has raised over £450 million since it began. It holds the Guinness world record as the world's biggest annual fund-raising event.

The **London to Brighton Cycle Ride** is an annual fundraising event organised by Do It For Charity. It starts in London and finishes on the coast in Brighton, a distance of over eighty-six kilometres. Participants raise money for any of the 500 charities that the organisation works with.

Red Nose Day (RND) is a UK charity event that happens once every two years as part of Comic Relief, a charity founded in 1985. The money raised is used to help people living in difficult conditions in the UK and other countries. Last year RND raised over £100 million. On Red Nose Day people wear red noses and take part in fun events to raise money, for example, by selling cakes or holding bring-and-buy sales. There is an evening of comedy and entertainment on television to support the event.

6.4 Reading

Doctors without Borders is an international non-profit humanitarian medical organisation. It was created by doctors and journalists in France in 1971. Its aim is to provide emergency aid to all people in areas affected by wars, epidemics, famine, natural disasters or where there is no health care available. The organisation was awarded a Nobel Peace Prize in 1999.

Yemen (the Republic of Yemen) is an Arab state in Western Asia on the southern end of the Arabian Peninsula. It borders Saudi Arabia to the north, the Red Sea to the west, the Gulf of Aden to the south and the Arabian Sea and Oman to the east. It's a developing country, the poorest in the Middle East. In the past it was the centre of trade and power, and one of the first states to embrace Islam. Since 2012 Yemen has been in deep political crisis. There has been a constant struggle for power, which led to civil war and a Saudi Arabian-led military intervention. The war led to a ban on food imports, which caused a great famine. A lack of fresh water brought the greatest outbreak of cholera in history. In 2016 the United Nations classified Yemen as the country most in need of humanitarian help in the world.

6.5 Grammar

Simon Yates (b. 1963) and **Joe Simpson** (b. 1960) are both English mountaineers. Yates is the author of three books about his mountaineering experiences, *Against the Wall*, *The Flame of Adventure* and *The Wild Within*. Simpson has also written several books about his mountaineering expeditions, such as *The Beckoning Silence*, *Touching the Void*, and a novel, *The Sound of Gravity*.

Siula Grande is a mountain in the Andes, the longest mountain range in the world. It is in Peru and it is 6,344 m high. In 1985 Joe Simpson and Simon Yates climbed Siula Grande, but on the way down disaster struck. While they were still around 6,000 m, Simpson fell and broke his leg. In terrible weather conditions, Yates managed to lower Simpson part of the way down the mountain on a rope. However, he had to cut the rope to save his own life when Simpson fell into a crevasse. Simpson survived the fall and made his way back to base camp. His book *Touching the Void* tells the story of their climb and his survival. It was made into a film in 2003.

Aron Ralston (b. 1975) is an American mountaineer. In 2003 he set off to do a day's canyoning in Utah without telling anyone his plans. His right arm was trapped by a falling rock and he managed to survive for five and a half days with very little food or water. Finally he cut off

his arm to escape and then had to rappel down a twenty-metre cliff. His book about this experience, *Between a Rock and a Hard Place*, was made into the film *127 Hours* in 2010, directed by Danny Boyle.

Pete Goss (b. 1961) is a British yachtsman. In 1996 he became the fastest Briton to sail around the world alone in just 126 days and 21 hours. He is famous for his design of the catamaran (a type of sailing boat) *Team Philips* and for turning back in a solo round the world yacht race to rescue Raphael Dinelli, another competitor whose boat had sunk. Since then he has taken part in many sailing challenges such as sailing from England to Australia without a modern navigation system.

The **Andes flight disaster** happened on 13 October 1972. A plane carrying forty-five people crashed 3,600 m up the Andes Mountains. Twenty-nine of the passengers were killed in the crash, died shortly after or in an avalanche eight days after the crash. The survivors discovered from the radio that the rescue operation to find them had been abandoned. After eating all the food on the plane, they had to eat the flesh of the dead passengers to live. The two strongest survivors, Nando Parrado and Roberto Canessa, walked ten days across the Andes to get help. The other fourteen survivors were then rescued ten weeks after the crash.

Unit 7 Entertain me

7.1 Vocabulary

School of Rock is a 2003 American comedy film directed by Richard Linklater and starring Jack Black. Black plays Dewey Finn, a struggling rock guitarist, who is thrown out of his band and gets hired as a substitute teacher in a prestigious preparatory school. Seeing how talented the kids are, he decides to form a band of fourth-graders and take part in the 'Battle of the Bands' competition. The film was a huge commercial success. *School of Rock* is also the title of a rock musical based on the movie, written by Andrew Lloyd Webber and Glenn Slater. It has been on Broadway, New York and in London's West End.

Millie Bobby Brown (b. 2004) is a British actress and model. She began her acting career in 2013 by playing small roles in several TV series. The breakthrough came when she played the role of Eleven, a strange, lost girl with superpower in the Netflix sci-fi drama series *Stranger Things*. This role brought her critical acclaim and several acting awards (including a nomination for the Primetime Emmy Award). In 2019 Millie appeared in her first big-screen movie *Godzilla: King of the Monsters*. She's the youngest person to feature in Time100, the list of the 100 most influential people composed by the American news magazine *Time*.

Ed Sheeran (b. 1991) is an British pop singer, songwriter, guitarist and record producer. All three of his solo albums have topped the UK, US and Australian charts. The second album, called *x*, won the 2015 Brit Award for Album of the Year. His best-known songs include *The A Team, Thinking Out Loud* (which earned him two 2016 Grammy Awards for the Song of the Year and Best Pop Solo Performance), *Shape of You, Castle on a Hill* and collaborations: *River* with Eminem, *Perfect* with Beyoncé and *Perfect Symphony* with Andrea Bocelli. He's one of the world's best-selling artists.

Spotify is an online music streaming service, which gives you access to over 30 million songs, podcasts and videos from artists all over the globe. It was founded in 2006 and in 2019 had over 240 million active users. You can instantly access the music you want for free by logging into the service and using the version supported by advertising. You can also choose the paid Premium version, which allows you to listen advert-free. You may listen to music online, or download the content onto your device and listen offline.

7.2 Grammar

Marla Olmstead (b. 2000) became famous when in 2004 the abstract painting she allegedly painted caught the attention of people and they started buying her pieces for tens of thousands of dollars. But her fame was short-lived. Marla went to school, then university, away from the spotlight. She has lived a quiet, normal life ever since. Not much can be said about her now. Marla is now a young woman and described online as a painter of abstract art from New York. On her website you can find several abstract paintings for sale, but absolutely no information about the artist.

7.3 Listening

Viral videos are videos that become incredibly popular. They are shared online through social networking sites, video sharing sites such as YouTube, texts and email. For example, the famous Gangnam Style video (2013) has been watched over 1.8 billion times! It is impossible to predict what will make a video go viral. There are now various viral video websites where you can find the latest viral videos.

7.4 Reading

The Adventure of the Speckled Band is a Sherlock Holmes short story by Sir Arthur Conan Doyle, first published in 1892. The famous detective is hired by a young woman whose sister died in mysterious circumstances and who now fears for her own life. The title refers to the sister's last words, and their meaning is explained as the mystery is solved. Conan Doyle considered *The Adventure of the Speckled Band* his best Sherlock Holmes story. The author himself adapted it into a play.

7.6 Use of English

Great British Bake Off (GBBO) is a British television baking competition, where a group of amateur bakers compete to impress the judges with their baking skills. In every episode one of the contestants is eliminated until three reach the final. The winner does not get any financial prize but gains media coverage. It's said that the show's popularity led to an increased interest in baking all over the UK. In 2018 the ninth series of the show was aired.

MasterChef is a competitive cooking show, which originated with the UK version in 1990. The format was updated by the BBC in 2005 and the show as we know it today was born. *MasterChef* has become an international phenomenon and is now produced in over forty countries all over the world. It has four main versions: the *MasterChef* series for amateur cooks, *MasterChef: The Professionals* for professional chefs, *Celebrity MasterChef* for well-known personalities, and *Junior MasterChef* for children. The winner gets a trophy and media coverage, as there is no financial prize.

7.7 Writing

Glastonbury Festival is the biggest music and performing arts festival in the world. It has taken place in Somerset in England every year since 1970. Now the festival lasts three days and around 175,000 people go every year and stay in tents there. It has been organised by Michael Eavis and his daughter since 1981.

The Chemical Brothers is a British band that started in Manchester in 1991. The two members of the band Ed Simons (b. 1970) and Tom Rowlands (b. 1971) started it when they were both working as DJs for the same club – they couldn't find enough good electronic music so they began to record their own. They have released eight albums and had thirteen singles in the UK Top Twenty chart. They also have a live album and several compilation albums.

Vampire Weekend is an American rock band. The members are Ezra Koenig (lead vocalist and guitarist), Rostam Batmanglij (singer, guitarist and keyboard player), Chris Tomson (drummer) and Chris Bajo (bass guitar). The band formed in 2006 and they have released three albums. Their third album won a Grammy.

Unit 8 Modern society

8.1 Vocabulary

Constitutional monarchy is a system of government in which a monarch shares power with an organised government, according to a written or unwritten constitution. The monarch may be the actual head of state or a purely ceremonial figure. Contemporary constitutional monarchies include the United Kingdom, Belgium, Denmark, Japan, Monaco and Spain.

8.2 Grammar

Robben Island is an island near Cape Town in South Africa. It was used as a prison for many years between the seventeenth and twentieth centuries. Nelson Mandela was in prison there for eighteen years. The island is now a World Heritage Site and you can visit the prison museum.

Nelson Mandela (1918–2013) became the first black president of South Africa in 1994. He grew up there at the time of apartheid when the minority white population, mostly descended from Dutch settlers, ruled the country. Apartheid was a system of racial segregation – black and white people had to live in separate areas. Mandela trained as a lawyer and fought for black people's rights. As a result, he was sent to prison for life and spent a total of twenty-seven years in prison before being released in 1990. He became the leader of the African National Congress party (the ANC) in 1991. In the 1994 elections for the first time all black people were able to vote and Mandela won. Mandela always supported racial equality and won the Nobel Peace Prize in 1993.

Barack Obama (b. 1961) became the forty-fourth US President and the first black president in 2008. He was re-elected for a second term as president in 2012. In 2009 he won the Nobel Peace Prize. He is known for reforming health care laws and for working to end US military involvement abroad.

The National Parliament of South Africa is in **Cape Town** making it the legislative capital of the country. The city was originally founded as a trading post by the Dutch East India Company. Today, it is a multicultural city with a population of over 3,740,000, making it the second most populous city after Johannesburg. It is famous for its beautiful harbour and landmarks such as Table Mountain and Cape Point.

Frank Morris (b. 1926) and brothers **John Anglin** (b. 1930) and **Clarence Anglin** (b. 1931) were all American criminals who were in prison in Alcatraz. They escaped together in June 1962 but it is not known if they survived the trip to the mainland. None of them have been seen since the escape. The 1979 film *Escape from Alcatraz* tells their story.

Student's Book audioscript

Unit 1 A new look

1.3 Listening

1.8 Exercises 2 and 4, page 7

P = Presenter J = Jenny F = Fraser

P: Welcome to *That's Life*. Our topic for today is friendship, and we're gonna talk to two young people, and ask them what their friendships mean to them. So hello Jenny and Fraser.
J: Hello.
F: Hi.
P: Jenny, let's talk to you first. You're sixteen.
J: Seventeen.
P: Oh sorry, seventeen. Jenny, how many friends do you have?
J: Well, if you mean close friends, about five or six. But I've got 313 online friends.
P: Let's talk about the online friends first, shall we? 313! That's a lot of friends. How well do you know them?
J: Some of them I know pretty well, but I look at some of the names and think 'Who are these people?!'
P: Hahaha. It's so easy to make new online friends, isn't it? They ask to be your friend, and you accept. It's not as easy to make real life friends, is it?
J: That's right. Making friends online takes a few minutes. But a real friend is somebody you get to know over a long period of time. You meet, you spend time together, you get to know one another – it takes a long time to become close friends.
P: That's right. But some friendships don't last forever. Fortunately, in the online world, when you don't want to continue a friendship, you can simply de-friend people, can't you?
J: I'm not sure I agree with that actually. I find it really hard to de-friend online friends. It seems really mean. I suppose that's why I've got over 300 online friends. In real life, if you fall out with a friend, you don't see them anymore. Or sometimes you decide that you no longer have much in common. You no longer like the same things or you've changed. Then you lose touch. You don't have to make the decision – it just happens naturally.
P: Yes, I see what you mean. Fraser, what do you think? What's the difference between close friends and online friends?
F: Well, all my close friends are also online friends. When we don't see one another, we chat online. But I'd say my closest friends are the ones I socialise with. We all have a lot in common – we support the same football team, we listen to the same music, and we go hiking and camping at the weekend. We get along really well together.
P: Do you think there's any difference between friendship between girls, and friendship between boys?
F: I don't know really. I don't go shopping with my friends and we don't paint one another's nails! But I think the important things are the same. I know I can rely on my friends in a crisis. A good friend is always there for you.
P: Yes, I suppose that's right. What about friendship between girls and boys? Are any of your close friends female, Fraser?
F: Um, yeah of course. There are three or four girls as well as boys in the group of friends I hang out with.
P: What about you, Jenny?
J: Yes, I get on well with boys. But I think it's different – girls understand one another better. And you're never sure if boys really want to be friends, or if they just fancy you.

1.10 Exercise 6, page 7

J = Janet R = Rachel

1

J: Hi Rachel.
R: Oh, hello Janet.
J: Um, I haven't seen you since that party.
R: Yeah, that's right. You were really rude.
J: I know, I'm really sorry. I was just …
R: Listen, I'm not going to forgive you, so forget it.
J: Oh, right. Okay, well I suppose …
R: Goodbye Janet.

2

A = Amy S = Sarah

A: Anyway I was just watching this thing on TV and the phone rang and …
S: It was him!
A: Yes. It was him!
S: Nooooo! What did you say?
A: Well, you know me.
S: Oh no, you didn't …
A: I did, I was so nervous!
S: Oh you always do that. I've told you, take a deep breath and …
A: I know. But I was so excited … Anyway …

3

M = Max S = Suzy

M: Hi Suzanna!
S: Hi Max. You can call me Suzy if you want – that's what all my friends called me at my last school.
M: Oh right. Yeah, Suzy suits you better. Is that your bike?
S: Yes – it's getting a bit old now, but I've won a few races on it.
M: Really? I didn't know you were into cycling. I'm a member of the school cycling club. You should join.
S: I'd love that. What other clubs do you belong to?
M: That's the only club, but I play guitar in a band.
S: Wow, I play drums. When are you rehearsing next – I'd love to come and listen.
M: That would be great. It's a grunge metal band.
S: Oh. I'm not even sure what that is. I'm more of an indie rock fan myself.

4

A = Annie S = Sal

A: Hi Sal, coming to the party tonight?
S: Um, no, I don't think so.
A: What's up? You don't look very happy.
S: Sorry, I just … well, I um. Things aren't very good at the moment.
A: Has something happened?
S: No. Well, yes. Not exactly.
A: Come on, let's go and get a cola and have a chat.
S: Oh thanks. I'd really like that. I'm afraid I'm not very good company at the moment.
A: Listen, it doesn't matter. I'm too tired to go to the party tonight anyway. Let's stay in and watch something online.

1.4 Reading

1.15 Exercise 11, page 8

History of Streetwear: the Hoodie
The first hoodie was produced in the 1930s in New York. The garment was developed by Champion as protective wear. Champion wanted to come up with a garment that would keep athletes warm before and after training. At first people called it the side-line sweatshirt because athletes wore it when they were sitting on the side line of an American Football field. At first the garment was just a sweatshirt, but in 1934 the hood was added to the sweatshirt to give better protection from the elements.
In the mid-seventies, hoodies were part of hip-hop culture, which was developing on the streets of New York City. They were still serving a practical function – break-dancers wore them on the street to keep their bodies warm before they performed. But a new function was emerging. Graffiti artists were wearing them and not just to keep warm at night but they were keeping the hood up to hide their identity from the police.
In the 1980s the hoodie gained cult status thanks to skateboarders. At that time, there were few skate parks, and so skaters were forced to practise wherever they could, whether it was legal or not. Once again, the hoodie was used for hiding the skaters' faces from the authorities.
The hoodie was beginning to become a symbol of rebellion, worn by outsiders on the limits of society, and it has never lost that criminal edge. But at the same time, it moved into mainstream fashion with the streetwear movement, when sportswear became a fashion trend.
The streetwear trend has lasted into the present. Dress codes have relaxed and people prefer to be comfortable. No one goes out on a Friday night wearing a suit any more. In fact, wearing a hoodie can be a kind of anti-fashion statement. When a high-profile social media boss wears a hoodie, it means that he's too busy with changing the world to worry about what he looks like.

1.6 Use of English

1.16 Exercises 2 and 4, page 11

P = Presenter C1 = Caller 1 C2 = Caller 2
C3 = Caller 3 C4 = Caller 4 C5 = Caller 5
C6 = Caller 6

P: Welcome to Friday morning phone-in. We're talking about Martha Jones this morning. Martha's school has put her in isolation because she's shaved her head and according to school rules, her hairstyle is unacceptable. But by shaving her head, Martha has raised an impressive £850 for a cancer charity. So what is more extreme – Martha's haircut or the school's reaction? We want to hear what you think – call us on 01632 960231.
C1: This makes me furious! The priority of the school is to educate. But how can this school educate when it's so uneducated itself? It's not clever to isolate a girl when she's studying for exams – how is this helpful? The school should support the girl for finding a creative way to raise money for charity.
C2: This is an outstanding school, and the reason it's so successful is that it has rules and regulations. It's very easy – this girl broke the rules and it's perfectly normal that she faced appropriate punishment.
C3: The school's behaviour is outrageous. Shame on you Barlow College. Your rules are pathetic. The girl raised a large sum of money for charity and you treat her like a criminal! It's unacceptable.
C4: I'd like to ask the school to clarify something for me – how does a girl's haircut affect her ability to study? Surely the school should focus on her academic achievements, and not her hairstyle.
C5: I understand the school's point of view. School children must realise that their school has rules. The head of the school has shown leadership qualities and the girl should be more respectful.
C6: It's just a haircut! I honestly think that it's absolutely ridiculous to make such a fuss about a shaved head.

Unit 2 It's just a game

2.3 Listening

1.23 Exercises 2 and 3, page 21

1
The sports person I look up to most is Cristiano Ronaldo. He's always been a brilliant player, but he's also a caring and generous human being. He's given a lot of money to charities, and is especially passionate about children's charities. He's a real inspiration. He's made generous donations to Save the Children who provide food, clothing and medicine for children in Syria. Once he paid for a baby's brain operation and his most recent project is to build a children's hospital in Santiago Chile.
2
Serena Williams inspires me. She's been a champion for almost 20 years now and is still at the top of her profession. She's an excellent role model for girls and women. She's strong and powerful and has a good body image. She's spoken out about body image, and also about what it means to be a black woman in tennis. She's the most successful tennis player in history, but she's also supportive of one of her biggest opponents, her older sister Venus.
3
I think Robert Kubica's story is inspiring. He was the first Polish racing driver to win a Formula One Grand Prix, but then he had a terrible accident and he nearly lost his arm. In spite of his serious injuries, he has stayed positive and returned to racing. He inspires young people because he's so courageous and determined.

1.24 Exercises 5 and 6, page 21

P = Presenter J = Jackie

P: Welcome back to the *Sports Programme*. The topic of today's programme is role models. We have sixteen-year-old Jackie Smith in the studio, and she's going to talk to us about the people who encouraged her to take up competitive sport. First of all, congratulations Jackie. Last month you became the world under eighteen windsurfing champion!
J: Yes, that's right. Thank you.
P: So, why did you take up windsurfing? Who inspired you?
J: Two people really: my mum and my cousin, Rachel. I first went windsurfing with my mum. We lived near the sea, and we spent every summer on the beach. My mum had entered windsurfing competitions when she was a teenager. She didn't win anything, but she really enjoyed it. She started to teach me how to windsurf as soon as I could swim and I picked it up really quickly. I was only about seven years old.

My cousin Rachel was there too. She and her family lived near us. My mum gave us both lessons together. Rachel's two years older than me and I've always looked up to her. I still do.

P: Was your cousin a good windsurfer?

J: Yes, she was good at a wide range of sports. But she wasn't big-headed about it – she's a very modest person. She was a really good example for me – I wanted to be sporty like her, but I also learnt a lot about being a better person.

P: So you grew up near the sea. What other water sports did you do?

J: All sorts. At first, windsurfing wasn't my favourite thing. I liked other water sports like swimming and sailing. Rachel talked me into joining the children's sailing club. We spent all our weekends there, even in winter. We did lots of sailing, and then Rachel thought we should try out rowing. I wasn't sure about rowing at first – I found it a bit boring and slow, which put me off. To be honest, I think I'm more of an individual sports person, and with rowing you're dependent on at least one other person. But my mum thought it was a good idea. Now I'm glad I did it because it made my arms strong, and that helped my windsurfing.

P: So when did windsurfing become your number one sport?

J: Well, it was thanks to Rachel. She went in for a windsurfing competition when she was fifteen – I always wanted to do the same as her so I entered the competition too. She came second and I came fifth! But I really enjoyed myself, and that was the moment when I decided that windsurfing was my sport. I'm quite ambitious as well as competitive and I wanted to come first, not fifth. When I set my mind on something, I never give up so I was determined to go in for more competitions.

P: Well, you've certainly succeeded! Are your mum and your cousin still your role models?

J: Yes, definitely. I think I take after my mum – I hope I have some of the same qualities anyway. And Rachel is like a big sister to me. They both come to all my competitions to cheer me on.

2.6 Use of English

1.32 Exercises 1 and 2, page 25

1

D = Dad M = Mum J = Jen

D: I really enjoyed that match Jenny.

M: Yes, so did I darling. Well done.

J: But we didn't score a single goal.

D: Nor did they!

J: But we had so many chances.

D: So did they!

J: I wanted us to win.

M: I know. But listen, you played brilliantly. I think you're a fantastic goal keeper.

D: So do I. You really impressed me. Nobody can get past you and your stick. Now, I'm starving.

J: So am I. Let's go and get something to eat.

2

R = Robert K = Karen

K: Ouch!

R: Sorry.

K: You serve so fast.

R: So do you!

K: I know but I don't aim at your head.

R: Neither do I! Your head just gets in the way.

K: Come on, we'll never finish this game. I'm going out tonight!

R: So am I – but it's only 4 o'clock.

K: I know but I need time to have a shower and get changed.

R: So do I, but I don't need three hours.

K: Come on, hit the ball over the net but try not to aim at my head this time.

3

M = Maria J = Jamie

M: I find this really boring.

J: Really? I don't – I love it.

M: But it's just cars going round in circles and it's always the same drivers – where are the women? I wish they'd come into the 21st century and have some women drivers.

J: Yes, so do I. It's strange – I don't understand it.

M: Nor do I. Women can drive as well as men. Driving doesn't depend on your strength.

J: You're right. I can't think of any women drivers.

M: I can't either and that's not right, is it? In other sports there are plenty of women – I think it starts early.

J: What do you mean?

M: Well, most professional drivers start go-karting when they're children. I never had the chance to do go-karting.

J: Oh, I did. But I didn't like it. I was more interested in swimming.

4

A = Anna E = Ed

A: Do you know how much Harry Kane earns just for kicking a ball?

E: No, I've never thought about it.

A: Nor have I but I read an article about it recently. He earns £150,000 … a week!!

E: Wow, that's a lot of money. But he is one of the best players in the country.

A: So is Steph Houghton.

E: Who's she?

A: The best female player in the country. And do you know how much she earns?

E: Probably not £150,000 a week.

A: No, £65,000 … a year.

E: I thought that women and men were paid equally in sport nowadays.

A: So did I, but then I read this article and it says that 83% of sports have equal pay for men and women, but the exceptions are football, golf and cricket.

5

B = Ben R = Rachel

B: Good luck! We'll meet you at the end.

R: That's if I get to the end!

E: Of course you will – it's just twenty-six miles. Good luck!

B: I couldn't do it.

E: No neither could I. I can't even run round the park.

B: No nor can I. But she's so fit. I'd love to be able to run properly.

E: I would too I think you just have to practise. Rachel joined a running club last year and look at her now. I think I'll join the running club.

B: Good idea. So will I! It's more motivating to do sport with other people. If it's just me, I can talk myself out of it easily.

E: So can I – I need a lot of encouragement! Anyway, we don't need to meet Rachel for a few hours – let's go and have something to eat.

Focus Review 2

1.35 Exercise 7, page 31

B = Beth J = Jim

B: Hey, Jim. Where are you going with that heavy bag?
J: Oh, hi Beth. I've got a football match in ten minutes so I've got all the things I need with me! What about you?
B: I'm going to the shops. My running shoes are very old, and we have a big competition next month so I have to be ready.
J: Right! So, how's your training going?
B: It's going great. Our new trainer is amazing! She's always there for us even when we get discouraged, and her training really works! I've never run so fast before in my life! Of course, she makes us work hard.
J: Same here! We train five times a week. Our coach is demanding, but that's okay. We came first last year and we could be number one again this season.
B: You're really lucky, Jim. It must feel great to be the best.
J: Well, yeah, it's fantastic, but don't give up, Beth. I'm sure you'll start winning medals soon. As you said, you've got a great trainer and you're already doing better with her help. I'm sure it'll happen for you.
B: Thanks, Jim. I'll try to be as optimistic as you are, but it's not easy. By the way, there's a competition on Sunday and I'm running in the 100-metre race. Do you fancy cheering me on?
J: Well, I'm playing at ten, but I'll be free after lunch, at around one o'clock. When is your event?
B: It doesn't start until one.
J: Great, I'll be there!

Unit 3 On the go

3.1 Vocabulary

1.36 Exercise 4, page 33

Welcome to this week's *Travel Podcast*. My name's Brian Walker and in today's report, we take a look at some of the most difficult journeys to school around the world.
In a village in Indonesia, twenty children have to cross a fast-flowing river to get to their classes, but after a suspension bridge collapsed in bad weather, they now have to cross the river on a wire, like circus performers.
In another Indonesian village, children cycle to school. But their bikes are basic and without gears, so when they cycle uphill it's hard work. That's why they take a short cut by cycling across an aqueduct which wasn't designed for people to walk on. There's no room for overtaking here!
Many mountainous villages in China are so remote that children have hard and often dangerous journeys to school. Some have to cross a valley hundreds of metres deep on a homemade cable car. Others ride donkeys along narrow winding paths to some of the most inaccessible schools in the world.
Teenagers who live on a small Scottish island usually get a ferry to Westray Junior High School on a neighbouring island. But while the ferry is being repaired, they have to get a lift on the world's shortest flight. After boarding the flight, they barely have time to fasten their seatbelts before landing in Westray, just two minutes after take-off. The school pupils prefer the flight to the ferry crossing because the sea can be so rough.
There's an area in the foothills of the Kenyan mountains in Africa which is famous for producing the best long-distance runners in the world. Here, children can't catch a bus as there are few cars and no buses – they have to walk or run to school. Roads are no more than dirt tracks and during the rainy season they turn to mud, making the journey even harder, especially as many of the children run barefoot.
Thank you for listening to *Travel Podcast*. Please tune in for next week's report when we look at the most dangerous bus journeys in the world.

3.2 Grammar

1.40 Exercise 5, page 34

I = Interviewer W1 = Woman 1 M1 = Man1
W2 = Woman 2 M2 = Man 2 W3 = Woman 3

I: What do you think about the news that there's a lion in the holiday resort?
W1: I'm terrified! I heard it. I was just making the tea when I heard a loud roar – it must be a lion. I've never heard anything like that before. It's very frightening, but I'm pleased the police are looking for it. I hope they find it before it finds them!
I: And you sir?
M1: I don't really know what to think. Several people say they saw a lion, so I suppose it might have escaped from the zoo. There's a zoo about twenty miles from here.
I: How about you madam?
W2: Well, it's a bit worrying isn't it? I've got young children, and a dog. It's the dog I worry about – if the lion has escaped from a zoo, it could be very hungry by now. It might not have eaten for a while, and my dog would make a nice snack for a lion! I'm keeping the dog and the kids inside the caravan.
I: And you madam?
W3: It's exciting isn't it? I think it could have been somebody's pet. There are some strange people round here. I know that some people have snakes and crocodiles as pets – why not lions? They're cute when they're young. It may have grown too big, and they let it go.
I: Sir? What about you?
M2: I don't believe it. It can't be a lion, that's ridiculous. I think it's probably a cow.
I: And the roar?
M2: Cows make loud noises.

1.41 Exercise 6, page 34

MP = Male presenter FP = Female presenter

MP: And now the news from where you are.
FP: Thank you. This is Radio Essex. The search for an escaped lion has now been called off. Police were called to a popular holiday resort two days ago after receiving calls from worried residents. Several people reported seeing or hearing a lion. The local zoo has confirmed that no lion has escaped. The police found no footprints or any other signs that a large wild animal was in the area, and so they have concluded that it must have been a large domesticated cat. And now for today's sport …

3.3 Listening

1.42 Exercises 2 and 3, page 35

1

A: So, how was your family cruise?

B: Oh, it was okay. Pretty good really. We saw some amazing places, and considering we were with our parents, we all got on well most of the time. We didn't have any arguments. Well, not until the last day, and then I had a really big argument with my sister. It was stupid really. I wanted to get off the ship and visit Naples. I've never been there before and I thought it was a perfect opportunity to see somewhere new. But my sister was tired and wanted to stay on the ship by the pool. We tried to persuade her to come with us, but she always does what she wants, and she doesn't think of other people. I had to go to Naples on my own with our parents. It was really boring.

2

A: I just don't think we should stay here. It's not a very nice campsite and the weather's awful. I really think we should go and find a budget hotel.

B: A budget hotel? I can't believe you said that. That's so boring and this is supposed to be an adventure.

A: I know, and I've really enjoyed it so far. I want to have an adventure, I really do. But putting a tent up in this weather is horrible. Everything's going to be wet.

B: It's raining a bit, but we'll be lovely and warm in the tent. It's going to be more comfortable than a three-star hotel, I promise.

3

A: Yes, can I help you?

B: Er yes, I've booked a single room for two nights. My name's Baker. James Baker.

A: Baker. Yes, here you are. Two nights. Is it a business trip?

B: Yes it is.

A: Would you like breakfast?

B: Oh, yes please.

A: That will be an extra £16.

B: Oh, I thought it was included.

A: Did you book online?

B: Yes, I did.

A: Oh, right. We have an online special offer at the moment. Your first breakfast is free, so you just need to pay for the second day. Can you fill in this form please?

4

A: For today's ski update, we go over to Mary Eden in the French Alps.

B: Thank you. Yes, I'm here in the wonderful French Alps, beneath Mont Blanc. I'm in the village of Megève, one of the oldest ski resorts in the world. The weather is perfect today but last week we had a few warm rainy days when skiing was not much fun. But it's impossible to be disappointed with Megève – there are so many different things to do here. There are more than ninety restaurants and cafés. Fortunately, the rain has turned to snow. It's time to get out of the cafés and go skiing.

5

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6

You're too young to go backpacking on your own. You've never been abroad before – you have no idea what to expect. You might not like it – you'll probably be lonely. And anything could happen – you could get ill, or somebody could steal your money. I know you want to get away and have new experiences, but I'd feel much happier if you were with friends. You could stay with your aunty Margaret in Canada, or your penfriend in France. I just don't understand why you want to go trekking in Nepal on your own.

3.5 Grammar

1.49 Exercise 2, page 38

When my parents got their first car, we were really excited. There weren't so many cars on the road then, and nobody used to worry about pollution or the environment. There was plenty of clean air. We didn't use to have seat belts then either. I remember my baby sister would sit in the front with my mother. My father smoked a pipe while he was driving and the car used to be full of smoke!
We used to go on holiday to France every summer by car. It was a bit boring because we didn't have computers or DVDs – we'd listen to the radio and look out of the window. In France, my father followed a map. We didn't have GPS then. We'd stop to look at the map, but we couldn't ask for directions because we didn't speak French, and nobody used to speak English in those days.

1.50 Exercise 5, page 38

Air travel didn't use to be very common when I was a young man. It was very expensive, so travelling by air was a luxury. I used to work for an American company and I would travel from London to New York regularly. Then, the flight was just four hours by Concorde. It takes eight hours now! On Concorde the cabin crew would look after you really well. They'd offer you food, drinks or even cigarettes. Lots of people would smoke … It's funny – people would dress up to go on a plane. They'd put their best clothes on – men would wear suits and women would wear their smartest outfits. It used to be a glamorous way to travel. Not like now! It's so stressful. We didn't use to go through security at the airport. I would carry my Swiss army knife everywhere. That's impossible now. Are planes safer now? Probably, but travelling by air is a very different experience.

3.6 Use of English

1.52 Exercises 1 and 2, page 39

R = Ricky J = Jenny

R: Welcome to *Travel Heroes*. This week we have TV presenter Jenny James in the studio to talk to us about her Travel Hero. Hi Jenny!

J: Hi Ricky.

R: So Jenny, tell us about your travel hero.

J: Well, first of all, it's travel heroes. My travel heroes are a couple from Argentina who walked away from their

day-to-day lives because they had a dream, and their dream was to go travelling before they started a family.
R: Okay, and did they fulfil their dream?
J: Yes and no! They set off from Argentina in 2000 and travelled in a vintage car all the way to Alaska. On the way, they went down the Amazon river in a raft, ran out of money, had problems with visas and had their first child! But they also met so many amazing people that they decided to carry on travelling. They ended up travelling around 100 countries for seventeen years in the same vintage car. The family of three became a family of six. They've brought all four children up on the road. The parents home school the children through an online service and they print off the latest lessons whenever they are near a computer. As the father says, 'what better way is there for my children to be educated than to see the world'?
R: That's an amazing trip. I'm sure many people would love to go away for a few months, but seventeen years? How could they afford it?
J: Well, when they run out of money, they work for a while. For example, after the trip to Alaska, they went back to Argentina and wrote a book about their travels. It's a best-seller. They also travel cheaply. Their car was their home for seventeen years. In many places, local people put them up. But in other places, they – up on the roof of the car and the children slept there while the car seats turned into a bed for the parents.
R: But this car – it's more than eighty years old. Did it ever break down?
J: Sure, it broke down a few times, but people were always happy to help. The car can't go faster than sixty-five kilometres per hour, but as their grandfather said before they set off 'If you want to get far, you need to go slowly'.

3.8 Speaking

2.1 Exercises 2 and 3, page 42

M = Markus S = Sophie

M: Hi Sophie. Can you do me a big favour? I really need your help.
S: Why? What's the problem?
M: You know I'm going to England to do an English course and stay with a family. Well, I don't know what to pack. Can you give me some advice?
S: Oh right. Don't worry! I had the same problem last year when I went to London. How long will you be there?
M: I'm going for a month.
S: Okay, the first thing you should do is check the weather forecast. I know it's summer, but the weather changes quickly in England. If I were you, I'd pack lots of T-shirts and a couple of pullovers. How big is your suitcase?
M: It's not very big. I don't want to check it in.
S: Hm, I think you should check it in – if you don't, you can't take shampoo and shower gel.
M: Oh, I didn't think of that. Right, I'll take my mum and dad's suitcase. How many pairs of jeans do I need?
S: You probably don't need to take more than two pairs of jeans. But you really ought to take some smart trousers for going out. Now, what about a present for the family? You mustn't forget to take them something.
M: Oh yeah, of course. What do you think I should take?
S: The best thing would be to get something at the airport, like a box of chocolates.
M: Good thinking.
S: Oh, just one more thing. It's a good idea to write a list of things you might forget, like your phone, tickets, money, etc.
M: Thanks Sophie. That's really helpful.
S: Ha ha. You're welcome. And don't forget your phone charger – I want to see lots of photos of England.

Focus Review 3

2.2 Exercise 7, page 45

M = Man W = Woman

1

M: Excuse me, can I help you? You seem to be lost.
W: Yes, I am! I'm going to visit a friend in Great Ditley. I decided against driving because the roads are so confusing around here, and I thought public transport would be simpler, but I must have got off the bus at the wrong stop because everything looked strange. I asked someone for directions, but I evidently misunderstood because I ended up in the middle of a field, and now I don't know where I am!
M: Well, I'm happy to say that this IS Great Ditley. The village centre is just along this road.
W: That IS a relief! Thank you so much!

2

I've just come back from a package holiday to the Greek islands. Best holiday ever! First, we flew to Mykonos. That was a nonstop party and I met loads of great people there! Then, we went on a short cruise to Santorini. Wow! There are amazing traditional white houses, the famous blood-red sunsets, and we stayed in a great three-star hotel. After that, we took a flight to Crete, where we did a cycling tour and swam at some amazing beaches. Crete is a big place, so we did a bus tour around parts of the island too! I couldn't have had a better holiday!

3

M: Hello, Terence Jones speaking.
W: Oh, Terry, I'm so glad I caught you before you left the office.
M: Gina, hello. What's up? Aren't you on your way to New York?
W: I was, but the road is completely blocked. It's meant to be a thirty-minute drive, but nothing's moving.
M: There might have been an accident.
W: Maybe, but right now I need you to check what other flights there are for New York tonight. Just in case I miss mine, you know.
M: No problem. I'll find out and call you back.

Unit 4 Eat, drink and be healthy

4.2 Grammar

2.6 Exercises 2 and 3, page 48

C = Charlie L = Lianne

C: It's your birthday soon, isn't it?
L: Yes, it's the day after tomorrow.
C: Are you doing anything special? Shall I organise something?
L: Ah thanks, but my parents are taking me on a restaurant experience.
C: A restaurant experience? Oh, you mean you're going to the top of the Shard?
L: That would be amazing, but no, it's not that.
C: Are you going to that place where you eat in the dark?

L: Hahaha, no, I don't think so. I've heard of that place – it sounds really strange.
C: I'm going there with my mum and dad next week. I'm not sure I'm going to like it much because you can't see what you're eating. But I'm going to eat as much as possible because my parents are paying. So anyway, what's your experience about?
L: Well, it's called Circus Restaurant. While we eat, trapeze artists perform above our heads and acrobats do tricks on the tables in front of you. Soon you won't be able to go to a restaurant without having an experience!
C: Hahaha. What time are you going?
L: It opens at 6:30 and it's a Saturday night so it's going to be crowded. Then we're seeing a show afterwards.
C: Wow, that sounds great. Two shows in one night! Are you doing anything after the show? We could go out.
L: Good idea. I'll message you as soon as I leave the theatre.

4.3 Listening

2.7 Exercise 3, page 49

I = Interviewer N = Nutritionist

I: Good morning and welcome to the *Food Programme*. Today our guest is nutritionist Sandra Duffy. Hello and welcome to the programme, Sandra.
N: Hello. Thanks for inviting me.
I: Sandra, how do I know if my diet is healthy or not?
N: Well, that's a good question, and the easy answer is: do you feel well? Do you have plenty of energy? And secondly, do you look well? Does your skin and your hair look healthy? If you don't feel or look well, your diet may not be healthy. I always say that a healthy diet is a balanced one. You need a bit of everything, but not too much of anything. Especially salt or sugar – a little salt and sugar is okay but you shouldn't eat too much. For instance, there is a lot of salt in crisps and fast food, and a huge amount of sugar in fizzy drinks. I don't think people realise this. If you have a balanced diet, you get enough protein and vitamins. One of the healthiest diets in the world is the Mediterranean diet, and that's because Mediterranean people eat a huge variety of fresh food. Their diet is rich in fruit, vegetables, cereals, pasta, olive oil and fish. Just think about all the different Mediterranean vegetables: green peppers, red tomatoes, lettuce, purple aubergines, yellow corn, black olives. A healthy meal is a colourful one. Even if you can't find Mediterranean vegetables, try to make your meals as colourful and varied as you can. Finally, one of the most important things about a healthy diet is that it must not be an obsession. Thinking about food is good – but if you become a very fussy eater, then your diet is probably not healthy.

2.8 Exercises 4 and 5, page 49

1
I'm interested in having a natural diet, and so for the last two years, I've only eaten raw food. I believe that when you cook fresh food, you lose the goodness and vitamins in it. I eat raw vegetables, which takes care of the vitamins, but of course I also need protein. It's easy to eat raw vegetables and fruit, but not so easy to eat raw meat and fish. I think raw meat isn't good for you, and personally I don't like the taste of raw fish. So instead, I eat raw eggs. For dessert I eat fruit. I feel healthy and I have lots of energy, but I never have a hot meal. One of the main problems with my diet is that it's difficult to eat with the rest of my family.

2
I love desserts – cakes, puddings, chocolate – anything sweet. But one day I read an article about sugar, and how bad it is for you. I realised I was addicted to fattening food, and I needed to do something about it urgently. I thought about giving up desserts, but I couldn't do it – it's impossible! So I decided to divide the week into dessert days and non-dessert days. Now there are five days in the week when I don't eat desserts but at the weekend I can eat as many as I like. On non-dessert days I eat more fresh fruit, which is much healthier. I still wake up thinking about cakes and go to sleep thinking about chocolate ice-cream.

3
I only eat food that is grown or produced near my home. That means there's less choice because I don't live in a Mediterranean country! But the fruit and vegetables I eat are really fresh and they taste so good. I do eat a lot of vegetables, but I don't have a completely vegetarian diet. I tried once when I was about fourteen, but I missed meat, especially roast chicken. Now, my parents have hens in the garden and so we have fresh eggs every day. The best thing about eating locally produced food is that it's good for the environment – no planes or lorries are involved in transporting food for long distances. I think that's a good thing.

4
I'm a vegan. I respect animals and I don't want them to suffer. That means that I don't eat or use any animal products for any purpose. I don't eat meat, fish, dairy or anything that comes from animals. I don't wear clothes made from animals either, and I do my best to find shoes that aren't made from leather. When I was a child I ate meat and drank milk like most people. But then when I was thirteen I started thinking about where my food came from. I learnt about how animals suffer and I was shocked. I decided to become a vegan and I've become very good at cooking lovely vegan meals. When you're a vegan you don't often eat a heavy meal, and I sometimes feel hungry between meals. But then I eat a healthy snack – an apple or a carrot and some nuts.

4.4 Reading

2.14 Exercises 8 and 9, page 50

1
My mum makes a fantastic bread and butter pudding. She gave me the recipe and it's very easy. You slice the stale bread and put butter on it. Put the slices of bread and butter in a dish. You can add some dried fruit too if you like. It's up to you. Oh, and if you have some bananas that are too ripe, chop them up and put them in the pudding. Then heat some milk in a small pan. Don't boil it. Mix three eggs with three large spoons of sugar and add the warm milk. Then you pour the mixture over the bread. Put it in the oven for forty-five minutes, and that's it! Delicious!

2
My favourite recipe for stale bread is French toast. It isn't really a recipe! You just need one egg and you mix it up in a bowl. Then you dip a slice of bread in the egg mixture, and fry it in a frying pan for a couple of minutes. I love it with sugar on, but I know I shouldn't.

3
I like baguettes but they don't stay fresh for very long. But when I was on holiday in France, I learnt a trick to recycle the old baguette instead of throwing it away.

You hold it under the tap and let cold water pour on the surface. Then you put it in a hot oven for ten minutes. When you take it out, it's nice and crispy again.

4.6 Use of English

2.15 Exercises 2 and 3, page 53

J = Jess O = Olly M = Maggie A = All
D1 = Delivery 1 D2 = Delivery 2

J: Is anybody else hungry?
O: I am.
M: Are you? That's unusual, isn't it?
A: Hahahaha.
O: Okay, it's true, I'm always hungry, but I'm not the only one am I?
J: No, you're not. I'm starving. Let's order some pizzas, shall we?
M: Good idea. Jess, you've got the Food Delivery App, haven't you?
J: Er, let me see. Ah yes, here it is.
O: Make sure you don't order from Pizza Hub! They're rubbish!
J: Okay. We can choose another restaurant. You're the pizza expert Olly!
O: Yes, right … Er … we can use Regal Pizzas, can't we?
J: Just a minute – yes, they're on here.
O: Hang on – Maggie, you need gluten free, don't you?
M: Yes, thanks for remembering. I'll have a gluten free Margherita.
J: Okay, you'll have the spicy sausage Olly, won't you?
O: How did you know? We haven't had pizza for ages, have we?
J: Actually, we had pizza two days ago and you had a spicy sausage then.
O: Oh yes, mmmm… that was really good.
J: I'll have a normal Margherita. Right, all ordered. We're not having drinks, are we?
M: No, tap water's fine.

2.16 Exercises 4 and 5, page 53

D1: Hi, you ordered food, didn't you?
O: Yes, we did.
D1: Okay, that's one green curry, one red curry and two rice. That's everything, isn't it?
J: Er, no it isn't. We didn't order curry, we ordered pizzas.
D1: Pizzas? You are Mr and Mrs Whitecross, aren't you?
M: No we're not Mr and Mrs Whitecross. We don't look like Mr and Mrs anybody, do we?
D1: No, you don't. And this isn't 102 Corn Street, is it?
O: No it isn't. You've got the wrong address
D1: I'm really sorry.

2.17 Exercise 8, page 53

J: Listen, I'm so hungry. We could just take the curries, couldn't we?
D1: Mr and Mrs Whitecross wouldn't be too happy, would they?
O: They won't know, will they?
M: No. that's just wrong. We can wait a bit longer, can't we? Listen, number 102 is across the road. You won't get lost again now, will you?
D1: I'll try not to. Thanks!
D2: Hello. This is 120 Corn Street isn't it?
All: Yes, it is.
O: Have you got our pizzas?

4.8 Speaking

2.19 Exercise 4, page 56

W = Waiter A = Alex

W: Was everything okay with your meal?
A: Yes, thanks. I'm writing a review for my online food blog.
W: Oh! I see. Are you sure you don't want to see the dessert menu? We have a delicious chocolate mousse – you should try it.
A: No, thanks. I'm allergic to chocolate. Just the bill please.
W: Certainly! Just one moment please …

Unit 5 Planet Earth

5.1 Vocabulary

2.20 Exercises 3 and 5, page 61

1
False. The colour of the sea depends on the sun. When the sun shines down onto the ocean, red, orange and yellow rays are absorbed quickly, while blue rays are not absorbed. They are reflected back, giving the sea a blue colour. When the seabed is stirred up by a storm the sea can appear brown and the presence of plants can give it a green colour.
2
True. Underwater rivers are similar to those you find on dry land – they flow along valleys in the seabed and they have currents and river banks on both sides. The only difference is they don't have trees on the river banks.
3
True. The blue whale is even bigger than the biggest dinosaurs. Blue whales grow up to thirty metres in length, and can weigh as much as 200,000 kilograms. In the twentieth century they were hunted until they almost died out. In 1966, blue whale hunting was banned.
4
True. Up to eighty percent of volcanic eruptions happen underwater. The lava can heat up the water to almost 400 degrees Celsius.
5
False. When Ferdinand Magellan sailed around the tip of South America in 1520 he came across another body of water. He called it the peaceful ocean, or the Pacific.
6
False. Humpback whales leave the icy waters around Alaska in autumn and swim for six to eight weeks to the calm seas of Hawaii where they mate and give birth to their young.
7
False. Hawaiian surfer Garrett McNamara surfed a monster wave measuring 23.8 metres at Nazaré in Portugal in 2011.
8
True. The Mid-Atlantic Ridge runs from Iceland to Antarctica beneath the Atlantic and stretches for roughly 16,000 kilometres.
9
True. The Great Barrier Reef stretches for 2,300 kilometres. It's made up of 2,900 individual reefs and 900 tropical islands.
10
True. It depends on the shape of the ocean floor and other factors, but when the tide comes in in the Bay of Fundy on the coast of Canada the water is 16 metres deeper than when the tide goes out. In the Caribbean Sea the change in depth between high and low tide is only ten centimetres.

5.3 Listening

2.25 Exercises 3 and 4, page 63

P = Presenter M = Michael

P: Hello and welcome to *The Future is Green*. Today we're talking about a special project to make schools more environmentally friendly. We have a pupil from year twelve, Michael James, to tell us about it. Hi Michael, and thanks for talking to us today.

M: That's okay. I'm missing a few lessons, so I don't mind at all.

P: Now, can you tell us about your project? How did it begin?

M: About a year and a half ago, one of our teachers started an after-school club called 'Friends of the Planet'. At first, it was just for pupils from our school, but then we contacted other schools in our area. Now our 'Friends of the Planet' group has members from six other secondary schools. We meet once a week and for the last six months, we've been working on this special project.

P: I see. What exactly is this special project?

M: Basically, we've designed an eco school of the future. We worked with a group of architects who are planning to build a school that is more environmentally friendly. The architects contacted our group because they wanted to involve young people and together, we've made a model of how this eco school will look.

P: It sounds very exciting. Michael has brought the model of the eco school into the studio with him. Can you explain it to our listeners, please Michael?

M: Sure. First of all, we have solar panels on the roof of the school – there are fifty panels altogether.

P: And will they provide power for the whole school?

M: Yes, that's the idea. It will save a lot of money on electricity.

P: Ah yes, I can imagine. Tell me about the garden.

M: Our eco school will grow vegetables, and we'll use them for school dinners. So our school dinners will be very organic and much cheaper than buying food from the local supermarket or even from a local farm. We'll also have chickens, rabbits and ducks.

P: And will they go into the school dinners too?

M: Ha ha, no. That would be terrible. They'll be pets and they'll be useful. They'll eat the leftovers from the kitchen and the chickens will provide eggs.

P: Very good. So what other plans do you have to make the school more environmentally friendly?

M: We'll use low-energy light bulbs in all the classrooms. We'll also have recycling bins in every classroom and in the school grounds.

P: And what about your lessons – will they be different from non-eco schools?

M: Most of our lessons will be similar to lessons in any secondary school. But in our Science lessons we'll focus more on environmental issues like climate change and global warming. Then, in our Technology lessons we'll learn about things like renewable energy and even how to make solar panels.

P: I see. Well, we've almost run out of time. Thank you for talking to us about your project. It's very nice to meet a teenager who is so concerned about the environment. In my experience, most seventeen- and eighteen-year-olds are only interested in gadgets and games.

M: Well, I like gadgets and games too, but I probably worry about the environment more than my friends.

P: We must stop there – thank you Michael. Your project sounds fascinating, and I'll look forward to visiting your eco school when …

5.4 Reading

2.30 Exercise 4, page 64

Then I sat for ages on my knees, facing the front of the tent, listening carefully, holding my walking stick like a weapon, and with my knife open and at hand in case I had to defend myself. The bears – animals, whatever they were – drank for perhaps twenty minutes more, then quietly left the way they had come. It was a happy moment – but I knew from my reading that they would be likely to return. I listened and listened, but the forest became silent and stayed quiet.

5.5 Grammar

2.34 Exercise 6, page 66

The surfer, the shark and the dolphins

It was a perfect day for surfing off the coast of California. Todd Endris, who lived next to the beach, was out on his surfboard. Without warning, something hit him from under the water. Todd knew immediately that it was a shark. He got back on his board but the shark, which was five metres long, bit him on the back. Todd's friend, who was surfing close by, saw the huge shark and at first thought it was a whale. Todd, who's right leg was now in the shark's mouth, was kicking the shark with his free leg, and didn't see the dolphins. Suddenly, the shark let go of his leg. The dolphins, which had been playing in the waves nearby, had surrounded the injured surfer and were protecting him from the shark. Three friends helped Todd get back on his board and reach the beach. A helicopter transported him to hospital, where surgeons manged to save his leg. Six weeks later Todd was back in the water.

5.6 Use of English

2.35 Exercises 2 and 3, page 67

J = John R = Rachel M = Martin

J: Welcome to *Violent Earth*, where we report on the extreme conditions some people live in. Last week we were in Vanuatu – an archipelago in the South Pacific Ocean. In one year, there was an earthquake, a volcano erupted, and a tropical storm flattened the crops which people rely on. We'll have an update from there, but first, we're going over to Rachel in the United States. Hello Rachel. Where exactly are you reporting from?

R: John, we're reporting from the state of California where several forest fires are spreading rapidly. The public services have been criticised for being …

J: Sorry, we lost you there Rachel. What are the public services being criticised for?

R: For reacting slowly. But these situations are very difficult to deal with. The trees and bushes are so dry, and the strong winds make it even worse. There are so many fires that the firefighters don't know which ones to focus on.

J: Can they prevent fires from starting in the first place?

R: We think people started them and you can't stop somebody from doing this if they want to.

J: They must be very sick people. Thank you for your report Rachel. We'll talk to you again later. But now we're joining Martin in Florida. Martin, there are huge

fires in the West of the United States, and in the South East, hurricane Camilla is gaining strength in the Caribbean. Which island is it heading for?
M: It's difficult to say, but the governor of Florida has given a deadline to people living in Orlando. He's wants a complete evacuation by 5 o'clock today.
J: Is that something that residents of Orlando agree with?
M: Yes, most people are closing their houses and leaving, but some people don't have anybody they can stay with.
J: And who are those people getting help from?
M: Florida State have provided them with emergency accommodation.
J: Thank you Martin. Now let's go back to Rachel …

Focus Review 5

2.37 Exercise 7, page 73

P = Presenter DC = Dr Clarke

P: Today our guest is Doctor Jenna Clarke. Doctor Clarke, who is a biologist, has studied the monarch butterfly. She's going to tell us about its life and why it may be disappearing. Welcome, Doctor Clarke.
DC: Thank you, it's good to be here. Let me begin by giving the listeners some basic information about the monarch butterfly. It is recognised by its unique orange and black pattern. And though it is found in Australia, New Zealand and Indonesia, the largest population is in the United States. The monarch is famous for its long migration in the late summer from the United States to Mexico, where it goes to spend the winter. Millions of butterflies go to forests there, where they are protected from rain and freezing cold temperatures. Otherwise they will die.
P: But there's a problem.
DC: Yes, there is. The monarch is in danger. A recent report said the number of butterflies that arrived in Mexico this year was sixty percent less than last year. In fact, numbers have been falling for the last seven years. If numbers continue to fall, the monarch butterfly will completely disappear from North America.
P: So, if fewer butterflies are reaching Mexico, does that mean the problem is in the United States?
DC: Partly, yes. You see, the monarch butterfly depends on a plant called milkweed to survive. It's the only food young monarch butterflies eat. In the United States, the chemicals that farmers use on crops are destroying the milkweed plant. So, if we want to save the monarch butterfly, we have to protect the milkweed plant.
P: What else is making it difficult for the monarch butterfly to survive?
DC: The monarch goes to a specific forest area in Mexico. Unfortunately, the growing number of farms in that area is reducing the number of trees. The trees, which are removed illegally and sold, are the homes of the monarch.
P: So, many are dying in the US because they don't have enough food and then the ones that manage to arrive in Mexico have a smaller area to live in.
DC: That's right. Finding a solution is hard because it involves two different countries and two different problems. If we can persuade farmers in the US not to use certain chemicals, that will be a big step forward. But if the destruction of trees in Mexico isn't stopped, the number of monarchs will continue to drop. Both problems are serious and must be solved at the same time.
P: Is there any good news for the monarch?
DC: Actually, there is. The monarch is becoming more common in Bermuda because people are planting milkweed in their gardens. And monarch butterflies born in Bermuda stay there all year due to the warm weather. Perhaps these island monarchs will save the species.

Unit 6 Good health

6.1 Vocabulary

2.40 Exercise 9, page 75

1
A: I've got tickets to see Little Mix!
B: Again! You're obsessed.
A: I know, I'm going to tattoo their name on my arm.
B: What? Are you crazy?
A: Ha ha ha! Don't worry. I'm pulling your leg.
B: Oh, very funny.
2
A: You know my uncle Tom was getting married to Sally, our neighbour? Well, they broke up.
B: Oh no! I'm sure she broke his heart.
A: No, she didn't. He's fine. I saw him yesterday, and he looked happy.
B: Oh!
3
A: Why does Pete wear sunglasses all the time, even when it isn't sunny?
B: He thinks it looks cool. The other day he walked into a door and hurt his nose. It was so funny. I laughed my head off.
A: Ha ha ha, oh dear. That's really mean.
4
A: Oh dear, this homework's really hard. Can you give me a hand?
B: Sorry, I'm late. Ask Mum to help you.
A: Oh, thanks …
5
A: So what did you get for your birthday?
B: Well, you know that leather jacket I tried on downtown.
A: The red one?
B: Yes. Well, my parents bought it for my birthday. When I looked in the bag, I couldn't believe my eyes. It's the best present I've ever had.
A: You lucky thing!
6
A: I really want to go and see that film. What's it called?
B: I don't know. Who's in it?
A: Oh, you know. What's her name? Oh dear, it's on the tip of my tongue. It begins with K.
A: Um, Kristen Stewart?
B: No um … Keira Knightley! Her new film.

6.2 Grammar

2.42 Exercise 2, page 76

M = Man DM = Dr Maxwell

M: Welcome to our online first-aid course. First of all, we'd like to check you got the right answers to the quiz. We gave you six minor accidents and asked you what you would do. Here's Dr Maxwell to tell you what she would do.
DM: Thank you. Okay, number one. If I had a nosebleed, I'd hold my nose and look down. If I looked up, the

blood would go down my throat, and that would be horrible. Number two, if I burnt my hand, I'd hold it under the cold water tap. Cold water would take the pain away. Don't put oil or butter on the burn – this will make it worse. Number three, if I twisted my ankle, I'd put ice on it very quickly – ice is fantastic for ankles and other muscle injuries. You shouldn't put heat on a twisted ankle – that would make it worse. Number four, if I got a black eye, I'd put ice on it for the same reasons as number three. Eye drops won't help. Number five, if a bee stung me, I'd take some antihistamine tablets. I'm allergic to bee stings, so I always have antihistamine tablets with me. I'd put ice on the sting if I didn't have any tablets. It's probably not a good idea to put a plaster on because the sting might still be in the skin. Finally, number six, if I cut my finger, I'd wash it, dry it and put a plaster on. It's not a good idea to stop the blood flow to the hand, so don't tie something around your wrist.

M: Thank you Dr Maxwell. If you got those right, you're ready to move on to the next part of this online first aid course.

2.43 Exercises 5 and 6, page 76

R = Ron F = Ron's friend

R: Atishoo! Oh no, I wish the cat wouldn't come into the house. I'm allergic to cats!
F: Why don't you close your window?
R: It's too hot in my house. I have to keep the window open. If only it wasn't so hot.
F: Are you tired?
R: Yes. I wish I could sleep, but the neighbours are so noisy. I wish they wouldn't play loud music at night. Ouch!
F: What's the matter?
R: Oh, I dropped a saucepan on my foot yesterday and it hurts. I wish I wasn't so clumsy.
F: Do you think it's broken?
R: The saucepan?
F: No, your foot!
R: Oh, I don't know, I haven't called the doctor. If only I had the doctor's phone number!

6.3 Listening

2.44 Exercises 3 and 4, page 77

R = Rob A = Anna

1

A: Hi Rob!
R: Oh hi Anna. Listen, I need some advice.
A: Sure – what do you need to know?
R: Well, I'm taking part in the London to Brighton Cycle ride and I want to raise some money for charity. Do you know how I can do that?
A: Sure – I did the London Marathon last year. I raised £800 for Macmillan Cancer Research.
R: Wow, that's brilliant. Cancer research is an excellent cause.
A: It is. So, you have to ask your friends to sponsor you. In other words, they support you by giving you money. You have to set up a webpage first.
R: Okay, what sort of information do I put on the webpage?
A: You explain what event you're doing – so you're going to do the London to Brighton Cycle. Then you put some information about the charity you want to support. Which charity are you interested in?
R: I want to do it for the British Heart Foundation.
A: Okay, great – do you have any particular reason?
R: Yes, it was my grandmother's idea – my grandfather died from heart disease.
A: Okay, so you can say on the webpage that you're doing it in memory of your grandfather. Then you share the page with all your friends and family. It's a good idea to send it to all the adults you know because people our age don't have any money!
R: Okay, that's good advice. Do they pay by credit card?
A: Yes. Most people give between five and twenty pounds.

M = Mum R = Rob

2

M: Where are you going Rob? There's no time to go to the gym. Dinner's in half an hour.
R: I'm just going for a quick run. You know I'm training for the big cycle … the London to Brighton Cycle next weekend.
M: Oh yes. I must get you a new helmet this week.
R: What for? I've already got one.
M: You've had that one for years – and you need a new, brightly coloured one.
R: Oh Mum!
M: Bright colours are safer on the road – cars can see you better. I know you don't think they're cool, but I want you to come back alive.
R: Oh, don't be so dramatic. My old helmet's fine and I'll be very careful. And there are thousands of people doing this cycle – don't worry about me! Okay, I'm off.
M: Don't be late. Take care on the road!

3

P1 = Presenter 1 P2 = Presenter 2

P1: Over to James Marsden at the start of the London to Brighton Cycle ride.
P2: Thank you. Yes, it's nine o'clock in the morning, and the London to Brighton Cycle ride is about to begin. This ride is eighty-seven kilometres long, and it has been going for more than forty years. Over the years it has raised more than sixty-five million pounds for charity. There are more than 25,000 people here and most of them are wearing red T-shirts. There are people of all ages here, starting from age sixteen, ready to get on their bikes and cycle to the coast. Most people will complete the ride in about six hours.

6.6 Use of English

3.6 Exercises 2 and 3, page 81

P = Presenter T = Professor Turner

P: Thank you everyone and welcome to our end of term lecture. We're pleased to welcome Professor Turner of the Sleep Research Foundation of Scotland. Professor Turner carries out research in order to understand insomnia in people of all ages. She's particularly interested in helping people to create the best conditions for falling asleep quickly. Here to tell us more about it, is Professor Turner.
T: Thank you. Well, I'm sure you're well aware of how important sleep is for your health. Unfortunately, we often find it difficult to fall asleep when it's most important for us to get a good night's sleep – just before an exam, or a big match, or some other event that's making us nervous and stressed. The thing is, you need to be relaxed in body and mind in order to fall asleep, and in times of stress and exam pressure, relaxation is the last thing on your mind. You don't fall asleep because you're worried, and then you get more

worried because you know how important it is for you to be asleep, and you go round in circles, not falling asleep. So, what can you do to fall asleep within ten minutes of going to bed? Here are a few simple tips. Firstly, take a hot shower or bath before bedtime. The hot water will help your body to relax and when you get out of the bath or shower your body temperature will drop. This is important because your body temperature needs to drop by one degree Centigrade so that your metabolism can start slowing down. Secondly, make sure you have good curtains or blinds in order not to wake up early when the sun rises. Thirdly, try to avoid screens: the TV, computer and telephone in the hour before you go to bed, because they stimulate the mind. Having just told you to avoid your phone, there are actually some apps that can help you fall asleep. An app with breathing exercises is very effective, and if that doesn't work, you can use the Sounds of Nature App and listen to the sound of rain falling. You can also use an app to track the number of hours and quality of sleep in order to be more informed about how you're sleeping. Finally, you should go to bed at the same time every night so as not to upset your body clock. Now, I think that's all we have time for, but I'd just like to finish with my personal favourite method of falling asleep – when I can't fall asleep, I try to force myself to stay awake. It works every time!

P: Thank you Professor. Professor Turner will be taking questions …

Unit 7 Entertain me

7.1 Vocabulary

3.8 Exercises 4 and 5, page 89

P = Presenter L = Laura

P: We're at the London Show Business Awards and we're talking to Laura Martinez, winner of the Newcomer Award. Laura you've already appeared in a TV series and you've had great reviews for an album you released last month. And you're only 17! How did you do that?

L: Oh, haha, thanks, um I don't know. I'm lucky I guess. I've always wanted to be a performer and I put some videos online and that's how I was discovered.

P: So would you tell other young musicians and actors to put videos online and wait to be discovered?

L: It's one way to do it. Ed Sheeran did it that way. Ed is one of the most successful singer-songwriters of all time – his albums are always in the charts and his hit single *Thinking Out Loud* was the first song to be streamed half a billion times on Spotify. That's enormous.

P: Very impressive. Ed Sheeran's great. He started doing live gigs when he was very young, didn't he?

L: That's right, he moved to London when he was 16 and started playing small venues. He has a lot of fans and he had a hit single which reached number 1 before he even signed a recording contract.

P: Let's talk about your acting. Who are your role models?

L: I am inspired by Millie Bobby Brown – she plays the part of Eleven in *Stranger Things*. I love the way she plays that character.

P: Oh yes, the audience love her too – *Stranger Things* had over 8 million viewers two weeks after it came out. Millie has that star quality, the kind of talent some actors can only dream of.

L: Exactly.

P: Did you see the cast of *School of Rock* collecting their award for best musical?

L: Yes! They're amazing – they're only twelve years old and they have to put on a show four times a week. I want the lead guitarist and the lead singer to play on my next album.

P: Well, Laura, good luck with that and thank you so much for talking to us.

L: Thanks!

7.3 Listening

3.12 Exercise 2, page 91

A viral video is a video that becomes popular very quickly through the Internet. People share the video through social media and email. The first real viral video came out in 2005, the year that YouTube was created. The video is unusual because it's not particularly interesting – it shows one of the founders of YouTube speaking to camera for nineteen seconds about the elephants in a zoo. There isn't a formula for a viral video hit, but the most popular ones have three things in common. Firstly, they tend to be short. People have short attention spans, especially when they're looking at websites, so the most successful viral videos are around three minutes long. Secondly, they engage your emotions – they may be funny, sad, shocking, entertaining or even extremely annoying, but they make viewers feel something. The third ingredient is story. Many of the most popular viral videos tell a story and the ones with an inspirational ending are the most memorable.

3.13 Exercise 3, page 91

1

A viral video is a video that becomes popular very quickly through the Internet. People share the video through social media and email. The first real viral video came out in 2005, the year that YouTube was created. The video is unusual because it's not particularly interesting – it shows one of the founders of YouTube speaking to camera for nineteen seconds about the elephants in a zoo. There isn't a formula for a viral video hit, but the most popular ones have three things in common. Firstly, they tend to be short. People have short attention spans, especially when they're looking at websites, so the most successful viral videos are around three minutes long. Secondly, they engage your emotions – they may be funny, sad, shocking, entertaining or even extremely annoying, but they make viewers feel something. The third ingredient is story. Many of the most popular viral videos tell a story and the ones with an inspirational ending are the most memorable.

2

I have to tell you about this video I saw – somebody sent me the link yesterday and I think I've watched it thirty times. It's absolutely amazing! It's this boy, he must be thirteen or fourteen, playing the piano at a school concert. At first I thought why has she sent me this? Then the boy started singing. Wow, his voice! It really took me by surprise. He sings *Paparazzi* by Lady Gaga which is one of my favourite songs anyway, but he sings it soooo well. He's got the kind of talent other singers only dream of. I watched an interview with the boy afterwards and he's so sweet. He got a recording contract all because of this video that his mum posted on YouTube. He's soooo inspiring.

3

My favourite videos are the ones that make you laugh. It's usually because somebody does something stupid – for

instance, there's a video of a man who dives into a frozen swimming pool. Well, I say he dives, but of course he hits the ice and slides across the swimming pool. How can you be so stupid? Then there's another hilarious clip of a girl walking along in a shopping mall. She's texting and she isn't looking where she's going. And she trips over and falls into a fountain. I couldn't believe it! I'm not sure why it's so funny to see people having silly accidents, but perhaps it's because it makes you feel better to see how stupid other people are. Also, these viral clips contain an element of surprise, something unexpected. I love the one where a baby bites his brother's finger. The little brother puts his finger in his baby brother's mouth, and surprise surprise, the baby bites it. I love the expression on the baby's face – he's very pleased with himself.

4

Hi. My name is Nigel Brown and I'm in advertising. I watch videos all day, especially videos that get more than one million hits on the web. These are the kind of viral videos that our clients want. I love my job, but when I was growing up, I dreamt of being a famous singer. My parents told me that you had to know somebody famous or you had to have famous parents. But that's all changed now. Anybody can post a video of himself on the web and any of you could be famous by next Saturday. Of course, it isn't that easy – there are over one hundred hours of video uploaded to the net every minute and only a few have more than one million views. So how do you predict the kind of video that will go viral? I'd like to give you some examples of successful …

7.5 Grammar

3.20 Exercises 3 and 5, page 94

D = Darina J = Jessica

D: Jessica! Is that you?
J: Yes. What's the matter – you sound upset?
D: Upset? I'm absolutely furious. That's it, I am never going to give an interview to that magazine again.
J: Oh dear, what happened?
D: They know I'm serious about my profession – I've done Shakespeare. I've made films with some of the best actors in the world. I've written a screenplay and I've just directed a film that's been nominated for an Oscar.
J: That's right – so what went wrong?
D: They didn't ask me about my work – they asked me what I was going to wear to the Oscars. They asked me who I was dating and why I'd split up with my fiancé. They asked if I'd put on weight and whether I was on a diet.
J: They asked you what?!
D: Yes … And that's not all. They wanted to take photographs and they asked me to wear something feminine. Then they asked me not to look too serious and to blow a kiss at the camera. Blow a kiss! Who do they think I am? Marilyn Monroe?

7.6 Use of English

3.21 Exercises 2 and 3, page 95

P = Presenter M = Professor Moore

P: This week's media report asks the question 'Do young people watch television, and if so, what do they watch?' In the studio with us, we have Professor Moore of the Centre for Media Studies. So, Professor Moore, what did you find out about the viewing preferences of sixteen- to twenty-five-year-olds?
M: According to our research, the youth of today watch a lot of TV, particularly online series. The preferred genres of sixteen to twenty-five-year-olds are fantasy, science fiction, silly humour, cool vampires and cookery programmes.
P: Hang on – did you say cookery programmes???
M: That's right – the latest news is that food is the most popular new reality TV format – according to research, we spend more time watching food on TV than we do cooking it. And fifty percent of people watching top food programmes like the Great British Bake Off are sixteen to twenty-five-year-olds.
P: So sugar is the star of reality TV?
M: Exactly. The format of the *Great British Bake-Off* is so popular that it has been copied in numerous different countries all around the world – the Australians love it, as do the French, the Americans and the Poles. Another very popular series is *Masterchef*, a competitive cooking show that originated in the UK in 1990. Entertainment comes in many forms, but young people of today really love cookery programmes.
P: But do people actually make the cakes and dishes themselves?
M: Some do. A survey was carried out on how TV programmes influence people, and the information collected suggests that twenty percent of viewers admitted to making dishes at home just so they could take photographs and share them on social media.
P: The interests of young people are so difficult to predict! Surely they live on spaghetti, fast food and take-aways and life is too short to stuff a mushroom? What use is information about how to serve shellfish or ice wedding cakes?
M: Good point. I think there are three factors that explain their popularity. First, these programmes have excellent TV presenters. Then there's the fact that this generation is creative, and cooking is one way of being creative. And finally, there's the competitive element which made *Bake Off* and *Masterchef* semi-finals and finals the most watched TV programmes of the year.
P: Well, that's very interesting Professor Moore. Thank you for coming in. Now we're moving on to …

7.8 Speaking

3.23 Exercise 6, page 98

1
A: Could you lend me your calculator?
B: Well okay. I suppose so.
2
A: Is it okay if I use your phone?
B: I'm sorry but the battery is flat.
3
A: Do you mind if I open the window?
B: No, not at all. Go ahead.
4
A: We were wondering if we could leave early?
B: Sure, I don't see why not.

Focus Review 7

3.24 Exercise 7, page 101

On the show today we'd like to hear your thoughts on the famous Notting Hill Carnival in London.

1
I love Caribbean culture and the festival is great fun, but you can enjoy it even more if you go well prepared, and believe me, I learnt the hard way! Most importantly, you need to wear comfortable shoes. Leave the high heels at home because you can't dance in them, and never … ever … wear sandals. You won't come across a bigger street festival in Europe, it's crowded, and I promise you other dancers will step on your toes. You don't want to spend the rest of the day with sore feet like I did.
2
What is absolutely fantastic about the Notting Hill Carnival is it changes the mood in London. There's an amazing party atmosphere and a lot of it is thanks to the parade. It looks like the Rio carnival in Brazil with the floats and the crowds of people dancing in the streets. And although everyone would agree that London is a great city, it isn't exactly famous for its vibrant colours. Well, for one weekend a year, it just explodes with every colour under the sun. The make-up and costumes of the performers are the brightest I've ever seen!
3
I love the crowds, the noise and the carnival atmosphere! Everyone's so happy and lively. Every year, our dance teacher makes us work hard and we practise until our feet are sore. When our families come to watch us in the parade, we want to make them proud. Mum always tells me that I'm the best dancer in the group, which probably isn't true, but that's okay, I enjoy it anyway! The Notting Hill Carnival was, and still is, a time for people to get together and have fun. I'm really glad someone came up with the idea!
4
I'm extremely lucky! I live in Notting Hill, so the carnival is practically on my doorstep. It gets fairly noisy here, but I don't mind all the performers and the Caribbean music at all. Of course, the streets are pretty crowded too with all the visitors … apparently, over a million people attended this year. Some local residents told me that they found the carnival rather annoying because it made it difficult for them to come and go, but really, it's only on for three days. I love every minute and always look forward to it!

Unit 8 Modern society

8.1 Vocabulary

3.25 Exercise 4, page 103

1
A: Excuse me madam.
B: Who, me?
A: Yes, you. Can I have a look in your bag please.
B: My bag? Why? I mean, yes, of course.
A: I don't think you've paid for these items, have you?
B: Oh dear, um, yes of course I've paid.
A: Can I see your receipt madam.
B: Receipt? Er. Yes, let me see. Oh dear, I was going to pay but I forgot …
2
A: I'm not guilty – honestly. I didn't kill him. I wasn't even there.
B: Where were you at eight p.m. that evening then? It's important for you to have a good alibi.
A: I was playing football.
B: Can you prove it?
A: Yes, I was with a group of friends. We played against a team from another town, and we won. I'm innocent.
B: Okay, give me some names and I'll contact them.
3
A: What games have you got on your phone?
B: Boring ones. Anyway, it needs charging.
A: Got anything to eat?
B: No.
A: Oh. I'm bored.
B: Why did you do that?
A: Dunno. I felt like it. Come on, those buildings over there are empty. Let's break the windows.
B: Yeah, okay.
4
A: Nobody move! You – hand over the money!! Put it in this bag. Come on, hurry up!! Right, give me the bag.
B: Okay, let's get out of here.
5
A: Hello, fire service.
B: I want to report a fire. There are some empty buildings near here … they're on fire. I saw two boys running away. I think they set fire to the building.
A: Are you in immediate danger?
B: I don't think so. But it's a big fire.
A: Okay, what is your address?
B: It's 24 …
6
A: Hey, what are you doing? Ouch. Get off. Help!! Stop him, he's taken my bag!
B: Are you okay?
A: No, my arm really hurts.
B: Let me help you.
A: He took my bag with everything in it …
B: Oh no. Okay, I'm going to call the police.
A: Thanks.

8.3 Listening

3.30 Exercises 2 and 3, page 105

P = Presenter D = Daniel
P: This week our special report asks 'Are we doing enough to help young offenders to become better citizens?'. Today, three out of four young offenders who are released from prison, go on to commit another crime, and return to prison. These statistics suggest that young offenders' prisons are failing. The government are carrying out a review of the system. They say they want to improve young offenders' access to education, but some people believe that the prisons are already too soft. They think that you should make an example of teenagers who break the law. They want harder and longer punishments. To talk to us about that we have seventeen-year-old ex-offender Daniel Smith in the studio with us. Hello Daniel.
D: Hello.
P: Daniel you've recently been released from a young offenders' prison. What's it like inside?
D: Noisy. There's a lot of shouting and fighting. Fights happen every day and for silly little things. We're locked in our cells at eight fifteen at night and we can watch television until two a.m. If we do something wrong, they take our television away.
P: I see. So, tell us about the opportunities for education.
D: We could choose from about fifty different subjects. Everything from music production to gardening to cooking. I did about twenty hours of lessons every week. You're paid for each lesson you go to, and then you can spend that money on sweets or phone calls.
P: You're paid to go to lessons?

D: Yeah. Nobody would go to lessons if we weren't paid. It isn't much – 40p a lesson. But I was motivated because I knew it would help me to get a job when I came out of prison. This woman came into the prison and gave us all this information about qualifications and jobs. I chose the lessons that would help me get a job – basic subjects like English and Maths and then I did Accounting and Computer skills. I'm working now, and that makes a big difference.
P: How many of the other young offenders were as motivated as you to learn new skills?
D: Not many. A lot of them are happy the way they are and don't want to change.
P: Is it true that some young offenders like being in prison because they have a better life inside than outside?
D: Yeah. That's definitely true. One of my mates was homeless before he came into prison. He was worried about being released – in prison he got food and clean clothes and a warm cell. Outside, he was living in a box on the street. The day he was released, he walked into the prison car park and smashed the windows on five cars in the car park. He was back there in a few days.
P: Hm, well that brings me to another point. The government want to improve conditions in young offenders' prisons. But some people say that this is wrong. They say that these are young people who have committed crimes and they should be punished. One prison guard said, 'They have education, they have a gym and television – it's like a holiday camp!' What do you say to that?
D: But it's not a holiday camp – we can't see our friends or our family. Doors are locked. I don't want to go back there. If you want young people to change, you can't lock them in a cell and expect them to change. You have to educate them and make them believe that there is a better life in front of them. Simple as that.

8.5 Grammar

2.37 Exercises 2 and 3, page 108

Judy and Mike were living in a detached house halfway down a nice street. Their house looked like the other houses, but in fact it was the unluckiest house in the neighbourhood. In a period of five years, they were burgled thirteen times! After each burglary, they had something done to their house to make it safer and more burglar-proof. First, they had the locks changed. Then they had a new front door fitted. That didn't work, so they had a wall built. Nothing stopped the burglaries. After the seventh time, they bought a dog and had a big sign put on the gate saying 'Beware dangerous dog'. The dog was too friendly, and they were burgled again. After the thirteenth time, they were desperate. Finally, Mike found out on the Internet that, according to statistics, the highest number of burglaries happen to detached houses halfway down a street with a purple door and the number eighty-eight! They couldn't get the house moved to a different location, but they've had the door painted green and they're going to have the house number changed. Mike's sure that with a green door and the number 86B on it, they'll never be burgled again!

8.6 Use of English

2.38 Exercises 1 and 2, page 109

In today's podcast, we want you to ask yourself the question: Am I doing everything possible to protect myself online? If the answer is 'I don't know' I hope this podcast will help.
Here are our five top tips for staying safe online and not falling victim to identity theft.
Number 1 – Passwords. Let's begin with a weak password – 12345678 is weak – don't use it. Here are some more: password, football, iloveyou, starwars. If you use one of these, you can only blame yourself if a hacker gets into your account and steals your identity. Use strong passwords with a combination of symbols, numbers and letters. To save yourself some trouble, use a password manager – go to our website for links. A final word on passwords – keep them to yourself. Even with your best friends, don't tell one another your passwords.
Number 2 – Personal information. Hackers and identity thieves want your information. So when you're online, you should be careful when somebody you don't know asks you to provide information about yourself. It could be a fake email or message. Delete it. When you get a friend request on a social networking site from somebody you don't know, don't ask him or her to introduce him or herself, just delete it.
Number 3 – Viruses. Don't open files or attachments if you're not sure what they are because they may contain a virus. An email virus can send itself to all your contacts. If you let a virus into your computer, it then attaches itself to other programmes and each time you run your programmes, you run the virus too. For links to anti-virus software, visit our website.
Number 4 – Software updates. There is a simple way to protect your files – update regularly. When you get requests for updates on your apps, do it – when you update a file, you also download the latest security. Viruses update themselves all the time, so you need to update regularly too.
Number 5 – Your digital footprint. Be careful when you and your friends send each other videos and photos, remember they're likely to stay there for a long time. Don't post anything you wouldn't want your grandmother to see!

8.8 Speaking

3.39 Exercises 2 and 3, page 112

R = Robert S = Sonia
R: I think I'm going to do voluntary work this term – how about you?
S: Maybe. What are you thinking of doing?
R: I'm not sure.
S: You're really good at Maths – how about teaching younger pupils? You could help them with their Maths homework.
R: Oh no, I'm not patient enough. Teaching isn't my thing at all. I don't have any younger sisters and brothers so I'm not used to young children. I'd rather visit an elderly person.
S: Well, that would be a very good thing to do. I can't teach younger kids either. They annoy me, and to be honest, I'm not very good at any school subjects.
R: That's not true. You're good at Art. Why don't you help pupils with Art projects?
S: Mm, I don't know. I'm really into vintage clothes, so I suppose I could organise a second-hand clothes sale. Actually, I think that would be good fun.

Videoscript

Unit 1 A new look

1 BBC: Distressing jeans, page 116

N = Narrator P = Presenter M1 = Man 1
M2 = Man 2

N: The worldwide market for denim jeans is enormous, and one of the most popular styles is distressed jeans. Distressed jeans are made in countries like Turkey, China, The Philippines, Mexico and India.
P: It's incredible. We're in India, we're just heading towards a denim factory that distresses denim and makes it look second-hand.
Busy, isn't it?
N: Factory employees were very welcoming and happy to answer questions about the process of distressing jeans.
P: How many jeans are you producing in this factory?
M1: On a monthly basis we produce probably 100 to 150 thousand pairs of jeans.
N: But Alex isn't here to see jeans being made. He's here to see jeans being destroyed.
P: Do you find it slightly strange that you take something that is immaculate and pristine and you totally destroy it?
M2: See, it's my hobby. It's my … What do we call? Interest. We are doing some work which we like, so, and we find ourselves in doing that work.
If you take any garment like this, you put it in your showroom, no-one will buy it like this.
P: But they will pay extra for something that looks older.
M2: Yes.
P: And more second-hand.
M2: Yes, mostly young people they like garments with more distressed look, more vintage look and once you go a little bit advanced in the age people will reduce …
P: Younger people want jeans to look older, older people want jeans to look younger?
M2: Yes.
N: Alex bravely donates his jeans to the factory worker for distressing. First, he uses sandpaper to produce white lines that normally appear after years of wearing and washing them. Next it's the grinding machine.
M2: So, what they are doing here, they are grinding all the edges of the garment. So after wear the garment for one or two years, putting your hand, taking your hand, putting your hand – five minutes will give you the same.
N: Then more sanding to produce holes.
Next, it's over to the wet processing area …
P: No, not pink! I don't want pink trousers!
… for more washing with stones and bleach.
M2: So, the operation what he's doing now, he is adjusting the crinkle by hand. The crinkles are created themselves.
P: Every time you get into that position.
M2: Yeah.
P: I haven't got the time to sit in that position for year after year after year to get a crinkle - that's why this process is so important.
M2: It's finished.
N: It seems that destroying denim is all about pretending: pretending that you've been through something that you haven't.

4 Focus Vlog, page 117

J = Jason H = Holly N = Noah LA = Laura
K = Kristina P = Peter LN = Lauren

J: Hello Internet! I'm going to talk to you about clothes. I'm not usually good with putting outfits together, so I have one pair of jeans that I wear with everything, they're black, they're skinny and they're perfect for me. But they're so old and tatty now, I need to find some new ones. I tried to go shopping the other day, but just couldn't find any that I liked. So I need to go again tomorrow to try and find some more. What about you? Have you been shopping recently? What did you get? Have you bought any new clothes recently?
H: I've bought lots of new clothes recently because I'm going on holiday next week. I've bought lots of T-shirts and shorts for my holiday, sunglasses, swimwear.
N: I haven't bought any clothes for myself, but I have bought clothing for my children.
LA: I have, I have bought a new trench coat online and it was second-hand and I really, really like it although it was a really good bargain as well.
J: Nice!
K: I actually don't even remember if I've bought anything recently. I don't think so, no.
P: I have bought some new clothes. I bought a new shirt, some pants, a pair of jeans. I really like socks so I tried to get some fun socks as well.
LN: Ah yes, I have bought several pairs of summer shorts.
J: Is there anything you've been planning to buy but haven't yet?
H: I've been looking for a new bag, but I can't decide what size to get so I'm not sure.
N: I think I need a good rain jacket, something that is waterproof and will protect me when it's really pouring outside.
L: I've been planning to buy a new pair of boots.
K: And I've been planning to buy sunglasses because I lost mine.
P: Yes, I've been trying to buy new shoes recently so I'm looking to buy a pair of sandals, cause it's summertime. Also looking to buy some new running shoes, just some that are more supportive for my feet.
LN: I have been trying to find the perfect-fitting blazer for the last 2 years.
J: And what about you guys? Have you bought anything recently? Or have you just been planning to buy something? Let me know.

Unit 2 It's just a game

5 BBC: The Brujas, page 118

A = Arianna G3 = Girl 3 N = Narrator S = Sheyla

N: We're at a skatepark in the Bronx, New York City. Here, we meet three girls from Chile and Dominica who have their own girls' skater crew called The Brujas.

S: Me and Arianna have been skating since we were, like, twelve. We are always around skater guys who have their own little crews, but there's never really, like, a girl crew in New York, so we decided to make our own.

A: *Brujas* in Spanish means witch. The Brujas community at large there's, like, probably, like, twenty, you know. It's, like, a growing movement.

N: Ideally, The Brujas would like their own skate park, but in the meantime, they'd settle for one day a week when only girls were allowed. The Brujas have a special bond. They're proud of their heritage and being part of an all-female skater crew gives them a sense of belonging.

S: Being Dominican is everything, I mean, I feel like Dominican women are the strongest women there are, so without that I wouldn't be as driven as I am now to do Brujas and to, like, help girls to feel like they belong.

G3: As I've grown up I've constantly been asking myself 'where do I come from?,' so actually being first-generation born here, and returning to Chile as often as possible.
Brujas to me is part of that reconquering of the spaces that we live in. You get to really feel what this city is made of, like, beneath … beneath the skateboard, the different bumps and … I don't know. It's different from just walking, it's conquering the city. We are witches and being proud of it and using it in this positive way.

A: Street culture, it's still exclusive to men. Just when you're at the park, like, it can be very uncomfortable sometimes to hear, you know, degrading comments or even just the way that some of these men talk about the women in their lives. It's, like, it can be very upsetting and uncomfortable.

S: We had to learn how to fall and things like that. But I like it, I like falling.

A: My favourite moment is when I'm going fast down the street and I'm free. Falling is, in its own way, one of my favourite things about skating, because it kinda takes you by surprise and knocks you out of your comfort zone, and you hit the ground and you're like 'argh!' But then you feel invigorated by falling.

8 Focus Vlog, page 119

J = Jason I = Ini N = Nicky S = Senthan
GE = Grace E = Ed GN = Gillian

J: Hi, everyone, and welcome back to my vlog! Can you hear that? There's a football match on next door and I think my neighbour's team's just scored. I love watching football, but I'm not really into playing it. My cousin's a lot better than I am, so I go and watch him when he plays. I'm also really into watching athletics. I love all the track and field events, especially at the Olympics. What about you? Are you interested in sports?

I: Yes, I am interested in sports. I think they're fun, they're very enjoyable to watch and also to take part in.

N: No, I'm not interested in sports. I'm more interested in art.

S: Yes, I am interested in sports. I'm interested in football, rugby and basketball.

J: I am, too.

GE: I don't mind watching like things like tennis or stuff when it's on or the football if my dad has it on, but I wouldn't personally actually play sport, just because it's not really my thing. I don't really enjoy it. I just find it quite boring.

E: Yes, I am. I love football, I play for a team back home in Lincoln. I enjoy watching sports, watching football, the athletics, things like that.

GN: Yes, I'm very interested in sports. I like to stay fit, you know, I don't …, I wanna stay active, I wanna be healthy.

J: Do you prefer watching or doing sports?

I: It depends on the sport.

N: I think I prefer playing sports because it's a good form of exercise.

S: I prefer playing sports because it's interesting, fun and exciting.

E: I prefer playing, for the simple reason that it's quite hard to watch when you want to be involved.

GN: I prefer playing sports, definitely.

J: Oh, I don't!

J: Is there any sport you can do really well?

I: Yes, I can ride motorcycles really well, and I also play football really well.

N: There's no sport I can do really well …

J: Neither can I.

N: … but I do dance.

S: I'd like to think I play football really well. And I think I'm OK at rugby.

E: I'm quite a fast runner, and I competed for the Air Cadets in long jump and 100 metres relay.

GN: I actually do Olympic style weight lifting and I'm competitive in that and really love it, yes.

J: Have you ever won a sporting competition?

I: I have, I won the standing long jump for Kensington and Chelsea when I was fourteen years old. I have the record, I think I still do, yes, 2 metres 14 centimetres.

N: I've never won a sporting competition …

J: Neither have I.

N: … but I have come second in an archery competition.

S: I have, I've won a football competition.

E: Yes, I've won silver for relay and 100 metres.

GN: I've gotten top three, so I've got second place at … was in Young Hercules, it's a competition in Canada for young people that are interested in Olympic style weight lifting.

J: Did you watch the last Olympics?

I: I didn't watch as much of the last Olympics as I wanted to because I was very busy.

J: I didn't either!

N: I didn't watch the last Olympics. I don't have a TV.

S: I did watch the Olympics, but only certain events such as the sprints.

G: Ah yeah, I did watch last Olympics. I like watching the swimming and gymnastics, but that's what I would really watch.

E: I watched a lot of the athletics, lots of the running, Usain Bolt.

J: So did I.

GN: Yes, I did. I was really interested in actually figure skating, cause I think it's so beautiful and graceful. And compared to weight lifting it's very different, you know.
J: How about you guys? Are you interested in sports? Are there any sports you can do particularly well? Let me know in the comments.

Unit 3 On the go

10 BBC: A hotel in the clouds, page 120

G = Giles Ma = Marc Mo = Monica
N = Narrator R = Roque

N: Giles and Monica are in the South American country of Equador on the way to visit a private reserve and a hotel called Mashpi Lodge.
Equador is situated on the West coast of South America and the equator goes across the country. Mashpi Lodge is located in Mashpi Reserve, in the middle of the cloud forest, three hours' drive from the capital Quito.
Ma: Hey! Welcome to Mashpi!
Mo: Hi!
N: Giles and Monica are greeted by General Manager Marc Berry.
G: What a mad place to build a hotel.
Ma: It is, isn't it? Right in the middle of a cloud.
N: Mashpi Lodge is a luxury hotel with twenty-two rooms costing up to $1,500 a night. There are two members of staff for every guest.
Mo: Look at that view.
G: Wow!
Mo: That is amazing.
N: The hotel was opened a few years ago. It's an eco-hotel with breathtaking views from every window. It's like a giant treehouse.
The hotel is totally sustainable, and big efforts are made to respect nature. Mashpi is deep in the cloud forest. People travel from all over the world to experience the extraordinary animal and plant life. Giles wanted to meet the man behind the hotel. He is Roque Sevilla, who used to be the Mayor of Quito.
G: So why on earth would you build a hotel here? Why did you want to do that?
R: Basically, because I wanted to show other people the beauty of this place.
N: Roque takes Giles to his observation tower which stands twenty metres above the hotel, and the forest. When he bought it he had no plans to build a hotel, only to conserve the forest.
G: Yeah, I don't really like heights. I wish you'd bought a lower bit of forest, frankly. Right …
R: You see there … there you can see …
G: Is that it there?
R: That's the hotel.
G: Wow!
R: Everybody thinks I'm completely crazy. Because … to build a hotel in a place like this one.
N: Roque wants his guests to engage with nature, and so he has created an amazing invention.
This is Roque's latest project: a jungle cable car called the dragonfly. Gondola baskets float for almost a mile through the treetops, 200 metres from the ground. The cable car gives guests a unique view of the forest and the animals which live in it.
Today Monica and Giles are helping Marc to do safety checks.
Ma: It has to be very smooth. It has to be very safe, it has to be very comfortable. And to do that right in the middle of nowhere is a real, real challenge.
Mo: Oh my word. Yeah. This is so cool. I could stay up here all day. I just wish my daughter was here with me, she'd love it.
N: And if there's a power cut and the cable car stops, there is a rescue procedure. It's called a rope.
Ma: The thing is that you never know what can happen. Better be safe than sorry.
Mo: That's so high.
N: Today, Monica is going to test the rescue procedure.
G: Are you going out?
Mo: Yeah, I will.
Oh! Don't look down.
Ma: Don't look down. Slowly sit back.
Mo: Sit back?!
Ma: Trust your equipment.
Mo: Oh, don't do that! This is so cool.
This feels awesome. Just sitting in a swing really.
N: It's not just for fun – the rope has to be tested.
Mo: So awesome. Shall we do it again?
Argh, wet foot. After doing that and managing to … to get myself down here in one piece, the system is really safe.
N: Taking Roque's cable car is a great way to see the cloud forest and to appreciate how huge and dense the forest is.

13 Focus Vlog, page 121

J = Jason LA = Luda A = Alex LN = Lauren
N = Noah LY = Lucy

J: Hi, guys, and welcome to my vlog! I found a photo earlier today of me and my brother when we were really young on holiday in Cornwall. We used to spend all day at the beach swimming and surfing. It was brilliant. There's no way I'm going to show you that photo because I have such a terrible haircut. But, what I wanted to know was what were some of your past holiday experiences? Where did you use to go on holiday as a child?
LA: When I was younger on holidays we would take road trips because we have a very large family, so we can't really afford to go elsewhere so we just kind of drove around the country.
A: I used to go on holiday to the west coast of Scotland, place called Lochinver and Oban and then sometimes the Lake District in Northern England.
LN: I grew up in Dallas, Texas and we would camp all over the state. Mostly like in this southern part of the state.
N: Primarily to visit my two sets of grandparents, so to California to visit my grandmother or to Arizona to visit my grandparents.
R: When I was younger I used to go on holiday to Maine and Cape Cod and Black Island, Martha's Vineyard, places close to New England.
LY: Cyprus quite a lot. My nan and granddad had an apartment out there so we'd go stay, stay there and meet the rest of the family and stuff.
J: What sort of things did you use to do on holiday?
LA: We would stop by my family. So my family lives all across the country, so we would drive down to meet them, and just kinda go state by state to visit them on holiday.

A: We used to go camping, we used to go walking, and snorkelling, just walking the hills really.
LN: We always went camping. It's all we could afford, so we'd just pitch up a tent in random national parks.
N: Well, my grandparents lived in a retirement community, so we would go to the pool, or pick grapefruit or oranges from their citrus trees, ride around on their 3-wheel bicycle.
R: I used to walk around, go shopping, read, go to the beach, go swimming.
LY: I'd just go to the beach. Sunbathe, chill. Go out for dinner.
J: How about you guys? Where did you use to go and what did you use to do? Let me know in the comments.

Unit 4 Eat, drink and be healthy

15 BBC: Umami, page 122
N = Narrator M = Michael
N: Flavour makes our food delicious. Each flavour is a combination of smell and taste. When you get that combination right, food tastes amazing. But what is taste? Thai food is particularly good at combining a wide range of different tastes in one dish.
M: So this is a Thai stir fry and I'm very fond of Thai. There is a bit of fried chicken, lemon, garlic, onion, a real sort of explosion of taste. It's really strange to think that all these sensations which are going on in my mouth at the moment are generated by five simple tastes.
N: In the cups there are liquids containing these five tastes. Michael has no idea which is which.
M: Salty, that's definitely salty.
Sweet.
That is sort of bitter, or a bit like coffee.
And this is similar, but more lemony and makes the mouth pucker up. This is sour.
And this one is really hard to describe. This is the taste that's been most recently discovered. This is umami.
N: The word *umami* comes from a Japanese word meaning 'a pleasant savoury taste'.
M: And it is very, very strange to think that every taste sensation you ever have will consist of one or more of these tastes.
N: To learn more about this fifth unusual taste, Michael's come to a Spanish festival to celebrate a popular fruit, which is rich in umami: the tomato.
M: I'm here in southern Spain with about 20,000 other people to celebrate the tomato. Welcome to La Tomatina, the world's biggest food fight!
N: La Tomatina started with a street fight. Local people had so much fun that they decided to do it again the next year. And the next. Tomatoes are perfect for food-fighting and they also contain plenty of umami. But what exactly is umami? And why do we like it so much? The answer is inside the tomatoes.
To extract the umami, Michael goes through a long process of mixing, spinning, filtering and boiling.
M: After all that boiling down this is all that's left and it no longer smells tomatoey at all because those volatile flavours have been boiled off. And this stuff doesn't taste tomatoey either. It tastes salty, earthy, meaty.
N: That unusual taste is a chemical called glutamate. It's a molecule that comes from the protein in the tomato. Whenever you get a glutamate molecule in food, it gives that umami taste. It's our love of glutamate in tomatoes that has made them such an important crop for this region in Spain, and so popular worldwide.

16 Focus Vlog, page 123
J = Jason S = Shannon C = Céire P = Peter
H = Holly LA = Luda KS = Kes KA = Katya
J: Hi, everybody, and welcome back to my vlog! Today is a big day for me, because I've got my friends coming over and I have to cook for them. I've never done it before, so I'm kind of nervous. I'm hoping not to make too many mistakes. I'm thinking of cooking some pasta and tomato sauce, because it's quick and simple. What about you? Are you going out to eat tonight? Where are you going? And what will you have? Where are you going to have dinner this evening?
S: I'm probably going to cook it myself and eat at my flat, nothing exciting.
C: Hopefully, my mum will cook me dinner when I get home. Cause I've just been out for lunch, so I'll have dinner at home.
P: I'm gonna have dinner somewhere in London, maybe near the Gloucester underground station, that's near my hotel.
H: I'm going to have dinner at home this evening.
LA: This evening I'm going to Chinatown to have dinner.
J: Can I come too?
KS: I'm going to have dinner at home. I've got a couple of friends coming over, so I'm gonna cook for them.
KA: I'm going to go to a restaurant.
J: What do you think you'll eat?
S: I think I'll eat a ready meal because I can't cook.
J: No, thanks.
C: I think I'll have pasta or potatoes or something like that.
P: I think I will eat either a burger, maybe some Pad Thai, maybe fish and chips.
H: I'll probably have a salad, because salad is nice in hot weather, and maybe some chicken with it, and some orange juice.
LA: We're gonna have dim sum, I heard it was good in London.
KS: We're going to have like a bean chilli and some rice, a bit of avocado on the side.
KA: I'll have pasta with salad and a glass of water.
J: What about you guys? Where're you going to eat this evening? Let me know in the comments.

Unit 5 Planet Earth

19 BBC: Chameleons, page 124
N = Narrator
N: Hunting is a never-ending game of hide and seek. Here it pays to sit still and blend in. Because you just never know who's watching.
The Parson's chameleon is an expert in the see-and-not-be-seen game. It lets its eyes do all of the work, while the rest of its body moves in slow motion so as not to scare possible targets. The problem is that he can only see prey if it moves. So is this a stick insect … or a stick? Aha! Time to unleash its secret weapon: a tongue longer than its body.
The Parson's close cousin, the nasutum chameleon, has the same weapon but in miniature. As small

as a matchstick, it needs to get much closer to its prey. But even with eyes as big as its stomach, this isn't the meal deal he was hoping for.
In the jungle, it's hard finding the right-sized prey when you're a tiny predator. Promising opportunities can quickly turn to disappointment. Spotting any kind of prey in this dense green world is hard. If you do find something, you want to make sure it doesn't escape.
The praying mantis has arms that can strike ten times faster than a blink of the eye. And it's the only insect known to see in 3D. Perfect for judging strike distances.
But, like the chameleon, her problem is seeing prey when it freezes. She needs some movement to be sure it's food. Just the tiniest sign of life.
Yep, that's done it.
A lightning strike has given her the edge over her insect prey, but it doesn't pay to be complacent.
In the jungle arms race, only too often, there is someone else with a more powerful weapon.

21 Focus Vlog, page 125

J = Jason A = Alex D = Devesh KS = Kes N = Noah

J: Hi, everyone, and welcome back to my vlog!
My friend's just come back from Copenhagen and he keeps telling me how eco-friendly and green and clean it is. I think it might be the cleanest place in the world. Trouble is, now he keeps saying how bad and how polluted London is, and I don't think that's fair. I've lived in London all my life and it's never seemed that polluted to me. I mean, we recycle, the air doesn't seem too dirty and we have a congestion zone. So, I wanted to find out what you thought.
Do you think London is an eco-friendly city?

A: I think London is eco-friendly in some parts.
The recycling from councils is good, but the use of diesel engines and taxis and buses makes the pollution very bad.

J: Still love you London.

D: I think it's getting there. There's still a lot of pollution around and I recently started cycling so I kind of notice it more. But with the introduction of the Green Zone, I think that's helped a lot, it's cut down a lot of emissions coming from older vehicles, especially large trucks and I quite like that about London.

KS: Probably not at the moment, I think some things are improving. I like to cycle and I think cycling is getting a little bit easier as time goes and people get more used to it. And I'm seeing more of the eco buses and cars around, which I think is a big, big plus, but I don't think it's an eco-friendly city at the moment, but I hope it will be.

N: In general, I'm impressed by the access to recycling facilities, a kind of general attitude of trying to not be wasteful and in addition I think it's important to have access to green spaces, so I find that London is quite good for that.

J: Where do you think is the least polluted place in the UK?

A: The least polluted place in the UK I'd imagine is by Orkney or the Shetland Islands or, you know, the Highlands of Scotland, or somewhere like that. Somewhere very rural.

D: So my recent adventures led me to a place in Wales, a place called Penwyllt Castle Inn surrounded by sort of lovely fields, farms and parks and that would probably be the least polluted place I've been to in the UK.

KS: The least polluted place in the United Kingdom is probably somewhere really remote, like I'm picturing maybe a small island off of the north coast of Scotland with the population of one.

J: I think I need to move there.

N: So I've spent a bit of time in Durham and I guess my general impression was it's not polluted at all there. So less industry, so perhaps, but I …, but I don't know, I would guess outside of major cities where there's less industrial kind of production.

J: And how about you guys? What is it like where you live?

Unit 6 Good health

24 BBC: Caffeine alternatives, page 126

AJ = Dr Andy Johnson GW = Gabrielle Weston N = Narrator

N: Gabrielle Weston is a surgeon. She's a regular coffee drinker, but today she's taking part in an experiment to find a natural alternative to coffee.

GW: The long and short of it is that my body's got used to coffee and what that means is if I have coffee, I'm just functioning at my normal level, but if I don't have it, I'm going to underperform. And, of course, there's the added bad side of the fact that if I have too much of the stuff, it makes me jittery and anxious, which is the last thing I want as a surgeon who has to hold a knife in their hands. So, what are the alternatives if we want something to help us stay awake and alert?

N: To find out, we're going to test three caffeine-free alternatives to coffee.
Our first alternative is sugar. Our brain cells run on glucose and many of us eat sweet snacks when we need an energy boost.
Our second alternative is sage. This kitchen herb contains a chemical that enhances the connection between brain cells.
Our third alternative is chewing gum: research suggests it could make us more alert.
Dr Andy Johnson ran some tests to find the best way to avoid feeling sleepy in the afternoon. He tested volunteers every day for one week. He gave them one of the following substances: fudge, chewing gum, a sage pill or a placebo pill to check that they don't feel different just because they're taking a pill. Now we're going to hear the results of the experiment.
Did any of the substances make the volunteers feel more alert in the afternoon? The placebo pills didn't: the volunteers who took the placebo pills felt much less alert. But what about the fudge?

AJ: Our participants had quite a lot of fudge, I mean, serious amount of fudge.

GW: Were they allowed to just nosh away until they felt sick?

AJ: Yes, pretty much. So this is our glucose fudge condition. As you can see, alertness drops as well …

GW: It drops! Which is quite interesting, isn't it? Because, I mean, I would've thought that if you have sugar at that point in the day where you're feeling a bit sleepy and drowsy, that that really perks you up.

N: So, what about the sage?

AJ: We predicted that this would produce a benefit but in fact here we found a reduction in alertness in the afternoons. So not really terribly different to the placebo condition.
N: Next up: the chewing gum.
AJ: What we find is an increase in self-rated alertness for the chewing gum.
N: The chewing gum made our volunteers feel more alert. But there's a big difference between feeling more alert and actually performing better. When we gave our volunteers some brain-stretching tests, the gum did not improve their performance at all. But this time, the sage pill was a surprising success.
AJ: The final task is a sustained attention task. It's an incredibly monotonous task, so over ten minutes we expect performance to drop massively as they sort of lose the will to live. So we can see with the placebo condition accuracy drops in the tenth versus the first minute.
GW: And what about the sage?
AJ: And then sage. We get the opposite effect, where performance improves in the tenth minute.
GW: Wow, look at that! To the same extent!
AJ: Yeah.
N: So, it seems that sage could be the alternative we've been looking for to make us more active in the afternoon. But are you sure you're ready to swap your cappuccino for a leaf of sage?

27 Focus Vlog, page 127

J = Jason JN = Justin A = Amber N = Noah
H = Holly R = Ruslan P = Peter

J: Hello, friends, and welcome back to my vlog! So, my friend keeps telling me that I need to be more healthy, all I eat is junk food and I never exercise. I go to bed really late and sometimes I get up really early in the morning, so I could definitely do with a few more hours. I need to find out things that I can do to stay more fit and healthy. Do I become a vegan? Do I exercise more and take up a new sport? And also, what about the sleep? I've heard that not only do you need a certain amount of hours sleep, but you can also do things that will improve the quality of your sleep. So, how do you guys get a good sleep and what do you do to stay fit and healthy? What do you do in order to stay fit and healthy?
JN: In order to stay fit and healthy, I cycle a lot around the New Forest and I often climb the French and Italian Alps on my bike.
A: I take a lot of walks, that's about it.
N: I love to ride my bicycle, so typically I ride that to work, to and from work, but then also because it's hard to fit exercise into one's busy day, I take the stairs. We work on the eighteenth floor and I like to go up and down.
J: You must be joking!
H: I have a gym membership, but I don't go as often as I should. But I try to go to the gym a couple of times a week.
R: I go to the gym three, two–three times a week, sometimes on Sundays, so, just to stay fit.
P: In order to be fit and healthy, I really like to swim, there isn't a pool close to me so that's why I'm thinking about running more. I also really like to bike. Other than that, I like to lift weights to stay in shape.
J: What do you do in order to sleep well?
JN: I read a book in order to sleep well. I find that it helps my brain to relax. And if I use the right lighting, it can help me get to sleep.
A: Well, I usually have to have background noise, so I have a white noise machine that helps me fall asleep. It's pretty much all.
J: Must try that, too.
N: I think exercise helps one sleep better. Also, just try to stay on a regular schedule to try to eat at the consistent time so that when it's time to go to bed, you're tired and ready to sleep.
H: In order to sleep well, I like to have a shower before bed and maybe have some hot milk, and read a book.
R: I just go home and sleep, straight to bed.
P: In order to sleep well, I take a shower before I go to bed, make sure that I clean my sheets often, and put my phone away so I don't look at my screen like thirty minutes before I fall asleep.
J: What about you guys? What do you do to stay fit and healthy? Let me know in the comments.

Unit 7 Entertain me

28 BBC: Shakespeare's avatars, page 128

AB = Prof. Anna Bloom C = Colin
M = Michael Witmore N = Narrator P = Presenter
S1 = Student 1 S2 = Student 2 S3 = Student 3
S4 = Student 4

S1: Oh trespass sweetly urged!
N: These students are performing a scene from a Shakespeare play. But the audience is not watching the performers: they're watching a screen. The performers are in fact playing a virtual reality game, which allows them to control 3D avatars. Their gestures and voices are recorded so that they can produce an animated film. According to Professor Anna Bloom, the big dramatic gestures are in fact very Shakespearean.
AB: This in fact was … is an old style of acting. It's a declamatory style of acting that was used during Shakespeare's time and came from an older oratorical method of delivering speeches. So, I think it's really interesting that the technology is bringing back this older style of acting.
N: This kind of virtual reality game is really good fun. You choose your costume, your stage and of course your Shakespeare play. Welcome to a new production of *Macbeth*.
P: This is the bit where Lady Macbeth realises everything's gone horribly wrong and starts to have a nervous breakdown. Colin is the doctor who will be charting my mental disintegration. Here we go.
P: What need we fear when none can call our power to account.
Yay, who would have thought the old man to have had so much blood in him.
This is actually really difficult.
C: What is it she does now? Look how she rubs her hands …
N: This game was created as a teaching tool to make Shakespeare more accessible in the digital age.

S2: When you're looking at the screen, then you're not thinking about your classmates, you're not thinking about the teacher, you're thinking about, 'I am Falstaff'.
S3: Maybe they don't really understand the language yet, but they want to because it's part of a game.
S4: You get a better feel for what's going on as you're performing it because you have to think about the body language.
M: So here we are in the first Elizabethan theatre in North America. It was built in 1932.
N: Michael Witmore of the Shakespeare Library in Washington USA, is interested in how new technology can be used to promote Shakespeare.
M: Pretty much every media form since the printed book has experimented with Shakespeare, whether that's radio, television, film. Now we've got virtual reality and it's not surprising that one of the first places we go to see what this technology provides is to Shakespeare.
S1: Cleopatra!
N: If technology can help students to understand Shakespeare better through playing games, that must be a good thing. As Shakespeare himself said, 'all the world's a stage' and today that must surely include the virtual world.

30 Focus Vlog, page 129

J = Jason C = Céire S = Shannon LN = Lauren KS = Kes LA = Luda

J: Hello, friends on the Internet! I have a confession to make. This weekend I watched two whole seasons of my favourite TV series back-to-back, without moving from the sofa. Come to think of it, I can't remember the last time I even went to the cinema. What are you guys watching at the moment and why do you think TV series are so on demand right now? What is your favourite TV series?
C: I have a few favourites. One of favourites is *Gilmore Girls* but I'm watching *Suits* at the moment and I really like that, and *Friends* of course I love.
J: Love it, too.
S: I'm currently watching *Dear White People*, I started it yesterday and I'm already … only got two episodes left of two seasons, so I guess I enjoy that because I've watched eighteen episodes already.
LN: My favourite TV series is *Still Game*. *Still Game* is a Scottish TV show about pensioners in Glasgow.
KS: I just started watching *The Good Place*, which is quite fun. It's just sort of like a silly comedy about a woman who gets into heaven by mistake.
LA: When I was in high school my favourite TV show was *Doctor Who*, so coming here and seeing all the red phone boxes is bringing back a lot of nostalgia. So, I'm kind of wanting to watch *Doctor Who* because of all the phone boxes in London.
J: Why do you think TV series are so popular?
S: I find it hard to watch films and stuff because it's very long-winded, whereas TV series … there's a lot of different episodes and there's different points in each episode. Like it's the same story line but there's mini-story lines, which is a lot more refreshing to watch than just watching one long film at once.
C: I think people like to invest time in characters and storylines and with a TV series if it's long-running, they can see the development of their favourite characters and then get emotionally attached and get sad when it finishes. Also, I've liked Netflix as well. So many episodes are available straight away, so people like to watch it and see what happens, instead of waiting for like the next week.
LN: There used to not be a lot of effort put into TV in the last like five to ten years. It seems like all the talent is working on TV and not movies.
J: Haven't thought about that.
KS: I guess new technology is making it easier for people to choose which TV series they watch and yeah, a good TV series is very easy to keep watching and end up binging.
LA: I think TV series are very popular because I think they allow people to like experience things without having to like leave the safety and comfort of their homes.
J: How about you guys? What do you think about TV series? Let me know in the comments.

Unit 8 Modern society

34 BBC: Coffee stalls, page 130

Ab = Abraham Ad = Adam M1 = Man 1 M2 = Man 2 M3 = Man 3 N = Narrator P = Presenter T = Tom

N: Tom works on a coffee stall just outside Borough Market, in London. A lot has changed since he left America and arrived in the UK, alone and homeless.
T: No money, nobody I knew lived here. I'd never been here. I'd nowhere to go. I didn't know what to do.
N: An organisation called Change Please has helped him to gain the skills to build a career.
T: When I got this job it really changed everything for me. I was kind of an angry person. I was really upset. This changed me 100 per cent.
N: Today, Tom is training Adam. Along with thirty-five other homeless people, Adam is now working on a coffee stall and this has helped him to get off the streets.
Ad: It means I got a little dignity back. I've got pride back, I sleep in a bed.
N: Change Please provides housing and a regular wage to its employees. Two of the people behind the project explain how it works.
M1: Going from asking somebody for something to being asked for something, in our case coffee, helps to change that dynamic in how they see themselves and how they feel about themselves.
M2: We are giving people time management skills, people management skills, money-handling skills, so that gets them into the basics.
N: The project has been extremely successful. A major supermarket chain is selling the coffee with Tom's face on the packet.
T: That's pretty amazing actually, really. I didn't think my face was good-looking enough to put on there.
N: But recent figures suggest homelessness is a growing problem.
M3: Until the government and the local mayor here look out ways in which we can get more young people into work, get them away from benefits and really break that cycle of homelessness, I think we're just gonna see the problem continue to increase.

N: Abraham used to be homeless, but now runs his own business. He has these words of encouragement for people who are thinking of training with Change Please.
Ab: Know what you wanna get into and … yeah, you can do it. If I can do it, anyone can do it.
P: Are you proud?
Ab: I'm really proud.

37 Focus Vlog, page 131

J = Jason H = Holly R = Ruslan A = Alex
S = Shannon C = Céire P = Peter

J: Hi, everyone, and welcome back to my vlog! Today I want to talk to you about your online activity. A friend of mine has decided that they want to go on a cyber detox, not using social media apps for a month. I think that's really weird because I can't imagine not using social media for longer than one day. I have friends all over the country and we don't get to see each other that often, so the only way to communicate is online. What about you? How do you and your friends stay in touch with one another online?
H: Me and my friends mostly Facebook message each other or sometimes we WhatsApp, but we never text anymore.
J: No way!
R: We use Snapchat most of the time, Facebook groups, little Facebook groups and that's all online for me.
A: My friends and I keep in contact with each other mainly through WhatsApp and through applications on the phone. We don't really, at my age, don't really contact much each other on social media, but WhatsApp it the main one really.
S: Um, through social media, so now there's like a lot of services that we can video call and there's like numerou … numerous of us in one video call. So, there can be like eight of us all video call. And especially going to university we're all far away now, so it's a lot easier to use that and we can all see each other and communicate at once rather than phone calls where it's just between two people. So, we use social media to stay in contact like that.
C: Same social media as well, Facebook as well, Instagram. I think even if you don't talk to them every day, you can still see what everyone's doing through social media, so you kind of know what's going on in everyone's lives without speaking to them every day.
P: I would say most definitely with Snapchat. It's how me and my friends stay in touch the most online. That or Instagram.
J: Have you ever cut yourself off from social media?
H: Yes, I've deleted my Facebook and my Instagram a few times, but I've always got it back. I felt like having a cleanse and a break and not being on my phone so much, but it's quite addictive.
R: Yes, I have last year for a full year, see if I could do it, mostly. Then it was really easy, just text friends, that's it.
J: Wow!
A: I have cut myself off from social media. I used to use Facebook quite a lot, but now I deleted it cause it was taking up too much of my spare time.
S: I've tried to even like when I'm revising I'll try to for like I'll go to the library and be like I'll do six hours, I'll turn my phone off, but it's quite hard to it do with all the notifications and things. It's quite addictive, so I haven't tried. I probably should, but no, not yet.
C: I've tried to cut myself off from social media a few times by deleting it, but then I just get bored and go back to it and redownload it or something. And I think because it's such a big part of life now, it's hard to take yourself away from it.
P: Yes, I have. I cut myself off from social media in August and I went, I think, six months without any form of social media, just as a way to cleanse from the addiction of it, I would say. But now I'm back, but I'm more responsible this time.
J: How about you guys? Do you use social media to stay in touch? Leave a comment.

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3 Busy people	Present Perfect Continuous	After 1.5 Grammar, p. 10	10
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Instructions

Unit 1 A new look

1 What are they wearing? (1.1 Vocabulary)

Aim: To practise words related to clothes and accessories.
Interaction: Pairs.
Type of activity: Describing and drawing.
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 their worksheet and Students B their worksheet. **(3)** Explain that students should NOT look at each other's worksheets. Student A has to describe the clothes and accessories that Sam is wearing for their partner to draw on their blank model. Then Student B describes the clothes and accessories that Lucy is wearing for their partner to draw on their blank model. **(4)** Choose a strong Student A and demonstrate the activity, e.g. B: *So what is Sam wearing?* A: *He's wearing shorts and …* **(5)** At the end of the activity, students compare pictures and check they got all the details right.

Optional follow-up: Bring different pictures of people from magazines and stick them on the walls. Students take turns in pairs to describe one of the people's clothes and accessories for their partner to identify the person they are describing.

Answers: Sam is wearing jeans, trainers, a sweatshirt, sunglasses, a necklace and he's carrying a tie in his hand. Lucy is wearing ankle boots, a beanie, a denim jacket over a dress or blouse, a leather belt, sunglasses and two bangles on her left arm.

2 Test yourselves (1.2 Grammar)

Aim: To practise dynamic and state verbs.
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 Busy people (1.5 Grammar)

Aim: To practise Present Perfect Continuous.
Interaction: Pairs.
Type of activity: Completing information.
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 their worksheet and Students B their worksheet. **(3)** Explain that students should NOT look at each other's worksheets. They should first look at the pictures and complete the gaps with the verbs using the Present Perfect Continuous. **(4)** Students then work in pairs. They ask and answer questions using *How long …?* in order to complete the times in the boxes. Choose a strong Student B and demonstrate the activity, e.g. A*: How long has Matt been cooking?* B: *He's been cooking all morning.* **(5)** If you like, elicit the question form and write examples on the board: *How long + has/have + subject + been + … ing? How long has Jane been working? How long have they been studying?*

Optional follow-up: Students write sentences about themselves, some true and some false, e.g. *I have been learning Chinese for a year. I have been going to this school for six years. I've been wearing this watch for ten years*, etc. They work in pairs or groups and read out their sentences. Their partner or the others in the group guess if the sentences are true or false.

Answers: 1 Jane and Sarah have been running for forty minutes. 2 Matt has been cooking all morning. 3 They have been waiting for a bus for nearly an hour. 4 Katie has been learning Spanish for three years. 5 Mike has been riding his bike all day. 6 Debbie has been listening to music for two hours. 7 Sam has been going to the same hairdresser's for six years. 8 Dan and Maggie have been playing video games all afternoon.

4 Describing a person (1.7 Writing)

Aim: To practise correcting and completing a personal email with a description of a person, 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 five 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 incorrect word form, one wrong preposition, one wrong adjective, missing information on Anna's interests, one instance of wrong tense.

5 How do I look?
(Focus Review 1, Speaking)

Aim: To practise describing photos.
Interaction: Individual/Pairs/Groups.
Type of activity: Gap filling.
Time: 7 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 three minutes to fill in the gaps in the text. **(2)** Then ask students to check the task in pairs. **(3)** Check the answers with the whole class. **(4)** You can expand the task by getting students to add more information about the photo.

Answers: 1 shows 2 in the background 3 silk 4 is commenting 5 as if 6 their late teens 7 hair 8 medium height 9 imagine 10 comes across 11 is wearing 12 matches

Unit 2 It's just a game

6 A sports crossword
(2.1 Vocabulary)

Aim: To practise words related to sport.
Interaction: Pairs.
Type of activity: Crossword and guessing game.
Time: 15 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 look at the pictures and individually complete their part of the crossword. **(4)** Students work in pairs. They take turns to define the nouns they already have in their crosswords so that the other student can complete the missing words, e.g. A: *It's a place where you can play a game with a ball and a club. It's big and it's got a lot of grass.* B: *Is it a golf course?* A: *That's right!* **(5)** When everyone has finished, check the answers with the whole class.

Answers:
Across: 1 golf course 5 referee 7 athlete 8 pitch 9 match 10 training
Down: 2 opponent 3 spectator 4 skiing 6 fan

7 A solitary triathlete
(2.2 Grammar)

Aim: To practise narrative tenses.
Interaction: Pairs.
Type of activities: Ordering.
Time: 15 minutes.
Materials: One worksheet per pair.

In class: (1) Tell students that they are going to work in pairs. Give each pair one set of cards, cut and shuffled. **(2)** Ask students to put the story in the correct order, by reconstructing eleven sentences about a triathlon race. Each sentence consists of three cards. At this point you may want to ask students what disciplines a triathlon consists of and what the order of them in a race is (NB. It's: swimming, cycling and running). If necessary, explain the terms: *wetsuit* and *transition area*. Point out that the story starts with the card *I jumped into the lake and began*. Set a time limit of seven minutes. **(3)** Get students to compare the answers with other pairs. **(4)** Check the answers with the whole class.

Optional follow-up: With stronger groups you can take advantage of the slight absurdity of the story. Ask students to discuss if the athlete really won the race and who his fans might have been. You may give a hint by writing the title of the exercise on the board and explaining its meaning.

Answer: An explanation of the story might be that the triathlete only imagined competing with others. The fans were probably some birds.

8 Test yourselves
(2.5 Grammar)

Aim: To practise verb patterns.
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.

9 A story
(2.7 Writing)

Aim: To practise correcting and completing a story.
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 story, 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: two instances of wrong tense, one incorrect word form, one incorrect linker, one missing punctuation, one wrong verb form.

10 Family sports day
(Focus Review 2, Speaking)

Aim: To practise words related to sport and functional language of disagreeing, asking for clarification and suggesting.
Interaction: Individual/Pairs.
Type of activity: Gap filling and classifying.
Time: 15 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Tell students they are going to prepare for two different roles in the speaking task from Focus Review 2. **(2)** Divide students into two groups: A and B. Give worksheet A to students from Group A, and worksheet B to students from Group B, one worksheet per student. **(2)** Tell students to work individually. Students from Group A complete the missing elements in the mind map. Students from Group B complete the missing words in the sentences using the box and then put the sentences into the right category in the grid. **(3)** Now tell students to work in AB pairs to check each other's answers.

Answers:
Students A: 1 play 2 do 3 go 4 indoor 5 outdoor 6 individual 7 team 8 divide 9 under 10 meet 11 choose 12 make 13 objective 14 sense 15 turn 16 prize 17 beat 18 come 19 break/beat 20 set
Students B: a thought b afraid c What / unconvincing d exactly / mean e consider / options f honest / appeal g explain

Disagreeing: b, c, f Asking for clarification/more detail: d, g Suggesting an alternative: a, e

Unit 3 On the go

11 Travel thrills
(3.1 Vocabulary)

Aim: To practise vocabulary related to means of transport.
Interaction: Individual/Pairs.
Type of activities: Gap filling and information exchange.
Time: 15 minutes.
Materials: One worksheet per person.

In class: (1) Tell students that at first they are going to work individually and hand out the worksheets. Tell them to take three minutes to fill in the gaps with the words from the box. **(2)** Check the answers with the whole class. **(3)** Tell students to mark the sentences that are true for them and the ones they think are true for their partners by ticking the appropriate boxes. **(4)** Students work in pairs and say which sentences they think their partners marked as true, e.g. A: *I suppose you'd like to take a ride in a cable car with a glass floor.* B: *No, I wouldn't. I'm afraid of heights.*

Answers: 1 short 2 track 3 car 4 winding 5 bridge 6 tour 7 downhill 8 river 9 bus 10 stuck

12 Test yourselves
(3.2 Grammar)

Aim: To practise present and past speculation.
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.

13 True or false?
(3.5 Grammar)

Aim: To practise *used to* and *would*.
Interaction: Groups of four.
Type of activity: Gap filling and information finding.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Divide students into groups of four. **(2)** Give each student a worksheet. Ask them to complete the sentences with *used to* or *would*. If both are possible, they should write both. **(3)** Check the answers with the class. **(4)** Then students guess if the sentences are true or false for their group and complete the first column with their guesses. **(5)** When all the group members have written their guesses, they check to see if they are correct. To do this, each person says a true sentence about themselves for each of the sentences, e.g. *I didn't use to go skiing when I was a child. I would visit my grandparents every summer. I used to have long hair,* etc. The others listen and note down if each sentence is true/false for that person. Then they complete the final column to say if the sentence is true or false for the group. **(6)** When everyone has finished, ask different students to report to the class about what they found out.

Optional follow-up: Students interview each other in pairs to find out different things they used to do/didn't use to do when they were younger.

Answers: 1 used to/would 2 used to/would 3 used to 4 used to 5 used to/would 6 used to/would 7 used to 8 used to/would 9 used to/would 10 used to

14 A personal email
(3.7 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 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: three wrong verb forms, wrong paragraph order, one wrong spelling, one missing punctuation mark.

15 Holiday with a difference
(Focus Review 3, Speaking)

Part 1
Aim: To revise phrases related to travelling.
Interaction: Individual.
Type of activity: Gap filling and matching.
Time: 5 minutes.
Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually. Hand out the worksheets and tell them to take two minutes to fill in the gaps in the expressions in 1 and 2 with the correct words from the boxes. Explain that in each box there is one word they do not need. **(2)** In categories 3 and 4 get students to match items from columns A and B to create correct expressions. **(3)** Check the answers with the whole class.

Answers: 1 reach, travel, catch, board, arrive
2 youth, four-star/budget, ski resort, cottage, campsite
3: 1c, 2e, 3a, 4f, 5b, 6d 4: 1c, 2e, 3a, 4b, 5d, 6f

Part 2
Aim: To practise asking questions.
Interaction: Individual/Pairs.
Type of activity: Question formation.
Time: 7 minutes.
Materials: One worksheet per student.

In class: (1) Tell students they are going to ask questions connected with travelling and hand out the worksheets. **(2)** Explain that first they have to read the answers taken out from a conversation in which two people are talking about a hiking trip. **(3)** Now ask students to write one question for each answer beginning with the word given in bold and including the word given in brackets. **(4)** Give students some time to compare their questions in pairs. **(5)** Check with the whole class.

Sample Answers: 1 Would you like to join me?
2 How can I get there? 3 What clothes should I take?
4 Do I have to be very fit? 5 Where are we going to stay?

Unit 4 Eat, drink and be healthy

16 Odds and ends from the fridge
(4.1 Vocabulary)

Aim: To practise vocabulary related to food.
Interaction: Pairs.
Type of activities: Jigsaw dictation and information exchange.
Time: 15 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. Give each student their worksheet. Tell them not to look at each other's worksheets. **(2)** Students take turns to dictate the words in bold to each other and fill in the gaps. **(3)** When a pair has finished, ask them to compare their texts. **(4)** Ask students to tell each other what they would choose from each fridge if they were very hungry (or thirsty) and didn't have other options. Encourage students to justify their choices.

17 Test yourselves
(4.2 Grammar)

Aim: To practise future forms.
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.

18 A kitchen race against time (4.5 Grammar)

Aim: To practise the Future Perfect and Future Continuous.
Interaction: Pairs.
Type of activities: 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. **(2)** Give students their worksheets. Tell them that they must not look at each other's worksheets. **(3)** Explain that each pair has five minutes to answer all ten questions using the information from each other's worksheets. Students may use any strategy to complete the task provided they don't show their worksheets to each other. Draw students' attention to the key information about the opening hours for the kitchen. You may want to point out that the pace of this exercise resembles the fast-paced work in a busy restaurant kitchen. **(4)** Say *Ready? Go!* to start the game. After four minutes, remind students that they have one minute left. Say *Stop* when the time is up. **(5)** Check the answers with the whole class. Tell students that every correct answer is worth one point. Ask each pair about their score.

Answers: 1 Twenty-four kilos of vegetables.
2 No. (He'll have peeled them all by 8 p.m.)
3 500 plates. 4 No. (Orders are taken until 10.30 p.m.)
5 Thirty coffees. 6 Ten kilos of rice. 7 No. (She'll have chopped them all by 7.30 p.m.) 8 Forty-eight loaves.
9 Yes. 10 Forty-five eggs.

19 A formal email asking for information and clarification (4.7 Writing)

Aim: To practise correcting and completing a formal email asking for information and clarification, 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 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: incorrect greeting, one contraction, one incorrect word form (singular instead of plural), one wrong verb form, one wrong phrase, one wrong tense, incorrect ending.

20 You are what you eat (Focus Review 4, Speaking)

Part 1
Aim: To practise describing photos.
Interaction: Individual/Pairs.
Type of activity: Gap filling.
Time: 7 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 three minutes to fill in the gaps in the text. **(2)** Then ask students to check the task in pairs. **(3)** Check the answers with the whole class.

Optional follow-up: You can expand the task by getting students to add more information about the photo, or/and you can get students to practise time clauses. Ask: *What are the women in the background going to do when they finish their meal?* Put students in groups of three/four and get them to answer the question creating a chain story. They should use as many conjunctions (*when/as soon as/unless/if/before/after/as long as*) as possible. Set a time limit, e.g. *When they finish the meal, the woman on the left will move to the right. As soon as she moves to the right, she will …*

Answers: 1 group 2 probably 3 are standing 4 side
5 seems 6 fussy eaters 7 allergies 8 waiter
9 is chatting 10 as if

Part 2
Aim: To practise sentence formation.
Interaction: Individual/Pairs.
Type of activity: Ordering.
Time: 3 minutes.
Materials: One worksheet per student.

In class: (1) Ask students to create correct sentences connected with the photograph in Part 1. **(2)** Check with the whole class and explain that they should expect to get similar questions during the Matura exam.

Optional follow-up: Students discuss the Matura-like questions they have just formed.

Answers: 1 Why do you think the people in the photo are standing? 2 Would you like to organise a party for a large group of people?/Would you like to organise a large party for a group of people? 3 Tell me about a time when you or somebody you know attended a large party.

Unit 5 Planet Earth

21 Fishing for words
(5.1 Vocabulary)

Aim: To practise word formation and words related to geographical features.
Interaction: Pairs.
Type of activities: Board game.
Time: 15 minutes.
Materials: One worksheet and one set of cards per pair.

In class: (1) Give each pair a worksheet, one set of narrow cards with word formation questions and one set of wide cards with vocabulary questions. Explain card categories clearly. Tell students to put the cards face down in two respective columns. **(2)** Tell students that they are going to play a game. The aim of the game is to catch four fish of any type in one horizontal, vertical or diagonal line. To catch a 'word formation fish' (WF) or a 'vocabulary fish' (VOC) students have to answer a question from the respective pile. Each question may be asked only once. **(3)** Students take turns. One player chooses a fish on the board and asks the opponent to read them a question. If the answer is correct, the player colours in their fish on the board. If the player makes a mistake, their opponents can try to catch the same fish when it's their turn. **(4)** When everyone has finished, ask students about the results of their games.

22 GeoQuiz
(5.2 Grammar)

Aim: To practise *a/an, the* and no article.
Interaction: Pairs.
Type of activities: Gap filling and quiz.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Divide students into small teams of three to five students. **(2)** Give each student a worksheet. Ask them to fill in the gaps with *a/an, the* or no article (Ø). Check the answers with the class. Award 1 point for each correct answer. **(3)** Teams then decide on the answers to the questions. Do the quiz as a class and give points for each correct answer. Questions 1–5 are worth 2 points each and questions 6–10 are worth three points each. The team with the most points at the end is the winner.

Answers: Articles: 1 the, Ø 2 the 3 the, the 4 the, the 5 an 6 an, a, the, the 7 the, the, the, the 8 the, Ø 9 Ø, Ø 10 Ø
Quiz Answers: 1a, 2c, 3a, 4c, 5c, 6a, 7b, 8a, 9b, 10a

23 Test yourselves
(5.5 Grammar)

Aim: To practise non-defining relative clauses.
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.

24 Test yourselves
(5.1 Vocabulary, 5.3 Listening and 5.6 Use of English)

Aim: To practise vocabulary from lessons 5.1, 5.3 and 5.6.
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.

25 A 'for and against' essay
(5.7 Writing)

Aim: To practise correcting and completing a 'for and against' essay, 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 five 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 unnecessary article, one contraction, one incorrect linker, one instance of informal language, one piece of missing information.

26 If I were to choose …
(Focus Review 5, Speaking)

Aim: To practise comparing, contrasting, choosing one option and explaining the reasons for rejecting the others.
Interaction: Individual/Pairs.
Type of activity: Ordering and classifying.
Time: 7 minutes.
Materials: One worksheet per student.

In class: (1) Hand out the worksheets. Tell students to work individually and unjumble the sentences. Make it clear that the beginnings and endings of each sentence are in bold. **(2)** Get the students to compare their sentences in pairs and check the answers with the whole class. **(3)** Tell the students to put each sentence in the correct place in the grid. **(4)** Check the answers with the whole class.

Answers:
Describing, comparing, contrasting:
6 Picture X is much more … than the other pictures.
7 Picture X is not as … as the other pictures.

Choosing one of the options and justifying:
1 To my mind, the best option would be X because …
3 Frankly speaking, I would definitely go for picture X because …
4 Well, out of these three pictures, I would choose X because …

Explaining reasons for rejecting other options:
2 Well, the reason picture X doesn't appeal to me is that …
5 Personally, I do not like picture X because …
8 The problem with picture X is that …

Unit 6 Good health

27 All about the body
(6.1 Vocabulary)

Aim: To practise body idioms and words related to body parts and injuries.
Interaction: Pairs.
Type of activity: Gap filling and interview.
Time: 10 minutes.
Materials: One worksheet per student.

In class: (1) Divide students into pairs, Student A and Student B, and give each student a worksheet. **(2)** Students complete the questions using the words in the box. Point out that there are extra words they do not need. **(3)** Check the answers with the class. **(4)** Students answer the questions for themselves. **(5)** Students interview their partner. **(6)** When everyone has finished, check the answers with the whole class.

Answers: 1 head 2 shoulder 3 leg 4 ankle 5 heart 6 hand 7 thumb 8 tongue 9 eyes 10 fingers

28 Just imagine!
(6.2 Grammar)

Aim: To practise the Second Conditional, *wish* and *if only*.
Interaction: Groups of three.
Type of activity: Board game.
Time: 15 minutes.
Materials: One worksheet, one dice and three coloured counters per group of three.

In class: (1) Divide students into groups of three. **(2)** Give each group a worksheet and a dice. Each student places a different coloured counter (or small object, e.g. a rubber, paper clip, pen top, etc.) on the START square. **(3)** Explain that they have to make sentences using the words in brackets – they should be sentences with the Second Conditional, *wish* or *if only*. 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 they land on the square, they must make a sentence using the correct form of the words in brackets. E.g., a student lands on square 2: *If I had a black eye, I would put some ice on it*. If the rest of the group agree that the sentence is correct, the student stays on the square and it is the next student's turn. If the sentence is not correct, the student moves back to the START or five spaces if they are further along in the game.

Optional follow-up: Groups write an example sentence for each square, or choose ten squares to write sentences for.

Sample Answers: 1 I wish the neighbours wouldn't make a lot of noise. 2 If I had a black eye, I'd put some ice on it. 3 If only I understood my Maths homework. 4 I wish I was good at football. 5 If I burnt my hand, I would go to hospital. 6 If a bee stung me, I'd take an antihistamine tablet. 7 If only I wasn't allergic to strawberries! 8 I wish I had a laptop. 9 If only there wasn't a mosquito in the room. 10 I wish I didn't live in the mountains. 11 If I cut my knee, I would put a plaster on it. 12 If only I didn't have a lot of homework. 13 I wish my brother wouldn't borrow my MP3 player. 14 If I got sunburnt, I'd put some cream on it. 15 If I had the flu, I'd stay in bed. 16 I wish I wasn't clumsy. 17 If only I was good at singing. 18 I wish my parents would let me stay out late. 19 If I had a nosebleed, I would hold my nose and put my head forward. 20 If I wasn't allergic to dogs, I would buy one. 21 If only I had some money. 22 If I had hay fever, I'd take an antihistamine tablet.

29 Test yourselves
(6.5 Grammar)

Aim: To practise the Third Conditional.
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.

30 A factual article
(6.7 Writing)

Aim: To practise correcting and completing a factual article.
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 article, 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 incorrect linker, two wrong phrases, one incorrect word form (noun instead of adverb), missing expert opinions or official data, one missing preposition.

31 A few words about myself
(Focus Review 6, Speaking)

Aim: To revise phrases related to health and ways of spending one's free time.
Interaction: Individual/Pairs.
Type of activity: Gap filling and classifying.
Time: 7 minutes.
Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually. Hand out the worksheets and tell them to take three minutes to fill in the gaps in expressions 1–22 with the correct word from the box. **(2)** Get students to compare their answers in pairs. **(3)** Check the answers with the whole class. **(4)** Get students to match the expressions to the relevant question (1–3). Point out that for question 3 they need topics for discussion rather than direct answers. **(5)** Check the answers with the whole class.

Answers: 1 in 2 listen 3 herbal 4 remain 5 prescribe 6 delicious 7 from 8 down 9 get 10 have 11 go 12 diet 13 full 14 out 15 appointment 16 enjoy 17 see 18 for 19 take 20 bed 21 allergic 22 pills

Sample Answers: 1 take herbal medicine, prescribe medicine, recover from a disease, get better thanks to the treatment, have a blood test, make an appointment, see a doctor, take sb's temperature, stay in bed for a few days, take pills twice a day 2 listen to my favourite CD, wind down in front of a computer, go for a jog, hang out with friends, prepare a delicious meal, go shopping for clothes 3 enjoy good health, be allergic to sth, be in good health, enjoy life to the full, remain healthy till old age, go on a diet to lose weight.

Unit 7 Entertain me

32 Taboo words
(7.1 Vocabulary)

Aim: To practise words related to TV shows.
Interaction: Groups.
Type of activity: Defining and guessing game.
Time: 15 minutes.
Materials: Two–three sets of six cards for Group A and Group B.

In class: (1) Divide the class into two groups: A and B. Tell them they are going to compete in inventing definitions. **(2)** Each group gets together in one place. Tell the students they have eight minutes to write six definitions of the words on their cards. Explain that in these definitions they are not allowed to use the three words given below, e.g. *AUDIENCE: These are the people who go to the cinema or theatre to see a play or film.* **(3)** When both groups are ready, start the guessing game. Group A reads their first definition. If Group B guesses the word straightaway, Group A gets a point. Then it is Group B's turn to do the same. They take turns until all the definitions have been read. If any of the prohibited words appears in the definitions, groups get penalty points. The group with the most points wins.

33 Tall stories
(7.2 Grammar)

Aim: To practise reported speech.
Interaction: Pairs.
Type of activities: Information exchange.
Time: 15 minutes.
Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Students A and Students B. **(2)** Give students their worksheets. Remind them that they must not look at each other's worksheets. **(3)** Tell students they should verify the information they have in their worksheets and note down any differences. At this stage students should assume that the information that comes straight from the horse's mouth is correct. Student A starts and tells Student B what Natalie said about Jack. Student B corrects the information by saying what she/he was told by Jack himself. Remind students that they both have to use reported speech, e.g. A: *Natalie told me that Jack had appeared in one episode of a soap opera.* B: *But Jack said that he'd appeared in five TV series.* Write different reporting verbs on the

board, e.g. *Natalie added …*, *Jack claimed …* and encourage students to use them. Students swap when Student A has verified all the information. **(4)** When everyone has finished, ask students what they think of Natalie or Jack and why they think Jack tends to embellish stories.

Optional follow-up: Explain to students the meaning of *Tall stories*. Ask them if they often embellish their stories.

34 Test yourselves
(7.5 Grammar)

Aim: To practise Reported Speech – questions and imperatives.
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.

35 Test yourselves
(7.1 Vocabulary, 7.4 Reading and 7.7 Writing)

Aim: To practise vocabulary from lessons 7.1, 7.4 and 7.7.
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.

36 An article reviewing an event
(7.7 Writing)

Aim: To practise correcting and completing an article reviewing an event, 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, one wrong verb form, incorrect paragraph order, one wrong quantifier, one incorrect adverb, one wrong phrase.

37 What shall I watch?
(Focus Review 7, Speaking)

Part 1
Aim: To practise words related to TV.
Interaction: Individual/Pairs.
Type of activity: Matching.
Time: 5 minutes.
Materials: One worksheet per student.

In class: (1) Hand out the worksheet. Tell students to work individually and decide what programmes the pictures show (choose the right options from the box). **(2)** Get students to compare their answers in pairs and check the answers with the whole class. **(3)** Tell students to look at the list of arguments, choose the ones that match the pictures and put them in the grids. **(4)** Get students to check the answers in pairs and then check the answers with the whole class.

Answers: 1 soap opera For: f, l Against: c, i
2 documentary For: d, h Against: a, k
3 news bulletin For: e, j Against: b, g

Part 2
Aim: To practise comparing, contrasting, choosing one option and explaining the reasons for rejecting the others.
Interaction: Pairs.
Type of activity: Guided speaking.
Time: 10 minutes.
Materials: One worksheet per student.

In class: (1) Tell students to work in pairs and decide which of the three TV programmes in Part 1 would be the most suitable for an elderly lady and why they would reject the other two programmes. Encourage them to use the arguments from the grids.

Sample Answers: 1 If I were to choose the most suitable programme for an elderly lady, I'd definitely go for a soap opera. To my mind, it offers an escape from our own daily lives because you can identify with the characters and follow their lives. Another plus is that it can teach you a lot about people's motivations. I think that a news bulletin wouldn't be the best choice because there's too much politics and sensational news there and news bulletins tend to be biased so they might be quite misleading. Wildlife documentaries could be a bit risky because they might include too much violence and some people tend to find the narration rather boring.

2 If I were to choose, I'd probably opt for a wildlife documentary as this kind of programme can be quite educational and informative so an elderly lady could learn a lot of interesting facts about the environment. What's more, wildlife documentaries are pleasant to watch because they have brilliant photography of landscapes. Unlike documentaries, soaps tend to be rather silly. They have banal, unrealistic plots, which makes them just a waste of time. That's why I don't think it would be a good option for an elderly lady. When it comes to a news bulletin, it seems to me there's too much politics and sensational news there so an elderly lady might find them irritating or even stressful. And besides, news bulletins tend to be biased so they might be misleading, too.

3 To my mind, the best option would definitely be a news bulletin because such programmes address local, national and global issues. As a result, elderly ladies can be up-to-date with what's going on in politics, economy and other spheres of life. They won't feel alienated from the world. Wildlife documentaries are a worse choice because they might include too much violence and some people tend to find the narration rather boring. I wouldn't recommend soap operas either because their plots are usually banal and unrealistic so watching them is just a waste of time.

Unit 8 Modern society

38 In legal terms
(8.1 Vocabulary)

Aim: To practise vocabulary related to crime and criminals.
Interaction: Pairs.
Type of activities: Concept check questions.
Time: 10 minutes.
Materials: One worksheet per pair.

In class: (1) Tell students they're going to work in pairs. Give each pair one set of cards and ask them to put the shuffled cards face down in a draw pile. **(2)** Students take turns to pick up one card at a time. They ask each other the questions. It's important that the questions are read out and not shown (and neither are the answers!) **(3)** Students get one point for every question they answered correctly. In order to get a point, however, students must justify their answer, not just answer *Yes* or *No*. **(4)** Ask students about the result of their games.

39 Test yourselves
(8.2 Grammar)

Aim: To practise the Passive.
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.

40 Can you help me?
(8.5 Grammar)

Aim: To practise have something done.
Interaction: Groups of eight.
Type of activity: Mingling and asking questions.
Time: 15 minutes.
Materials: One worksheet per group.

In class: (1) Divide students into groups of eight. **(2)** Give each student a work card (the things they need to have done). **(3)** Students read their work cards. They silently practise saying what they need to have/get done. **(4)** Then give students their role cards (the things they can do). The numbers on both cards should be the same – the student with work card 1 should have role card 1 and so on. **(5)** Students mingle in their groups and try to find someone who can do the things they need to have done. To do this they say what they need to have done and then ask *Can you help*? When they find someone who can help, they find out how much it will cost and note that down. If you like, demonstrate with a strong student, e.g. A*: I need to have my hair cut. Can you help?* B: *Yes, I'm a hairdresser. I can cut your hair.* A: *How much does it cost?* B: *It costs 20 euros.* **(6)** At the end of the activity, students report back to the class if they found someone to do the jobs and how much it cost.

41 An opinion essay
(8.7 Writing)

Aim: To practise correcting and completing an opinion essay, 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: two pieces of missing information, one incorrect linker, two wrong verb forms, one wrong spelling.

42 Crime prevention
(Focus Review 8, Speaking)

Aim: To practise words related to crime, choosing one option and explaining the reasons for rejecting the others.
Interaction: Individual/Groups of three.
Type of activity: Matching and discussing.
Time: 15 minutes.
Materials: One worksheet per student.

In class: (1) Put students into groups of three and tell each person in the group to choose one picture. **(2)** Tell students to work individually and prepare arguments to convince the other two students in the group that their method of securing the house against burglary is the most effective. Encourage them to use relevant vocabulary from the box and the beginnings of the sentences below the photos. Set a time limit of five minutes. **(3)** Get students to present their arguments within their groups. **(4)** When all the arguments have been presented, tell students to choose the best option. **(5)** Get students to present their choice to the rest of the class.

Sample Answers: 1 If I were to choose, I'd definitely opt for the guard dogs. The reason why the picture with the dogs appeals to me the most is that they look really aggressive and scary. I think they might put potential burglars off so they wouldn't try to break into the house. The dogs seem to be much more effective than, e.g. barred windows because if the dogs sense danger, they might bark and in this way alert the neighbours. The problem with the barbed wire above the fence is that it is quite easy for a fit person to climb over it so I don't think it is likely to discourage burglars from entering the property.

2 Out of these three options I'd choose barred windows. First of all, they are likely to discourage potential burglars because it would take some time to remove them and thieves are always pressed for time. What's more, someone would probably see them dismantling the bars and call the police. I don't like the idea of guard dogs as they are not as effective as the barred windows. You can easily put dogs to sleep or 'bribe' them with some delicious dog food. The idea of a barbed wire above the fence doesn't appeal to me either because it is quite easy for a fit person to climb over it so I don't think it is likely to discourage burglars from entering the property.

3 In my view, the best option is shown in the picture with a barbed wire above the fence. The fence looks high and scary and I believe climbing over it might pose a threat to health and potential burglars could risk getting injured. I don't think that guard dogs can protect the house well enough. You can easily put them to sleep or 'bribe' them with some delicious dog food. The problem with the barred windows is that they make you feel trapped inside your own house.

Units 1–8 Use of English

43 Multiple-choice cloze
(Focus Review 1, 3 & 6, Use of English)

Aim: To practise Use of English tasks.
Interaction: Individual.
Type of activity: Multiple choice.
Time: 20 minutes.
Materials: One worksheet per student.

In class: (1) Copy the worksheet for each student. **(2)** Tell students that they are going to work individually and hand out the worksheets. **(3)** Ask them to read the four gapped texts and to choose one correct answer (a, b or c) for each gap. **(4)** Give students twenty minutes to do the tasks. **(5)** Check the answers with the whole class.

Answers:
1: 1 a, 2 b, 3 b, 4 c, 5 a
2: 1 c, 2 a, 3 c, 4 a, 5 b
3: 1 b, 2 a, 3 c, 4 b, 5 c
4: 1 b, 2 c, 3 a, 4 b, 5 b

44 Gapped sentences
(Focus Review 2, Use of English)

Aim: To practise Use of English tasks.
Interaction: Individual.
Type of activity: Lexical pairs.
Time: 12 minutes.
Materials: One worksheet per student.

In class: (1) Copy the worksheet 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. **(5)** Check the answers with the whole class.

Answers:
1: 1 b, 2 c, 3 b, 4 a, 5 b
2: 1 b, 2 b, 3 c, 4 c, 5 a
3: 1 c, 2 b, 3 c, 4 c, 5 a
4: 1 c, 2 c, 3 b, 4 a, 5 a

45 Multiple choice
(Focus Review 1, 3 & 4, Use of English)

Aim: To practise Use of English tasks.
Interaction: Individual.
Type of activity: Mini-dialogues.
Time: 12 minutes.
Materials: One worksheet per student.

In class: (1) Copy the worksheet 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. **(5)** Check the answers with the whole class.

Answers:
1: 1 c, 2 b, 3 a, 4 b, 5 a
2: 1 c, 2 a, 3 c, 4 b, 5 c
3: 1 c, 2 c, 3 b, 4 a, 5 b
4: 1 a, 2 a, 3 c, 4 c, 5 a

46–47 Sentence transformation
(Focus Review 2, 4 and 6, Use of English)

Aim: To practise Use of English tasks.
Interaction: Individual.
Type of activity: Transformations.
Time: 20 minutes.
Materials: One worksheet per student.

In class: (1) Copy the worksheet 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 sentences and to complete the gapped sentence (in Resource 47, using the word given in capital letters) so that the meaning of both sentences in each pair is the same. Tell them they are allowed to fill each gap with a maximum of four (Resource 46) or six (Resource 47) words. In Resource 47, this includes the one given under the first sentence. They are not allowed to change the form of this word. **(4)** Give students twenty minutes to do the tasks. **(5)** Check the answers with the whole class.

Answers:
Worksheet 46:
1: 1 refused 2 chop 3 will have been 4 shall we 5 give up
2: 1 forward 2 garments 3 fallen out 4 made 5 think
3: 1 talk me into 2 ‘s going to rain 3 has been writing 4 unrewarding 5 defeated
4: 1 admires 2 record 3 Nor have I. 4 can’t have eaten 5 pick me up
5: 1 cutting-edge 2 doesn’t mind 3 let you down 4 take after 5 may be
6: 1 keep 2 cruise 3 used to be 4 a gap year 5 unfamiliar

Worksheet 47:
1: 1 will be built; 2 believed/thought to have been infected; 3 all it wants (to do), 4 our son takes after his
2: 1 until you complete/have completed; 2 need not have waited for; 3 succeeded in persuading the council; 4 showed/turned up at the party
3: 1 considered himself (to be) a charming; 2 made her lay the table; 3 as many craft supplies as (we/was); 4 was blown up
4: 1 (that) we (should/could) organise; 2 is high time you learned/learnt; 3 such gorgeous jewellery that; 4 came across this article by

48 Open cloze
(Focus Review 8, Use of English)

Aim: To practise Use of English tasks.
Interaction: Individual.
Type of activity: Translation.
Time: 20 minutes.
Materials: One worksheet per student.

In class: (1) Copy the worksheet 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 complete each gap with one word so that the texts are logical and grammatically correct. **(4)** Give students fifteen minutes to do the tasks. **(5)** Check the answers with the whole class.

Answers:
1: 1 match 2 being 3 Nobody/No-one 4 At
2: 1 up 2 each 3 little 4 had
3: 1 would 2 degree 3 unless 4 order
4: 1 made 2 hand 3 each 4 rather

49 Word building
(Focus Review 5, Use of English)

Aim: To practise Use of English tasks.
Interaction: Individual.
Type of activity: Translation.
Time: 20 minutes.
Materials: One worksheet per student.

In class: (1) Copy the worksheet 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 complete each gap with the correct form of the word given in capital letters so that the texts are logical and grammatically correct. **(4)** Give students twenty minutes to do the tasks. **(5)** Check the answers with the whole class.

Answers:
1: 1 disobedient 2 attention
3 concentrate 4 disconnected 5 socialising 6 deepen
2: 1 resilience 2 trainer 3 unavoidably/ inevitably 4 succeeded 5 achieved 6 failure
3: 1 rewarding 2 improvement 3 lost
4 disappointed 5 encouragement 6 opposing
4: 1 hopeless 2 compete
3 imagine 4 creative 5 broadens 6 advise

50 Cloze
(Focus Review 7, Use of English)

Aim: To practise Use of English tasks.
Interaction: Individual.
Type of activity: Translation.
Time: 20 minutes.
Materials: One worksheet per student.

In class: (1) Copy the worksheet 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 complete each gap with the correct form of one of the words given above so that the texts are logical and grammatically correct. **(4)** Give students twenty minutes to do the tasks. **(5)** Check the answers with the whole class.

Answers:
1: 1 reaching 2 hopefully 3 be worn 4 heat
2: 1 was accepted 2 getting 3 truth 4 independence
3: 1 influential 2 kept 3 collection 4 lengthy
4: 1 have taken 2 being distracted 3 strengths
4 ability

51 Sentence formation
(Focus Review 5 and 7, Use of English)

Aim: To practise Use of English tasks.
Interaction: Individual.
Type of activity: Translation.
Time: 20 minutes.
Materials: One worksheet per student.

In class: (1) Copy the worksheet 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 sentences and to complete each gap with the correct forms of the words given in brackets. Tell them not to change the order of the words. They can add other words if necessary. The sentences must be logical and grammatically correct. **(4)** Give students twenty minutes to do the tasks. **(5)** Check the answers with the whole class.

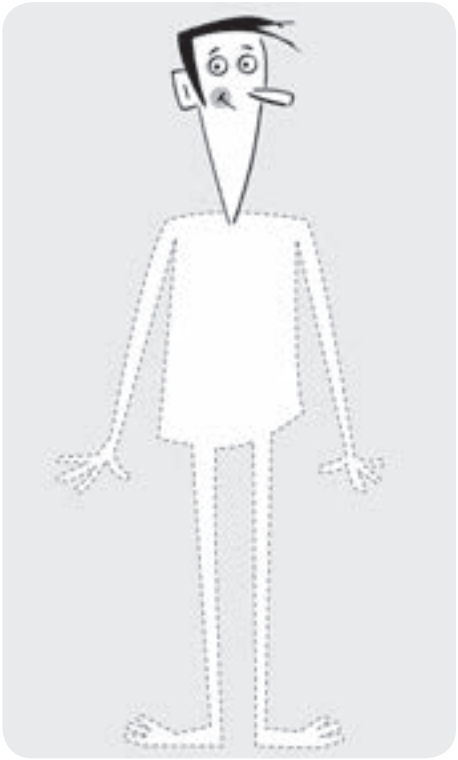
Answers:
1: 1 is always talking about himself 2 was thought to have been stealing 3 in case they do not give 4 is likely to change for
2: 1 since I have ridden 2 supposing Carol had not come 3 the woman had been hit with 4 was about to call you
3: 1 have you been doing for 2 it/there is no use trying 3 get accustomed to living 4 organise Gina's mum's
4: 1 had already been running 2 it is worth writing, 3 must have been studying 4 as though somebody had added
5: 1 if/whether you could/would do 2 there are bound to be 3 have got used to walking 4 are supposed not to leave
6: 1 suggesting (that) I should/do not study 2 we would be lying on 3 used to have milk delivered 4 try taking some/these pills to
7: 1 it must have been sold 2 Knowing how dangerous the area 3 as if nobody else existed 4 will succeed in qualifying
8: 1 need not have prepared 2 in addition to learning to drive 3 had not bought the car 4 went on to talk about

What are they wearing?

1.1 Vocabulary (clothes and accessories)

Student A

Student B



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Student A

Grammar (lesson 1.2)

3a Complete the sentences with the correct forms of the verbs in brackets. Use the Present Simple or the Present Continuous. Use short forms.

1 _____ (Helen/need) to go to city centre now?
2 I _____ (never/send) text messages to my mum.
3 Can you call in fifteen minutes? I _____ (have) lunch right now.
4 Paul and Mike are in the shopping centre but they _____ (not/shop) for clothes today.
5 What _____ (you/think) of their new video clip?
6 I really _____ (hate) when my sister borrows my clothes.

3b Read your sentences to Student B.

3c Listen to Student B and check his/her answers.

1 I don't believe anything that George is saying!
2 You should wear a suit more often – you look very handsome.
3 What are you thinking about?
4 Do your parents want you to go on holiday with them this year?
5 The shop near my school sells the best cakes in the world.
6 Gary has put on some old clothes because he's doing the housework tonight.

Student B

Grammar (lesson 1.2)

3a Complete the sentences with the correct forms of the verbs in brackets. Use the Present Simple or the Present Continuous. Use short forms.

1 I _____ (not/believe) anything that George is saying!
2 You should wear a suit more often – you _____ (look) very handsome.
3 What _____ (you/think) about?
4 _____ (your parents/want) you to go on holiday with them this year?
5 The shop near my school _____ (sell) the best cakes in the world.
6 Gary has put on some old clothes because he _____ (do) the housework tonight.

3b Listen to Student A and check his/her answers.

1 Does Helen need to go to city centre now?
2 I never send text messages to my mum.
3 Can you call in fifteen minutes? I 'm having lunch right now.
4 Paul and Mike are in the shopping centre but they aren't shopping for clothes today.
5 What do you think of their new video clip?
6 I really hate when my sister borrows my clothes.

3c Read your sentences to Student A.

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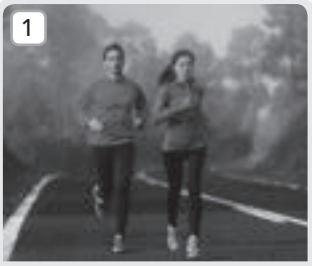
Busy people

1.5 Grammar (Present Perfect Continuous)

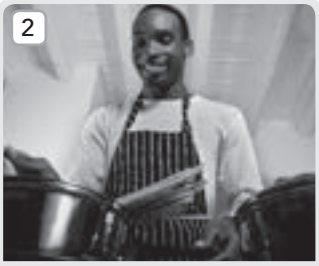
Student A

1



Jim and Sarah _____ (run) for forty minutes.

2



Matt _____ (cook) _____ .

3

He _____ (wait) for a bus for nearly an hour.

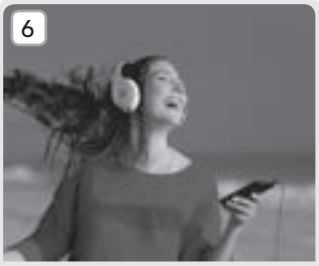
4

Katie _____ (learn) Spanish for _____ .

5

Mike _____ (ride) his bike all day.

6



Debbie _____ (listen) to music for _____ .

7

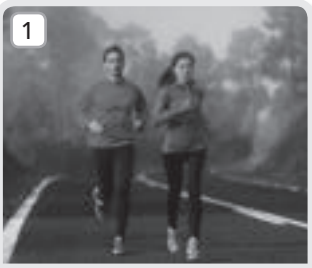
Sam _____ (go) to the same hairdresser's for six years.

8

Dan and Maggie _____ (play) video games _____ .

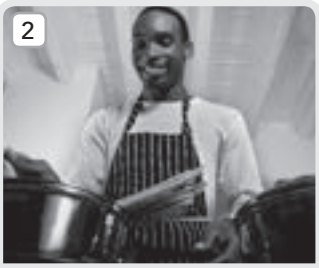
Student B

1



Jim and Sarah _____ (run) for _____ .

2



Matt _____ (cook) all morning.

3

He _____ (wait) for a bus for _____ .

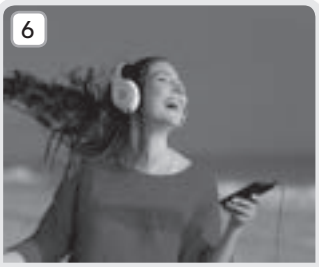
4

Katie _____ (learn) Spanish for three years.

5

Mike _____ (ride) his bike _____ .

6



Debbie _____ (listen) to music for two hours.

7

Sam _____ (go) to the same hairdresser's for _____ .

8

Dan and Maggie _____ (play) video games all afternoon.

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Describing a person

1.7 Writing

You're expecting a visit from your teenage cousin from the UK. She's preparing a photo project about teens in different countries and their interests. One of your friends would like to take part.

Write an email including the following points:

- Describe your friend's appearance and character,
- Give information on her interests,
- Express your certainty your cousin and your friend will get on well.

In my email:

- I have started with a friendly greeting, e.g. *Dear James or Hi Gemma*.
- I have said why I am writing.
- I have described my friend's appearance (hair, eyes, face, height, build, clothing), personality and interests.
- I have used contractions (e.g. *I'm/aren't/that's*).
- I have perhaps used some emoticons (☺) and abbreviations (*info/CU/gr8*) – but not too many!
- I have finished with a friendly ending, e.g. *Bye 4 now, All the best, Lots of love,* etc.
- I have checked my spelling and punctuation.
- My text is neat and clear.

Hi Sally,
It's great you're coming here! I know somebody here who would love to take part in your project. Let me tell you about her.
Her name's Anna and she's my age, but she looks a bit older. She's quite short and slim, and has wavy dark hair. She dresses artistic: long skirts, beanies and huge earrings.
She's the sort of person you love to be around. She's cheerful and easy-going so she often comes off as absolutely carefree. But she's actually a very down-to-ground person, who knows what she wants.
I'm thinking you'll get along well.
CU soon,
Julia

Hi Sally,

It's great you're coming here! I know somebody here who would love to take part in your project. Let me tell you about her.

Her name's Anna and she's my age, but she looks a bit older. She's quite short and slim, and has wavy dark hair. She dresses ~~artistic:~~ *artistically* [1]*:* long skirts, beanies and huge earrings.

She's the sort of person you love to be around. She's cheerful and easy-going so she often ~~comes off~~ *comes across* [2] as absolutely carefree. But she's actually a very ~~down-to-ground~~ *down-to-earth* [3] person, who knows what she wants.

She's into art and she's in a drama club. She'll make a fantastic actress one day. [4]

~~I'm thinking~~ *I think* [5] you'll get along well.

CU soon,

Julia

[1] Incorrect word form (adjective instead of adverb). [2] Wrong preposition. [3] Wrong adjective.
[4] Missing information on Anna's interests. [5] Wrong tense.

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How do I look?

Focus Review 1, Speaking

medium height

shows

imagine

as if

in the background

matches

hair

silk

their late teens

comes across

is wearing

is commenting

The picture [1]_____ two young women, probably a customer and a shop assistant. They are in a clothes shop because [2]_____ I can see dresses and tops, I guess all in different colours. The assistant is holding up a [3]_____ dress and the other woman [4]_____ on it. She is smiling, so it looks [5]_____ she is enjoying herself. Both women are in [6]_____ or early twenties and they've got long [7]_____. They are also [8]_____ and slim. I [9]_____ both are pretty dynamic and outgoing, but the customer [10]_____ as shy. She [11]_____ a long-sleeved dress. It definitely [12]_____ her long straight hair.

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A sports crossword

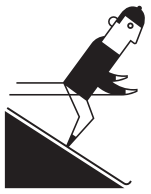
2.1 Vocabulary (sport)

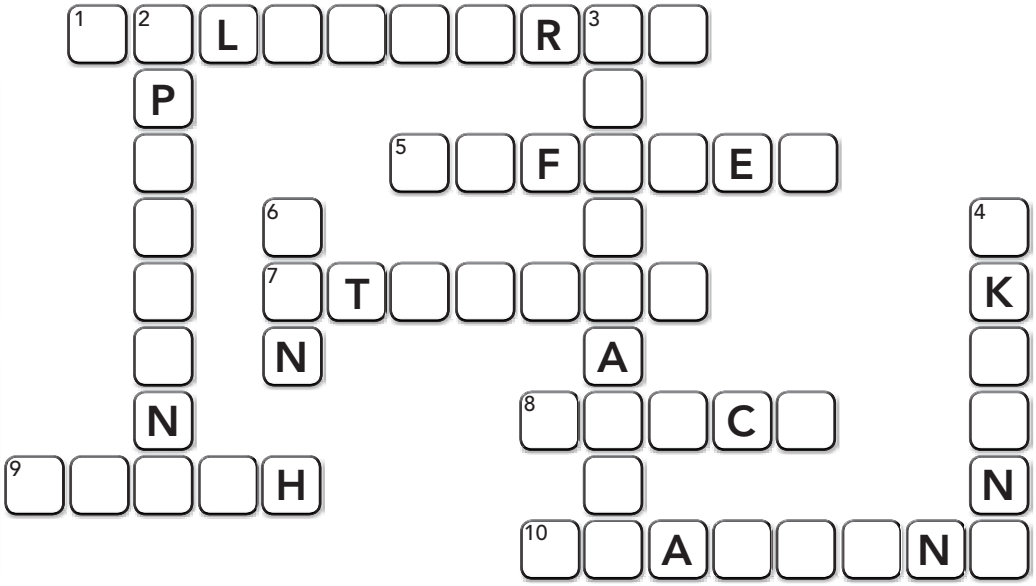
Student A

Down

2

4





Across

1

7

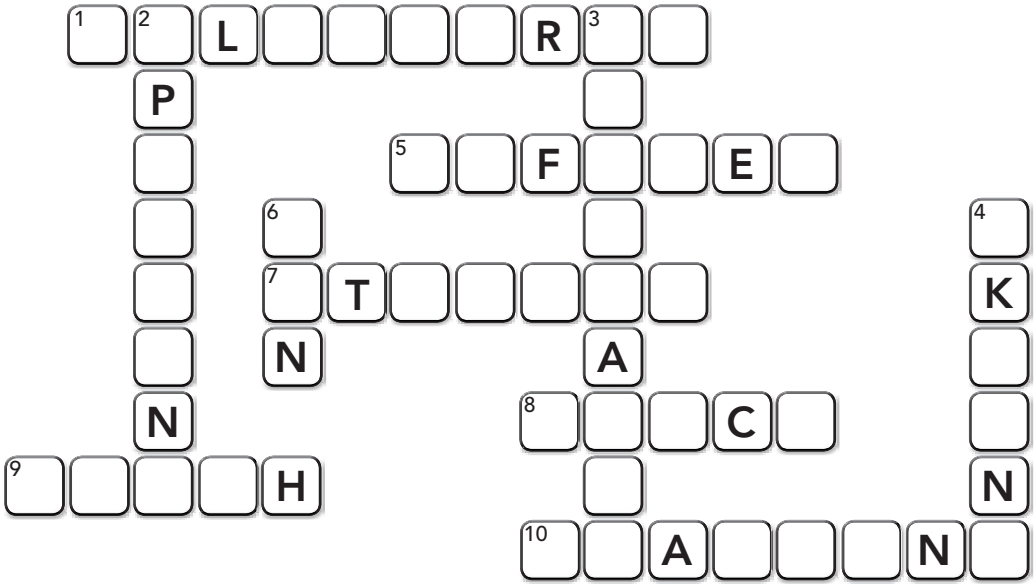
9

Student B

Down

3

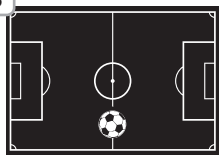
6



Across

5

8



10

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A solitary triathlete

2.2 Grammar (narrative tenses)

1 I jumped into the lake and began	to swim as soon	as I heard the whistle.
Because the water was cold, I was	wearing	a special wetsuit.
When I got out of the lake, I	put on a helmet	and got on my bike
Halfway through the race, when I was	cycling downhill, I saw	a group of my fans.
They were	sitting on a tree and	cheering me on so I waved at them.
Because I didn't want to let them	down, I sped up and	got to the transition area in no time.
After I got off	the bike, I changed	my shoes and started to run.
While I was running, I felt that I'd	burnt all my energy	and I needed a snack.
So I ate a chocolate bar and after	a while I crossed the finishing	line like lightning.
Because only my fans were at the finishing line, I realised that I'd	beaten all	my opponents.
Strangely, I couldn't remember when	exactly I overtook them or	how my fans overtook me.

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Test yourselves
2.5 Grammar (verb patterns)

Student A

3a Complete the sentences with the correct forms of the words in brackets. Use the Present Simple or the Present Continuous.

1 My coach always _____ (make/I/train) very hard.
2 Last night Monica _____ (decide/not/participate) in the race in France.
3 Everyone _____ (should/do) some physical exercise at least twice a week.
4 I _____ (can't afford/buy) a new tennis racket this month.
5 My father _____ (teach/I/ski) when I was just seven years old.
6 Some athletes _____ (avoid/talk) to the press before a competition starts.

3b Read your sentences to Student B.

3c Listen to Student B and check his/her answers.

1 Robert stopped playing football after a serious injury.
2 Too few doctors encourage us to do physical exercise.
3 Bruno might win the competition next week.
4 Olga seems not to remember that her coach is a very good professional.
5 When I was a child, my mum never let me swim in the river.
6 Ann managed to break a world record on the last day of the Olympic Games.

Student B

3a Complete the sentences with the correct forms of the words in brackets. Use the Present Simple or the Present Continuous.

1 Robert _____ (stop/play) football after a serious injury.
2 Too few doctors _____ (encourage/we/do) physical exercise.
3 Bruno _____ (might/win) the competition next week.
4 Olga _____ (seem/not/remember) that her coach is a very good professional.
5 When I was a child, my mum never _____ (let/I/swim) in the river.
6 Ann _____ (manage/break) a world record on the last day of the Olympic Games.

3b Listen to Student A and check his/her answers.

1 My coach always makes me train very hard.
2 Last night Monica decided not to participate in the race in France.
3 Everyone should do some physical exercise at least twice a week.
4 I can't afford to buy a new tennis racket this month.
5 My father taught me to ski when I was just seven years old.
6 Some athletes avoid talking to the press before a competition starts.

3c Read your sentences to Student A.

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A story
2.7 Writing

You have decided to write a short story for a teen magazine. The theme of the next edition is 'Adventures on land or at sea.' Write your story and include and develop these points:

- Begin your story by setting the scene and introducing a problem or interesting situation.
- Describe what happened using a range of tenses.
- Use direct speech and different words and phrases to make the story interesting for the reader.
- Give your story an exciting, funny or unexpected ending.

In my story:

- have given my story an interesting title.
- I have started my story by setting the scene and introducing a problem or interesting situation, e.g. *What could possibly go wrong?*.
- I have described what happened using a range of tenses, e.g. *As the sun was setting, another boat arrived*.
- I have used different words and phrases to make the story interesting for the reader, e.g. *We were completely exhausted, Eventually …*
- I have included direct speech to make the story come alive, e.g. *What are you doing?*
- I have given my story an exciting, funny or unexpected ending.
- I have divided my story into paragraphs.
- I have checked my spelling and punctuation.
- My text is neat and clear.

How to ruin a great day!

What's the best way to enjoy the sea? By boat, of course! Last summer, when my older cousin Lena and I went to an island, we were renting a small motorboat. We were so excited! The sky was blue, the sun was shining and the sea was calm. What could possibly go wrong?

We chatted and relaxed on the boat. After a couple of hours, we stopped near a tiny island and jumped into the water. It was deep, but incredible clear, so we could see the sandy bottom and little fish. The first, we swam and then we decided to explore the area more, so we got back on the boat.

That's when we suddenly realised we had a huge problem! Why didn't the boat start? We'd run out of fuel! Call the boat company I said to Lena. We tried and tried, but we weren't able getting a signal. So we sat on the boat all day in the hot sun, waiting for someone to see us.

Eventually, as the sun was setting, another boat arrived. It was the man from the boat company, who had become worried and decided to look for us. We explained what had happened; he had looked at us and shook his head. We felt so stupid!

How to ruin a great day!

What's the best way to enjoy the sea? By boat, of course! Last summer, when my older cousin Lena and I went to an island, we ~~were renting~~ *rented* [1] a small motorboat. We were so excited! The sky was blue, the sun was shining and the sea was calm. What could possibly go wrong?

We chatted and relaxed on the boat. After a couple of hours, we stopped near a tiny island and jumped into the water. It was deep, but ~~incredible~~ *incredibly* [2] clear, so we could see the sandy bottom and little fish. ~~The first~~ *At first* [3], we swam and then we decided to explore the area more, so we got back on the boat.

That's when we suddenly realised we had a huge problem! Why didn't the boat start? We'd run out of fuel! ~~Call the boat company~~ *'Call the boat company,'* [4] I said to Lena. We tried and tried, but we weren't able ~~getting~~ *to get* [5] a signal. So we sat on the boat all day in the hot sun, waiting for someone to see us.

Eventually, as the sun was setting, another boat arrived. It was the man from the boat company, who had become worried and decided to look for us. We explained what had happened; he ~~had looked~~ *looked* [6] at us and shook his head. We felt so stupid!

[1] Wrong tense. [2] Incorrect word form (adjective instead of adverb). [3] Incorrect linker. [4] Missing punctuation. [5] Wrong verb form. [6] Wrong tense.

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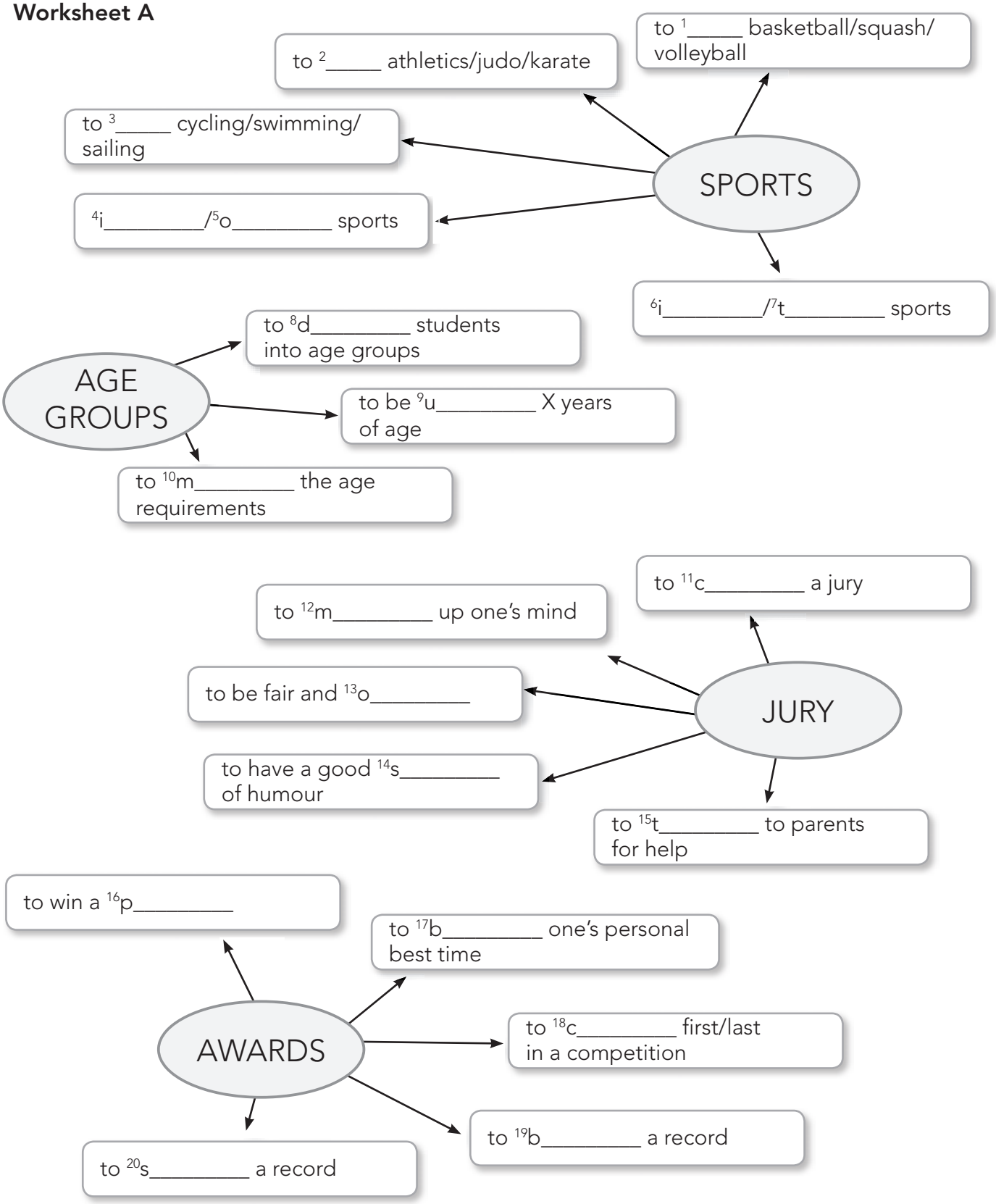
Family sports day

Focus Review 2, Speaking

Worksheet A



Worksheet B answers:

a thought **b** afraid **c** What / unconvincing **d** exactly / mean **e** consider / options **f** honest / appeal **g** explain

Disagreeing: b, c, f Asking for clarification/more detail: d, g Suggesting an alternative: a, e

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Worksheet B

explain consider exactly honest afraid options mean appeal thought what unconvincing

a Have you _____ about …?

b I'm _____ it's not a good idea because …

c _____ you are saying is rather _____.

d What _____ do you _____ by …?

e Why don't we _____ other _____ too?

f To be _____ your suggestion doesn't _____ to me.

g Can you _____ why …?

Disagreeing	• • •
Asking for clarification/more detail	• •
Suggesting an alternative	• •

Worksheet A answers:

1 play **2** do **3** go **4** indoor **5** outdoor **6** individual **7** team **8** divide **9** under **10** meet
11 choose **12** make **13** objective **14** sense **15** turn **16** prize **17** beat **18** come
19 break/beat **20** set

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bridge bus car downhill river short stuck tour track winding

1 I'd never take a _____ cut through a forest at night.

You ☐ You partner ☐

2 I wouldn't mind walking barefoot along a dirt _____ .

You ☐ You partner ☐

3 I'd like to take a ride in a cable _____ with a glass floor.

You ☐ You partner ☐

4 I'd be afraid to ride a skateboard along a _____ path.

You ☐ You partner ☐

5 I wouldn't cross a bamboo suspension _____ on a windy day.

You ☐ You partner ☐

6 I'd like to take a helicopter _____ over my hometown.

You ☐ You partner ☐

7 I'd cycle _____ on a tandem bike with my best friend.

You ☐ You partner ☐

8 I wouldn't cross a fast-flowing _____ in a kayak.

You ☐ You partner ☐

9 I wouldn't catch the last _____ home if I didn't have a ticket.

You ☐ You partner ☐

10 I'd panic if I got _____ on a crowded underground train.

You ☐ You partner ☐

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Student A

3a Three of these sentences contain mistakes. Find and correct them. If a sentence is correct, put a tick (✓).

1 The person who called you may have wanted to sell something to you.
2 You lived in Paris for two years – you must see all the sights.
3 I'm waiting for an important letter – it may arrive today.
4 They must be at the train station – they've just left their apartment.
5 Liz can't have travelled to China on holiday last month – she doesn't have a passport!
6 That building can't have been the US embassy – look at the American flags.

3b Read your sentences to Student B.

3c Listen to Student B and check his/her answers.

1 Dad might <u>be</u> late tonight – it's very foggy so he can't drive fast.
2 correct
3 Gina <u>can't</u> have left her tablet on the plane because she used it later at the hotel.
4 correct
5 correct
6 They <u>must have had</u> a great time on holiday last year – they look happy in this photo.

Student B

3a Three of these sentences contain mistakes. Find and correct them. If a sentence is correct, put a tick (✓).

1 Dad might have been late tonight – it's very foggy so he can't drive fast.
2 That can't be Julie's suitcase – hers is bright red.
3 Gina must have left her tablet on the plane because she used it later at the hotel.
4 I must have some sun cream in my bag – I always take it to the beach.
5 The animal you saw may have been a squirrel – they live in the park.
6 They can't have a great time on holiday last year – they look happy in this photo.

3b Listen to Student A and check his/her answers.

1 correct
2 You lived in Paris for two years – you <u>must have seen</u> all the sights.
3 correct
4 They <u>can't be</u> at the train station – they've just left their apartment.
5 correct
6 That building <u>must be</u> the US embassy – look at the American flags.

3c Read your sentences to Student A.

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True or false?

3.5 Grammar (*used to* and *would*)

In this group ...

Statements	My guess	In fact ...
1 Only one person _____ go skiing every winter when he/she was a child. **2** Two people _____ visit their grandparents every summer when they were younger. **3** Nobody _____ have long hair. **4** One person _____ live in another town. **5** Three people _____ watch TV every Saturday morning when they were younger. **6** One person _____ read comics but now he/she prefers novels. **7** Everyone's favourite colour _____ be blue, but now it's red. **8** Three people _____ listen to pop music when they were younger. **9** One person _____ often play video games, but now he/she doesn't. **10** Nobody _____ like ice cream, but now everybody does.		

Me: .....

.....

.....

Person 1: .....

.....

.....

Person 2: .....

.....

.....

Person 3: .....

.....

.....

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Resource 14 A personal email

3.7 Writing

Your teenage cousin from the USA has written to you asking for advice. Three months ago she adopted a dog from an animal rescue shelter, but it keeps misbehaving. Her parents say she will need to find it a new home if the problem is not solved. Your cousin has asked for your help, because you also adopted a dog two years ago. Write an email of reply including the following points:

- Express sympathy for your cousin's situation,
- Offer advice,
- Mention another, more cheerful topic,
- Once more, show support and reassure your cousin.

In my personal email:

- I have used a friendly greeting, e.g. *Dear Sam* or *Hi Charlotte*.
- I have started with some general news and/or a reference to what my friend wrote in their last email.
- I have included everything in the bullet points in the question, i.e. expressed sympathy, offered advice, changed the subject and given some positive news, and reassured my friend at the end.
- I have used contractions (e.g. *I'm/aren't/that's*).
- 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 Samantha,
I'm so sorry to hear that Dingo's behaviour hasn't changed :(. I can't see why you're upset. I know having a dog which barks at everyone is difficult. But you must fight for him!
By the way, I'm comming to visit you this summer! I can't wait. And I might be able to help. My dog, Chichi, also would be aggressive in the beginning. But now – she's an angel <3.
Have you tried going to special dog training with him? Or maybe hiring a dog behaviourist might be a good idea. If I were you, I search for some info on the Internet and also try working with him at home.
Just find Dingo some professional help. Everything will be OK – you'll see
Xoxo
Eva

Hi Samantha,

I'm so sorry to hear that Dingo's behaviour hasn't changed :(. I ~~can't~~ *can* [1] see why you're upset. I know having a dog which barks at everyone is difficult. But you must fight for him!

Have you tried going to special dog training with him? Or maybe hiring a dog behaviourist might be a good idea. If I were you, ~~I search~~ I'd/would search [2] for some info on the Internet and also try working with him at home. [3]

By the way, I'm ~~comming~~ *coming* [4] to visit you this summer! I can't wait. And I might be able to help. My dog, Chichi, also ~~would~~ *used to* [5] be aggressive in the beginning. But now – she's an angel <3.

Just find Dingo some professional help. Everything will be OK – you'll see. [6]

Xoxo

Eva

[1] Wrong verb form (negative instead of affirmative). [2] Wrong verb form. [3] Wrong paragraph order.
[4] Wrong spelling. [5] Wrong verb form. [6] Missing punctuation (no period).

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Holiday with a difference

Focus Review 3, Speaking

Part 1

travel get arrive reach board catch

1 Getting to a place	• _____ one's destination • _____ by train/bus/plane, etc. • _____ (an express/the first/the wrong) train/bus/plane • _____ a ship/a plane • _____ just in time

youth campsite cottage four-star forested budget ski resort

2 Accommodation	• to stay in a _____ hostel • to book a _____/_____ hotel • to stay in a _____ in the mountains • to stay in a small _____ in the country • to put up a tent on a _____

3 Equipment	A	B
	1 a pair of snow **2** a windproof **3** earphones for **4** a tent and **5** a pair of anti-fog **6** light	**a** your smartphone **b** goggles **c** boots **d** comfortable clothes **e** jacket **f** a pillow
4 Preparations	**A**	**B**
	1 to go **2** to take **3** to work **4** to cut **5** to sign **6** to look	**a** out in a gym **b** down on unhealthy food **c** for a jog every day **d** up for fitness classes **e** up swimming **f** through a guidebook

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Part 2

1
A: **Would** _____ ? (join)
B: Yes, I'd love to. That's very kind of you.

2
A: **How** _____ ? (get)
B: Well, the best thing would be to take an overnight train.

3
A: **What** _____ ? (take)
B: Something warm and a pair of good hiking boots will do.

4
A: **Do** _____ ? (fit)
B: Well, just average. If I were you, I'd do some workout twice a week before we go.

5
A: **Where** _____ ? (stay)
B: We're going to sleep in tents.

Part 2

1
A: **Would** _____ ? (join)
B: Yes, I'd love to. That's very kind of you.

2
A: **How** _____ ? (get)
B: Well, the best thing would be to take an overnight train.

3
A: **What** _____ ? (take)
B: Something warm and a pair of good hiking boots will do.

4
A: **Do** _____ ? (fit)
B: Well, just average. If I were you, I'd do some workout twice a week before we go.

5
A: **Where** _____ ? (stay)
B: We're going to sleep in tents.

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Odds and ends from the fridge

4.1 Vocabulary

Student A

1 cooked beetroot -or-	2 stale homemade pizza -or- .... bread	3 a sour kiwi-apple smoothie -or- .... juice	4 a ripe avocado -or- an ..... pear
5 some fatty ham -or- some ..... smoked	6 spicy pumpkin soup -or- .... soup	7 a bunch of crunchy radishes -or- fried ..... with	8 bland rice pudding -or- super .... rice

Student B

1 .... -or- raw cauliflower	2 .... pizza -or- stale wholemeal bread	3 .....-apple smoothie -or- bitter grapefruit juice	4 a ..... avocado -or- an unripe pear
5 some ..... -or- some lean smoked fish	6 .... soup -or- mild mushroom soup	7 a bunch of .... -or- fried spinach with garlic	8 .... pudding -or- super hot chilli rice

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Student A

3a Choose the correct option.

1 I*'ll have / 'm having* the vegetable omelette, please.
2 Keep frying the onions until they*'ll be / 're* golden brown.
3 I don't think I *will order / shall order* this soup again. It was rather bland.
4 I've already decided. I*'ll find / 'm going to find* a summer job as a waiter.
5 You*'re going to burn / burn* the eggs. Turn down the heat!
6 Tim and I *will go / are going* to that new Indian restaurant on Sunday. Would you like to join us?

3b Read your sentences to Student B.

3c Listen to Student B and check his/her answers.

1 It's important to learn to cook before you start living on your own.
2 I can't meet up with you next Sunday. We're having friends over for dinner.
3 I don't feel like cooking tonight. Shall we go out for a pizza or something?
4 Do you think the new fruit diet will become popular?
5 Oh, the milk's sour. I'll drink my coffee black then.
6 We need to order right now. The kitchen closes at 10.

Student B

3a Choose the correct option.

1 It's important to learn to cook before you *start / will start* living on your own.
2 I can't meet up with you next Sunday. We*'re having / 'll have* friends over for dinner.
3 I don't feel like cooking tonight. *Will / Shall* we go out for a pizza or something?
4 Do you think the new fruit diet *will become / becomes* popular?
5 Oh, the milk's sour. I*'m going to drink / 'll drink* my coffee black then.
6 We need to order right now. The kitchen *closes / will close* at 10.

3b Listen to Student A and check his/her answers.

1 I'll have the vegetable omelette, please.
2 Keep frying the onions until they're golden brown.
3 I don't think I will order this soup again. It was rather bland.
4 I've already decided. I'm going to find a summer job as a waiter.
5 You're going to burn the eggs. Turn down the heat!
6 Tim and I are going to that new Indian restaurant on Sunday. Would you like to join us?

3c Read your sentences to Student A.

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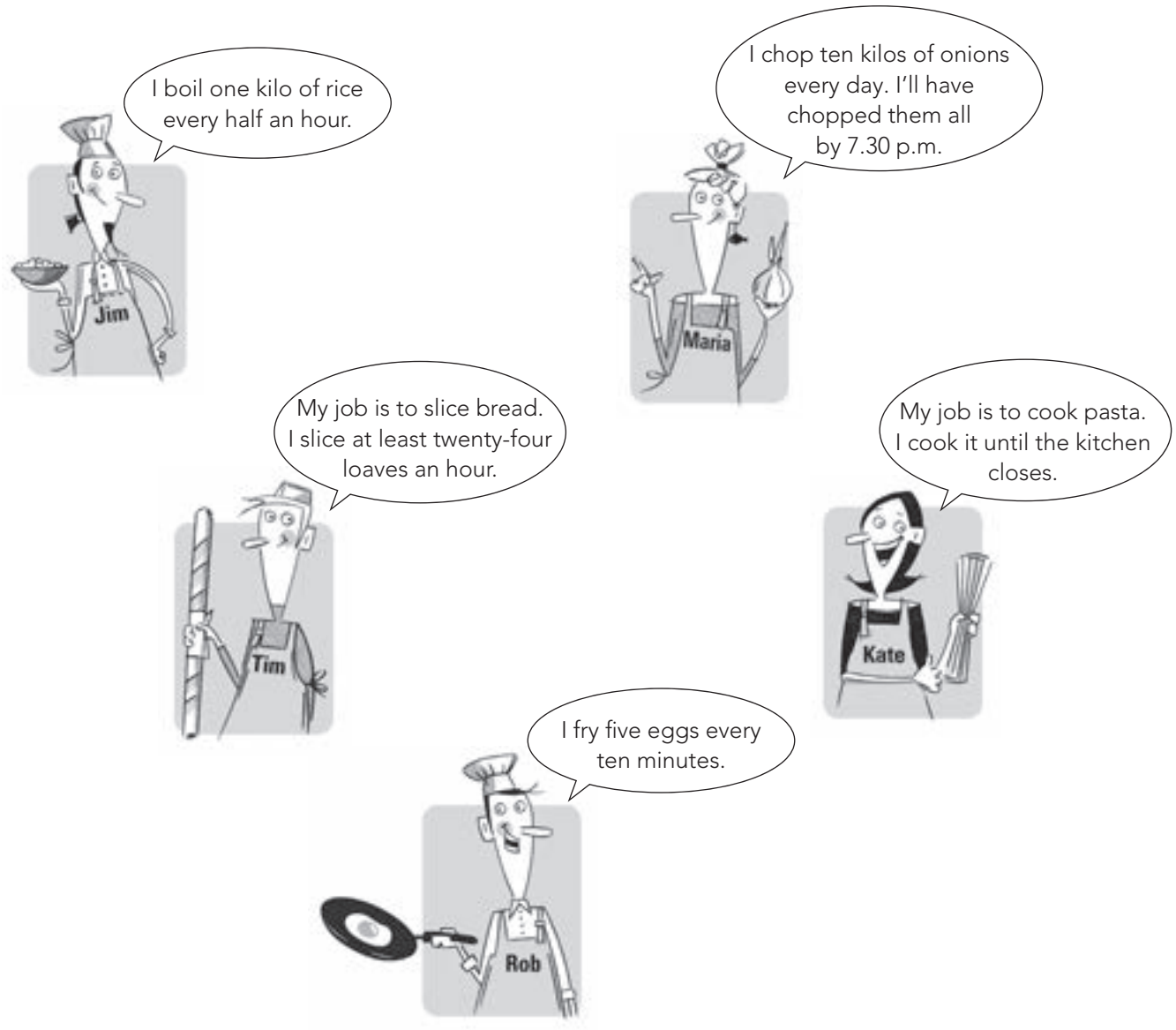
A kitchen race against time

4.5 Grammar (Future Continuous and Future Perfect)

Student A

Our kitchen is open from 6 p.m. to 11 p.m. Today is a typical busy day.



Ask your partner these questions:

1 How many vegetables will Lucy have cut by 10 p.m.? _____
2 Will John be peeling potatoes at 9 p.m.? _____
3 How many plates will Susan have washed by the end of her working day? _____
4 Will Tom be baking pizzas at 10.45 p.m.? _____
5 How many coffees will Maggie have made by 7 p.m.? _____

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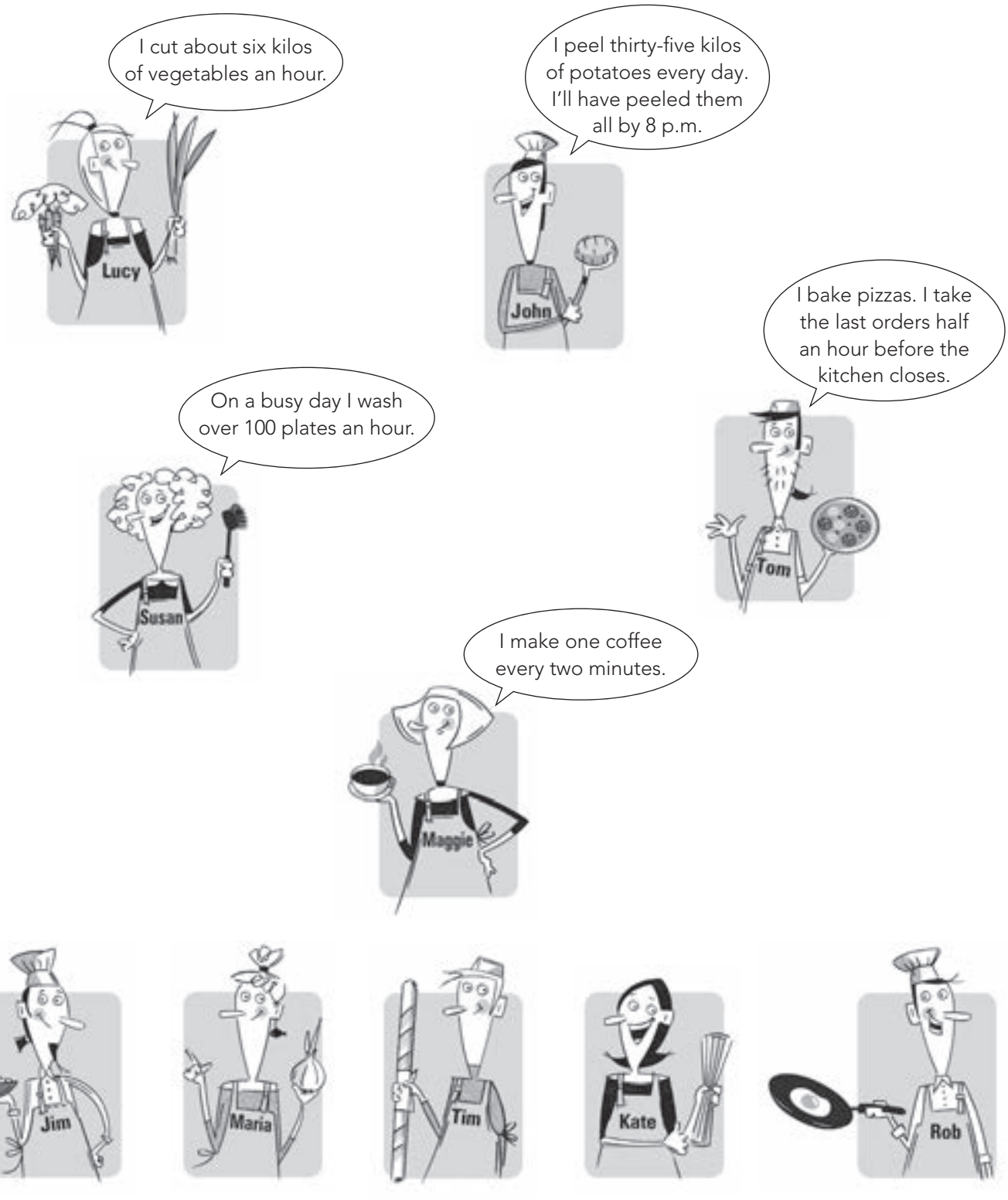
A kitchen race against time

4.5 Grammar (Future Continuous and Future Perfect)

Student B

Our kitchen opens from 6 p.m. to 11 p.m. Today is a typical busy day.



Ask your partner these questions:

6 How much rice will Jim have boiled by the end of the day? _____
7 Will Maria be chopping onions at 8.30 p.m.? _____
8 How many loaves of bread will Tim have sliced by 8 p.m.? _____
9 Will Kate be cooking pasta at 10 p.m.? _____
10 How many eggs will Rob have fried by 7.30 p.m.? _____

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Resource 19 A formal email asking for information and clarification

4.7 Writing

You're spending your summer holidays at your friend's house just outside London. You've seen an advertisement in a local newspaper for a foundation distributing leftover food among people in need. Write an email to the organisation including the following points: • Refer to the advertisement, • Describe how you would like to help, • Ask for clarification on a few issues, • Mention that you would like a reply.	**In my formal email:** • I have started the email with a polite greeting appropriate to the gender, age and marital status of the person I am writing to, and the beginning matches the end (*Dear Mr Smith → Yours sincerely; Dear Sir or Madam → Yours faithfully*). • I have mentioned the advert I saw in the first paragraph. • I have given a reason for writing in the same paragraph. • I have provided the information required and politely asked for information and clarification (e.g. with indirect questions) in the main body paragraphs. • I have made it clear that I would like the person to respond to my email in the final paragraph. • I have only used formal language and have avoided abbreviations (*info/ CU/gr8*), emoticons (☺) and contractions (e.g. *I'm/aren't/that's*). • I have checked my spelling and punctuation. • My text is neat and clear.

Dear Mr or Mrs,
I am writing in response to the advert of your food-sharing programme. I want to help. I'm planning to collect food waste from the neighbourhood and donate it to people in need through your foundation.
There are seven household interested in this project. However, I have some questions. Could you clarify if there is a chance you can pick the food up or do we have to arrange the transport? Also could you confirm the address of the Community Fridge we should deliver the food to? I would also like to know can we donate only unprocessed food or also meals that have already been cooked.
I am looking for your response and hope we will have done some good together.
Yours sincerely,
Mark Dul

~~Dear Mr or Mrs~~ *Dear Sir or Madam* [1]

I am writing in response to the advert of your food-sharing programme. I want to help. ~~I'm~~ *I am* [2] planning to collect food waste from the neighbourhood and donate it to people in need through your foundation.

There are seven ~~household~~ *households* [3] interested in this project. However, I have some questions. Could you clarify if there is a chance you can pick the food up or do we have to arrange the transport? Also could you confirm the address of the Community Fridge we should deliver the food to? I would also like to know ~~can we~~ *if we can* [4] donate only unprocessed food or also meals that have already been cooked.

I am ~~looking for your response~~ *looking forward to your response* [5] and hope we ~~will have done~~ *will do some good together [6]*.

~~Yours sincerely~~ *Yours faithfully* [7]

Mark Dul

[1] Incorrect greeting. [2] Contraction. [3] Incorrect word form (singular instead of plural). [4] Wrong verb form. [5] Wrong phrase. [6] Wrong tense. [7] Incorrect ending.

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You are what you eat

Focus Review 4, Speaking

Part 1

probably seems as if is chatting allergies
waiter are standing group fussy eaters side

The photo shows a [1]_____ of people at a party, [2]_____ in an office. Most of them are dressed casually and [3]_____ and talking.
On the left [4]_____ there is a large table with many different dishes. The food range [5]_____ very wide and it all looks delicious, so probably even [6]_____ or people with [7]_____ are satisfied. I don't think there is a [8]_____ – the people are helping themselves. Everyone [9]_____ and smiling so it looks [10]_____ they are having a good time.

Part 2

1 photo standing? people the do Why think you in are the
2 of? like people a for you party organise group Would large to a
3 somebody large know a you when me Tell or time party. you about a attended

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Fishing for words

5.1 Vocabulary

Word Formation	Vocabulary	Word Formation	Vocabulary
Vocabulary	Word Formation	Vocabulary	Word Formation
Word Formation	Vocabulary	Word Formation	Word Formation
Word Formation	Vocabulary	Word Formation	Vocabulary
Vocabulary	Word Formation	Vocabulary	Vocabulary

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Fishing for words

5.1 Vocabulary

What's the noun form of **broad**? *breadth*	What do you call **an island with no people** living on it? *a desert island*
What's the noun form of **long**? *length*	What is the opposite of **rough** seas? *calm* seas
What's the noun form of **strong**? *strength*	What's the phrasal verb for **becoming extinct**? *die out*
What's the noun form of **high**? *height*	What do you call a **continuous movement** of water? *a current*
What's the noun form of **wide**? *width*	What is the adjective to describe a **very big** wave, e.g. a tsunami wave? *huge or gigantic*
What's the noun form of **deep**? *depth*	What is the adjective to describe an island that is **far away from the mainland**? *remote*
What's the verb form of **deep**? *deepen*	What do you call **a group of mountains** that usually forms a line? *a (mountain) range*
What's the verb form of **wide**? *widen*	What's another word for the **top of a mountain** or a single mountain? *a peak*
What's the verb form of **long?** *lengthen*	What's the word for the **land at the bottom of the sea**? *the seabed*
What's the verb form of **broad**? *broaden*	What's the opposite of a **slow-moving** river? *a fast-flowing* river
What's the adjective form of **volcano**? *volcanic*	What does it mean that the tide is **coming in**? the tide *is rising*
What's the adjective form of **tide**? *tidal*	What do you call a long **river with a lot of smooth bends**? *a winding river*

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GeoQuiz

1 What's _____ capital city of _____ Australia?

a Canberra
b Sydney
c Melbourne

2 Which of the cities is not in _____ UK?

a Glasgow
b Dublin
c Cardiff

3 Which is _____ smallest country in _____ world?

a Vatican City
b Monaco
c San Marino

4 Which is _____ largest state by area in _____ USA?

a Texas
b California
c Alaska

5 Which of these islands is _____ independent country?

a Tasmania
b Borneo
c Madagascar

6 Naples in Italy lies near _____ active volcano. Its deadly eruption in the year 79 destroyed _____ Roman city. What's _____ name of _____ volcano?

a Mount Vesuvius
b Mount Etna
c Hekla

7 When did _____ world population reach one billion for _____ first time?

a Around 1650
b At _____ beginning of _____ 19th century
c In 1935

8 In which of these countries do more people live in _____ countryside than in _____ cities?

a Kenya
b New Zealand
c Iceland

9 _____ Researchers predict that _____ climate change will affect a lot of coastal cities. Which city is at greatest risk?

a Rio de Janeiro
b Miami
c Copenhagen

10 Which of these countries doesn't offer _____ free university education?

a Canada
b Brazil
c Finland

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Student A

2a Use the information in brackets to add a non-defining clause to each sentence.

1 This book explains the reasons why many governments don't care about the environment. (Its author is an ex-minister.)

2 Next month I'm going to Tokyo with Jenny. (Her father is Japanese.)

3 Tom decided to go to bed early. (He was going to have an important exam the following day.)

4 This TV series tells a story of a group of people living on a desert island. (They have a lot of adventures there.)

5 Central Park is the favourite place of many people. (It is in the middle of Manhattan).

2b Read your sentences to Student B.

2c Listen to Student B and check his/her answers.

1 This documentary about polar bears, which was on Channel 1 last night, has won many awards.
2 Ann and Phil, who have worked together for ten years, are starting a new environmental project in Africa.
3 Scientists are still concerned about global warming, whose results cannot be predicted accurately.
4 I remember that when I was six years old my parents took me to the zoo, where I saw an elephant.
5 A group of experts, whose identities haven't been revealed, have decided that it's safe to build a dam on the river.

Student B

2a Use the information in brackets to add a non-defining clause to each sentence.

1 This documentary about polar bears has won many awards. (It was on Channel 1 last night.)

2 Ann and Phil are starting a new environmental project in Africa. (They have worked together for ten years.)

3 Scientists are still concerned about global warming. (Its results cannot be predicted accurately.)

4 I remember that when I was six years old my parents took me to the zoo. (I saw an elephant there.)

5 A group of experts have decided that it's safe to build a dam on the river. (Their identities haven't been revealed.)

2b Listen to Student A and check his/her answers.

1 This book, whose author is an ex-minister, explains the reasons why many governments don't care about the environment.
2 Next month I'm going to Tokyo with Jenny, whose father is Japanese.
3 Tom, who was going to have an important exam the following day, decided to go to bed early.
4 This TV series tells a story of a group of people living on a desert island, where they have a lot of adventures.
5 Central Park, which is in the middle of Manhattan, is the favourite place of many people.

2c Read your sentences to Student A.

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Resource 24 Test yourselves

5.1 Vocabulary, 5.3 Listening and 5.6 Use of English

Student A

1a Complete the missing words. First and last letters are given.

1 I'm going to study **e**_____**l** issues in the future. I'm interested in **o**_____**c** farming.
2 When an **e**_____**e** strikes in the countryside, it usually causes a lot of damage e.g. to **c**_____**s**.
3 The authorities ordered the **e**_____**n** of everyone from the village when the river burst its **b**_____**s**.
4 Scientists hope that if global **w**_____**g** slows down, there will be fewer **t**_____**s** and extreme weather conditions in the future.
5 The sea may look **c**_____**m**, but there are very strong **c**_____**s**. You should never swim alone.

1b Listen to Student B and check his/her answers.

1 The Earth's climate is changing. For example, there are many more hurricanes than twenty years ago.
2 At low tide, you can walk to one of the small desert islands.
3 This is the biggest peak in this mountain range. It's a long hike to the top, around seven hours.
4 The rivers which flow through this area are all very deep and dangerous.
5 This volcano isn't active – it hasn't erupted for two centuries now.

1c Read your sentences to Student B.

Student B

1a Complete the missing words. First and last letters are given.

1 The Earth's **c**_____**e** is changing. For example, there are many more **h**_____**s** than twenty years ago.
2 At low **t**_____**e**, you can walk to one of the small **d**_____**t** islands.
3 This is the biggest **p**_____**k** in this mountain range. It's a **l**_____**g** hike to the top, around seven hours.
4 The rivers which **f**_____**w** through this area are all very **d**_____**p** and dangerous.
5 This **v**_____**o** isn't active – it hasn't **e**_____**d** for two centuries now.

1b Read your sentences to Student A.

1c Listen to Student A and check his/her answers.

1 I'm going to study environmental issues in the future. I'm interested in organic farming.
2 When an earthquake strikes in the countryside, it usually causes a lot of damage e.g. to crops.
3 The authorities ordered the evacuation of everyone from the village when the river burst its banks.
4 Scientists hope that if global warming slows down, there will be fewer tsunamis and extreme weather conditions in the future.
5 The sea may look calm, but there are very strong [b]currents. You should never swim alone.

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Resource 25 A 'for and against' essay

5.7 Writing

You are an animal lover and co-founder of the international *Animal Awareness* blog on which, together with other young people from all over the world, you publish texts on animal protection. Recently you've encountered the view that animal testing for medical purposes is necessary for the development of science. Write a for and against essay on this topic, presenting arguments supporting and opposing the thesis.

In my 'for and against' essay:

- The first paragraph begins with general or factual comments about the topic.
- The first paragraph ends with a statement that mentions both sides of the issue.
- The second paragraph presents arguments for the topic and supports them with examples.
- The third paragraph presents arguments against the topic and supports them with examples.
- The final paragraph includes a summarising statement and my personal opinion.
- I have used formal language and have avoided abbreviations (*info/CU/gr8*) or contractions (e.g. *I'm/aren't/that's*).
- I have used linkers to present my arguments in a clear and logical order (e.g. *First of all, However, In my opinion, To sum up*),
- I have checked my spelling and punctuation.
- My text is neat and clear.

It is estimated that every year over 500,000 animals are tested on worldwide. Some people believe it is necessary, as this way new medicines, cosmetics and other substances can be approved for human use. Others object to these procedures because of the incredible pain and distress most animals suffer. So is animal testing really necessary?
On the one hand, testing medicine on animals has led to many scientific breakthroughs, for instance the discovery of insulin or the polio vaccine. Furthermore, a scientists claim that animals also benefit from such tests, as they've led to the development of a rabies vaccine. Supporters of animal testing also say that since animals have no rights and are similar to humans, it would be unethical not to use them for scientific purposes.
On the other side, even though there is some law regulating humane test procedures, the vast majority of animals suffer unbearably during badly conducted experiments. And it's very bad when you just take poor animals and do tests on them – it's just wrong! Finally, opponents of testing say it is not as beneficial as the proponents claim, as most of the substances which passed animal tests were not approved for human use.
In conclusion, animal testing is not easy to judge as it is often connected to saving human lives.

It is estimated that every year over 500,000 animals are tested on worldwide. Some people believe it is necessary, as this way new medicines, cosmetics and other substances can be approved for human use. Others object to these procedures because of the incredible pain and distress most animals suffer. So is animal testing really necessary?

On the one hand, testing medicine on animals has led to many scientific breakthroughs, for instance the discovery of insulin or the polio vaccine. Furthermore, ~~a scientists~~ *scientists* [1] claim that animals also benefit from such tests, as ~~they've~~ *they have* [2] led to the development of a rabies vaccine. Supporters of animal testing also say that since animals have no rights and are similar to humans, it would be unethical not to use them for scientific purposes.

~~On the other side~~ *On the other hand* [3], even though there is some law regulating humane test procedures, the vast majority of animals suffer unbearably during badly conducted experiments. ~~And it's very bad when you just take poor animals and do tests on them – it's just wrong!~~ *What is more, taking advantage of helpless animals is considered unethical.* [4] Finally, opponents of testing say it is not as beneficial as the proponents claim, as most of the substances which passed animal tests were not approved for human use.

In conclusion, animal testing is not easy to judge as it is often connected to saving human lives. *However, in my personal opinion, we have an obligation to do what we can to minimise this horrible practice, especially since science offers us alternative solutions, such as artificial skin and in vitro tests.* [5]

[1] Unnecessary article. [2] Contraction. [3] Incorrect linker. [4] Informal language. [5] Missing opinion.

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If I were to choose ...

Focus Review 5, Speaking

1 **To my** / option / X / be / the / would / mind / best / **because** …
2 **Well, the reason** / me / picture / is / does / to / X / appeal / not / **that** …
3 **Frankly** / go / definitely / I / speaking / would / **for picture X because** …
4 **Well, out of** X / pictures / choose / these / would / three / I / **because** …
5 **Personally, I** / like / X / not / picture / do / **because** …
6 **Picture** / than / more … / X / other / much / is / the / **pictures**.
7 **Picture X** / as / not / other / is / as … / the / **pictures**.
8 **The** / is / with / problem / X / picture / **that** …

Describing, comparing, contrasting	• •
Choosing one of the options and justifying	• • •
Explaining reasons for rejecting other options	• • •

1 **To my** / option / X / be / the / would / mind / best / **because** …
2 **Well, the reason** / me / picture / is / does / to / X / appeal / not / **that** …
3 **Frankly** / go / definitely / I / speaking / would / **for picture X because** …
4 **Well, out of** X / pictures / choose / these / would / three / I / **because** …
5 **Personally, I** / like / X / not / picture / do / **because** …
6 **Picture** / than / more … / X / other / much / is / the / **pictures**.
7 **Picture X** / as / not / other / is / as … / the / **pictures**.
8 **The** / is / with / problem / X / picture / **that** …

Describing, comparing, contrasting	• •
Choosing one of the options and justifying	• • •
Explaining reasons for rejecting other options	• • •

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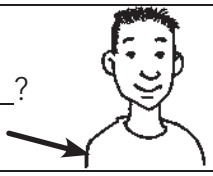
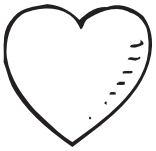
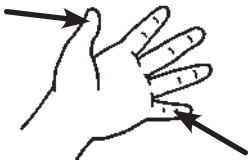
All about the body

6.1 Vocabulary (body parts, injuries and idioms)

hand thumb calf fingers shoulder leg heart jaw eyes
head eyebrows tongue thigh ankle rib knee

	You	Your partner
1 When was the last time you laughed your _____ off? Why?		
2 Have you ever dislocated your _____? 		
3 Do your friends ever pull your _____?		
4 Has anyone you know ever sprained their _____?		
5 How can you help somebody with a broken _____? 		
6 If someone has a problem, do you usually try to give them a _____?		
7 When was the last time you dislocated your _____?		
8 How do you try to remember things when they are on the tip of your _____?		
9 Have you ever seen something really surprising and not been able to believe your _____?		
10 Do you know anyone who has burnt their _____? 		

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Just imagine!

6.2 Grammar (Second Conditional, *wish/if only*)

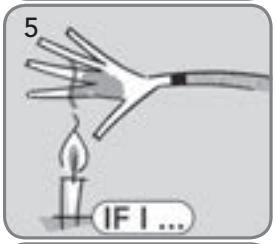
START

1
The neighbours are making a lot of noise.
(WOULD)

2

3
You don't understand your Maths homework.
(IF ONLY ...)

4
You aren't very good at football.
(I WISH ...)

5


6

7
You love strawberries, but you are allergic to them.
(IF ONLY ...)

8
You don't have a laptop.
(IF ONLY ...)

9
There's a mosquito in your room and you can't sleep.
(IF ONLY ...)

10
You love the sea but you live in the mountains.
(I WISH ...)

11

12
There's a good film on TV but you have a lot of homework.
(IF ONLY ...)

13
Your brother often borrows your MP3 player without asking.
(I WISH ...)

14

15

16
You are very clumsy.
(I WISH ...)

17
You want to be a famous singer but you are not good at singing.
(IF ONLY ...)

18
Your parents don't allow you to stay out late at the weekends.
(I WISH ...)

19

20
You are allergic to dogs, so you can't have one. You love dogs!
(IF I ...)

21
You haven't got any money.
(IF ONLY ...)

22

FINISH

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Student A

3a Use the prompts to write sentences in the Third Conditional.

1 I / call the emergency number – I / not leave / my mobile at home

2 we / take / a map – we / know / where to go

3 you / know about the traffic jams – you / listen to the radio

4 he / not fall asleep – he / not have an accident

5 they / travel around the world – they / have lots of money / ten years ago?

3b Read your sentences to Student B.

3c Listen to Student B and check his/her answers.

1 The hurricane would have caused a lot of damage if it had reached this part of the US.
2 If we hadn't lost the key, we wouldn't have had to get a new one.
3 He wouldn't have gone on the expedition if he had accepted that job offer.
4 If the wind had been be gentler, we would have crossed the bay easily.
5 Would she have had an accident if she had been more careful?

Student B

3a Use the prompts to write sentences in the Third Conditional.

1 the hurricane / cause a lot of damage – it / reach / this part of the US

2 we / not lose / the key – we / not have to / get a new one

3 he / not go / on the expedition – he / accept that job offer

4 the wind / be gentler – we / cross the bay easily

5 she / have an accident – she / be more careful?

3b Listen to Student A and check his/her answers.

1 I would have called the emergency number if I hadn't left my mobile at home.
2 If we had taken a map, we would have known where to go.
3 You would have known about the traffic jams if you had listened to the radio.
4 If he hadn't fallen asleep, he wouldn't have had an accident.
5 Would they have travelled around the world if they had had lots of money ten years ago?

3c Read your sentences to Student A.

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A factual article

6.7 Writing

An online teen magazine has asked for articles on the importance of getting enough sleep and how this benefits young people's health, academic progress and general well-being.
Include and develop these points:

- Give your factual article a catchy title.
- Include experts' opinions and official data.
- Use direct questions and different words and phrases to make the article interesting for the reader.
- Finish your factual article with a summary.

In my factual article:

- I have included a catchy title.
- I have given experts' opinions and/or official data, e.g. *According to research … Statistics show …*
- I have asked direct questions to engage the reader, e.g. *But what do we really know about it?*
- I have used a range of linkers to make my text clear and logical, e.g. *Additionally, As a result, In contrast*
- I have used a range of vocabulary and synonyms to avoid repeating words, e.g. *teenagers/young people*.
- I have ended the text with a summary.
- I have divided my work into paragraphs.
- I have checked my spelling and punctuation.
- My text is neat and clear.

Sleep: what is it good for?

It may seem obvious that we need sleep, but why is it so important? Sleep makes us healthier, smarter and ready for all of life's challenges. In contrast, to get all the benefits, you need to get enough sleep.

Good sleep is necessary for good health. Sleep helps your body to fight bacteria and viruses that you don't get sick as often. Addition, sleep reduces stress, and that's important because stress can damage your heart.

What is as well as interesting is the effect of sleep on learning and memory. Without enough sleep, we can't think clearly. As a result, it becomes more difficult to learn and to remember new information. In fact, students who don't sleep enough have worse grades than those who sleep more.

Naturally, you don't need to be told that if you sleep better, you'll feel better. You're happier and enjoy life more. As well as that, good sleep can help you to be more creative or become a better athlete.

Hopefully, more young people will realise that a little more sleep can lead good health, better academic performance and improved quality of life.

Sleep: what is it good for?

It may seem obvious that we need sleep, but why is it so important? Sleep makes us healthier, smarter and ready for all of life's challenges. ~~In contrast~~ *However* [1], to get all the benefits, you need to get enough sleep.

Good sleep is necessary for good health. Sleep helps your body to fight bacteria and viruses ~~that~~ *so/so that* [2] you don't get sick as often. ~~Addition~~ *In addition/Additionally* [3], sleep reduces stress, and that's important because stress can damage your heart.

What is ~~as well as~~ *also interesting/interesting as well* [4] is the effect of sleep on learning and memory. Without enough sleep, we can't think clearly. As a result, it becomes more difficult to learn and to remember new information. In fact, *recent research has shown that* [5] students who don't sleep enough have worse grades than those who sleep more.

Naturally, you don't need to be told that if you sleep better, you'll feel better. You're happier and enjoy life more. As well as that, good sleep can help you to be more creative or become a better athlete.

Hopefully, more young people will realise that a little more sleep can ~~lead~~ *lead to* [6] good health, better academic performance and improved quality of life.

[1] Incorrect linker. [2] Wrong phrase. [3] Incorrect word form (noun instead of adverb). [4] Wrong phrase.
[5] Missing expert opinions or official data. [6] Missing preposition.

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A few words about myself

Focus Review 6, Speaking

in prescribe delicious down enjoy listen take pills get appointment
for go herbal diet out full see allergic bed from remain have

1 be _____ good health
2 _____ to my favourite CD
3 take _____ medicine
4 _____ healthy till old age
5 _____ medicine
6 prepare a _____ meal
7 recover _____ a disease
8 wind _____ in front of a computer
9 _____ better thanks to the treatment
10 _____ a blood test
11 _____ for a jog
12 go on a _____ to lose weight
13 enjoy life to the _____
14 hang _____ with friends
15 make an _____
16 _____ good health
17 _____ a doctor
18 go shopping _____ clothes
19 _____ sb's temperature
20 stay in _____ for a few days
21 be _____ to sth
22 take the _____ twice a day

1 What do you do to get better when you have a cold?

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

2 What do you do to relax after a stressful day?

- _____
- _____
- _____
- _____
- _____
- _____

3 Do you ever worry about your health? Why?/Why not?

- _____
- _____
- _____
- _____
- _____
- _____

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Group A

AUDIENCE Don't use: • watch • concert • show	**CAST** Don't use: • play • people • star	**VOCALIST** Don't use: • person • song • band
TV SERIES Don't use: • film • programme • show	**BOX OFFICE** Don't use: • film • sell • tickets	**TO PERFORM** Don't use: • act • sing • audience

Group B

MUSICIAN Don't use: • perform • music • person	**LIVE GIG** Don't use: • play • perform • occasion	**VIEWER** Don't use: • person • watch • TV
TO ENTERTAIN Don't use: • performance • people • enjoy	**SINGER-SONGWRITER** Don't use: • job • person • write	**PERFORMER** Don't use: • person • perform • performance

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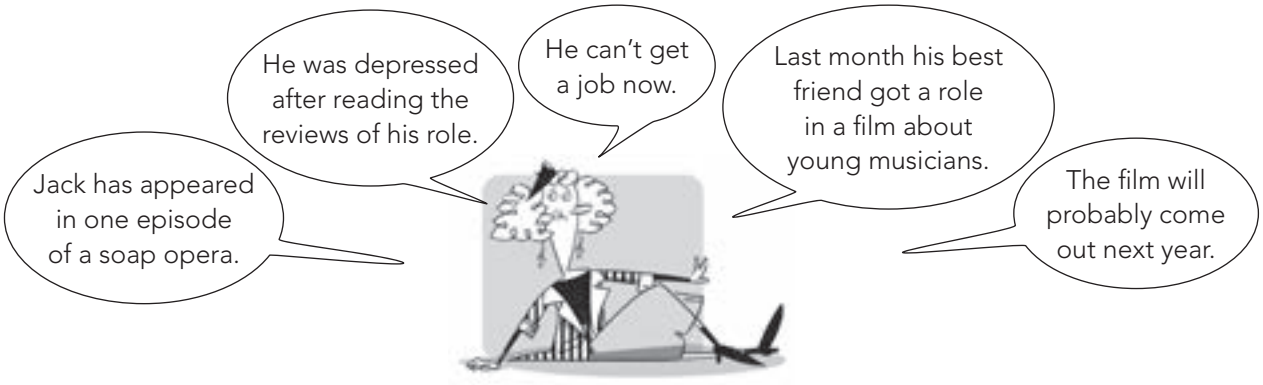
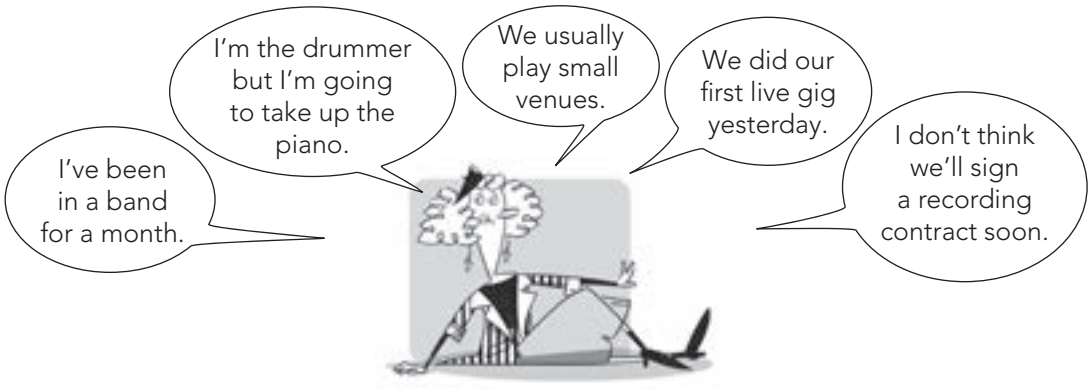
Student A

You met Natalie a month ago. This is what she told you about Jack.

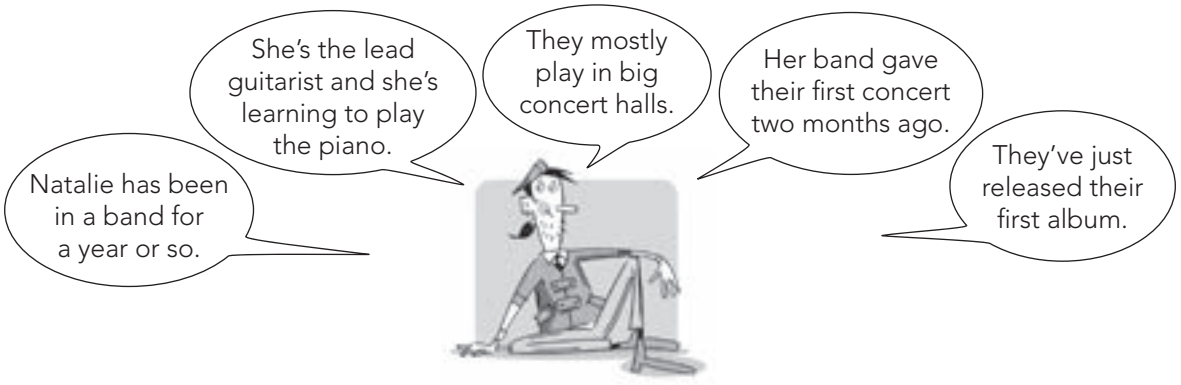


This is what Natalie told you about herself:

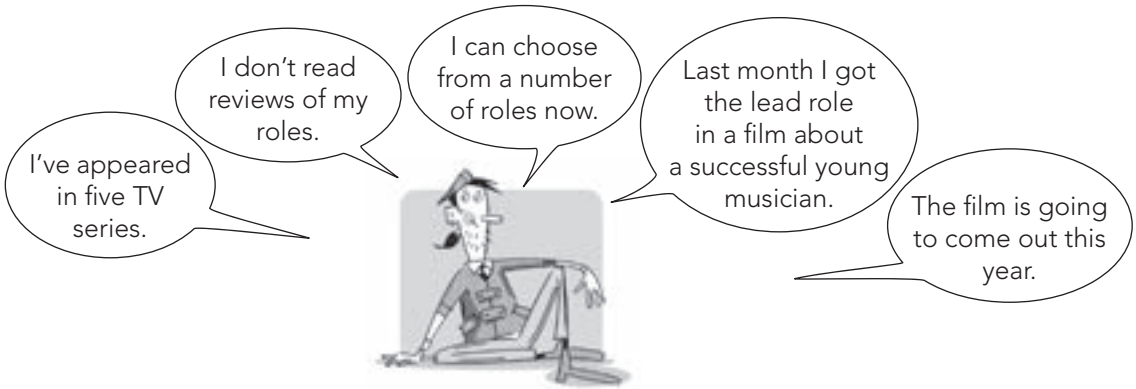


Student B

You met Jack a month ago. This is what he told you about Natalie:



This is what Jack told you about himself:



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Student A

3a Rewrite the sentences in Reported Speech.

1 'Why did you decide to become an actress?' he asked Jennifer.

2 'What are you going to wear to the ceremony?' Diane asked her.

3 'Please, don't be late tomorrow,' Liam told him.

4 'Have you worked with this director before?' Paul asked me.

5 'Can you press the RECORD button?' I asked Andrew.

3b Read your sentences to Student B.

3c Listen to Student B and check his/her answers.

1 Mr Jones asked Helen not to forget her lines the following day.
2 He asked me where I had bought that DVD.
3 The director asked me to record that scene again.
4 She asked Bob who his favourite actor was.
5 The producer asked Rebecca if/whether she could ride a horse.

Student B

3a Rewrite the sentences in Reported Speech.

1 'Helen, please, don't forget your lines tomorrow,' Mr Jones said.

2 'Where did you buy this DVD?' he asked me.

3 'Can we record this scene again, please?' the director asked me.

4 'Who is your favourite actor?' she asked Bob.

5 'Can you ride a horse?' the producer asked Rebecca.

3b Listen to Student A and check his/her answers.

1 He asked Jennifer why she had decided to become an actress.
2 Diane asked her what she was going to wear to the ceremony.
3 Liam told him not to be late the following day.
4 Paul asked me if/whether I had worked with that director before.
5 I asked Andrew to press the RECORD button.

3c Read your sentences to Student A.

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Resource 35 Test yourselves

7.1 Vocabulary, 7.4 Reading and 7.7 Writing

Student A

1a Complete the gaps with the correct noun forms of the words in capitals.

1 Tony was better liked than all his _____ (COMPETE) in the programme.
2 In your essay, remember to analyse the _____ (PRESENT) of the film's main character.
3 John has worked as a film _____ (PRODUCE) for five years now.
4 The concert hall opens at 6 o'clock but the _____ (PERFORM) will start an hour later.
5 We're looking for a good _____ (ENTERTAIN), like a clown, for Tania's birthday party.

1b Read your sentences to Student B.

1c Listen to Student B and check his/her answers.

1 People who work in the ENTERTAINMENT business often have to work irregular hours.
2 I think special effects are a DISTRACTION. You can't concentrate on the plot.
3 The costs of film PRODUCTION in the US are very high.
4 Our company is preparing a new music COMPETITION for a major TV channel.
5 People come to Janet and Lily's shows as they're excellent PERFORMERS.

2a What do these extreme adjectives mean? Write the base adjectives with similar meanings. First letters are given.

1 starving = very **h**_____
2 fascinating = very **i**_____
3 devastated = very **d**_____
4 amazing = very **g**_____
5 ecstatic = very **s**_____

2b Listen to Student B and check his/her answers.

1 talented
2 bad
3 funny
4 difficult
5 tasty

2c Read your answers to Student B.

Student B

1a Complete the gaps with the correct noun forms of the words in capitals.

1 People who work in the _____ (ENTERTAIN) business often have to work irregular hours.
2 I think special effects are a _____ (DISTRACT). You can't concentrate on the plot.
3 The costs of film _____ (PRODUCE) in the US are very high.
4 Our company is preparing a new music _____ (COMPETE) for a major TV channel.
5 People come to Janet and Lily's shows as they're excellent _____ (PERFORM).

1b Listen to Student A and check his/her answers.

1 Tony was better liked than all his COMPETITORS in the programme.
2 In your essay, remember to analyse the PRESENTATION of the film's main character.
3 John has worked as a film PRODUCER for five years now.
4 The concert hall opens at 6 o'clock but the PERFORMANCE will start an hour later.
5 We're looking for a good ENTERTAINER, like a clown, for Tania's birthday party.

1c Read your sentences to Student A.

2a What do these extreme adjectives mean? Write the base adjectives with similar meanings. First letters are given.

1 brilliant = very **t**_____
2 terrible = very **b**_____
3 hilarious = very **f**_____
4 impossible = very **d**_____
5 delicious = very **t**_____

2b Read your answers to Student A.

2c Listen to Student A and check his/her answers.

1 hungry
2 interesting
3 dissapointed
4 good
5 happy

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An article reviewing an event

7.7 Writing

Last weekend you attended a dance competition in another town with your friends. Review this event for the school website. Describe the competition and express your opinion.	**In my article reviewing an event:** • I have begun with an interesting, funny or unusual title to attract the reader's attention. • I have held the reader's attention with an introduction which asks a question or gives interesting facts. • I have described the event using a variety of adjectives and modifiers. • I have made my descriptions interesting by describing what I saw, heard, smelled and tasted. • I have included personal opinions and suggestions. • I have finished with a recommendation for the reader. • I have checked my spelling and punctuation. • My text is neat and clear.

Confused crowds, crackling loudspeakers and the smell of dirty socks – that's what I experienced at Future of Dance, a street dance competition I attended last week.
That's not all. There was so few space in the temporary changing rooms that most of the 900 dancers had to change on the floor of the bathrooms, the state of which was simply dreadful. And the greatest surprise: a sporting event with no catering services! All the very exhausted dancers could buy were sweet snacks – no nutritious food at all.
First of all, the venue was a misunderstanding: a gymnasium at a local school, with a sound system which sounded like a gramophone. The announcements the presenters made were unclear and many dancers missed their turn. They were assured that they will get another chance, but they didn't. Why? Because the horrible organisation caused delays, and there was simply no time for retakes.
I have a request for the competition's organisers: find a better venue and hire a catering company, because next time there will be only a handful of dancers. It's just common sense to take care of the needs of the participants, who pay high entrance fees.
If nothing changes, I definitely do not recommend going to Future of Dance next season. The event calls itself a national competition, but it sounds like a joke to those who took place.

How to Host a Horrible Event: a manual [1]

Confused crowds, crackling loudspeakers and the smell of dirty socks – that's what I experienced at Future of Dance, a street dance competition I attended last week.

First of all, the venue was a misunderstanding: a gymnasium at a local school, with a sound system which sounded like a gramophone. The announcements the presenters made were unclear and many dancers missed their turn. They were assured that they ~~will get~~ would get [2] another chance, but they didn't. Why? Because the horrible organisation caused delays, and there was simply no time for retakes. [3]

That's not all. There was so ~~few~~ *little* [4] space in the temporary changing rooms that most of the 900 dancers had to change on the floor of the bathrooms, the state of which was simply dreadful. And the greatest surprise: a sporting event with no catering services! All the ~~very exhausted~~ *absolutely exhausted* [5] dancers could buy were sweet snacks – no nutritious food at all.

I have a request for the competition's organisers: find a better venue and hire a catering company, because next time there will be only a handful of dancers. It's just common sense to take care of the needs of the participants, who pay high entrance fees.

If nothing changes, I definitely do not recommend going to Future of Dance next season. The event calls itself a national competition, but it sounds like a joke to those who ~~took place~~ *took part* [6].

[1] Missing title. [2] Wrong verb form. [3] Incorrect paragraph order. [4] Wrong quantifier. [5] Incorrect adverb. [6] Wrong phrase.

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What shall I watch?

Focus Review 7, Speaking

Part 1

reality show documentary soap opera current affairs chat show music programme

1 _____

2 _____

3 _____

For
•
•
Against
•
•

For
•
•
Against
•
•

For
•
•
Against
•
•

List of arguments	
a boring narration	**g** biased / not objective
b too much politics and sensational information	**h** interesting facts about the environment
c a waste of time	**i** banal, unrealistic plot
d brilliant photography of landscapes	**j** the latest news about the world
e can give you a lot of information about world events	**k** includes too much violence in the natural world
f an escape from your own daily life	**l** can teach you a lot about people's motivations

Part 2

The best TV programme for an elderly lady would be _____ because …

_____

_____

She wouldn't like the other two TV programmes because …

_____

_____

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Q: Is a shoplifter a thief?

A: *Yes. A shoplifter is someone who steals from a shop.*

Q: Can we call arson a kind of vandalism?

A: *Yes. Arson is the crime of damaging buildings or things by setting fire to them.*

Q: Do muggers break into houses?

A: *No. Burglars break into houses. Muggers attack and rob people in public places.*

Q: Do burglars rob people in the street?

A: *No. Muggers attack and rob people in public places. Burglars break into houses.*

Q: Is online piracy an Internet crime?

A: *Yes. It involves the illegal copying and distributing of films, music, books etc. on the Internet.*

Q: Are robbers charged with theft?

A: *Yes. Robbery is a kind of theft.*

Q: Do the police sentence criminals?

A: *No. The judge sentences criminals. The police arrest criminals and charge them with a crime.*

Q: Is the accused innocent when found guilty?

A: *No. Innocent means not guilty.*

Q: Do witnesses collect evidence?

A: *No. Detectives collect evidence.*

Q: Does a criminal case go to court when there is no suspect?

A: *No. It can only go to court if the suspect has been charged with a crime.*

Q: Is a victim someone who has committed a crime?

A: *No. A criminal is someone who has committed a crime. A victim is someone who has suffered from a crime.*

Q: Can a thief rob a place?

A: *Yes. A thief can rob a person or a place, e.g. a bank.*

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Student A

3a Complete the sentences with passive forms of the verbs in brackets.

1 This book _____ (write) almost 300 years ago.
2 It's the most popular attraction here – it _____ (visit) by a million people so far.
3 These cakes _____ (love) by everyone in my family.
4 You cannot drive that car – it _____ (repair) at the moment.
5 The minister has promised that a skating park _____ (build) here next year.
6 The prisoner escaped while he _____ (take) to see the judge.

3b Read your sentences to Student B.

3c Listen to Student B and check his/her answers.

1 This is the biggest library here – it is visited by hundreds of readers every day.
2 I don't believe the new stadium will be finished on time.
3 Two suspects have been arrested so far.
4 When I last visited my home town, new street lamps were being installed in the main square.
5 I think that last night the door was locked at around 10 p.m.
6 The new lawyer is being shown around the office right now.

Student B

3a Complete the sentences with passive forms of the verbs in brackets.

1 This is the biggest library here – it _____ (visit) by hundreds of readers every day.
2 I don't believe the new stadium _____ (finish) on time.
3 Two suspects _____ (arrest) so far.
4 When I last visited my home town, new street lamps _____ (install) in the main square.
5 I think that last night the door _____ (lock) at around 10 p.m.
6 The new lawyer _____ (show) around the office right now.

3b Listen to Student A and check his/her answers.

1 This book was written almost 300 years ago.
2 It's the most popular attraction here – it has been visited by a million people so far.
3 These cakes are loved by everyone in my family.
4 You cannot drive that car – it is being repaired at the moment.
5 The minister has promised that a skating park will be built here next year.
6 The prisoner escaped while he was being taken to see the judge.

3c Read your sentences to Student A.

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Can you help me?

8.5 Grammar (*have something done*)

Work cards

1	2	3	4
• You need to have your hair cut. • You also want to have your house painted.	• You want to get a burglar alarm installed. • You would also like to have a piercing done.	• You want to get security lights installed. • You also want to have your laptop repaired.	• You want to have some programs installed on your new computer. • You also want to get your hair dyed.
5	**6**	**7**	**8**
• You would like to have your car repaired. • You also want to have your eyes tested.	• You need to have a new table made. • You also need to have your motorbike repaired.	• You need to have your glasses repaired. • You would also like to get a new kitchen door made.	• You want to have a painting framed. • You also want to get a tattoo.

Role cards

5	6	7	8
You are a hairdresser. You charge €20 for a haircut. You also dye people's hair for €30.	You are a painter. You charge €350 to paint a house. You also fit new doors for €100.	You install burglar alarms for €150 and you also install security lights for €90.	You are an IT specialist. You repair desktop and laptop computers for €60. You also install new programs for people for €10.
1	**2**	**3**	**4**
You are a tattoo artist. You do tattoos for €30. You also do body piercings for €15.	You are an optician. You test people's eyes for €10. You also repair people's glasses for €15.	You are a carpenter. You make tables for €50. You also frame paintings and photos for €30.	You are a mechanic. You repair cars for €100 and motorbikes for €50.

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Resource 41 An opinion essay

8.7 Writing

State school head teachers are introducing compulsory uniforms in their schools more often. Write an opinion essay on the issue for the school paper, expressing your ideas and taking teenagers' self-image problems and freedom of expression into account.	**In my opinion essay:** • In the introductory paragraph I have introduced the topic and clearly stated my point of view. • In the body of the essay I have included two or three paragraphs with more detailed personal opinions and supported these with reasons and examples. • In the conclusion I have included a summary of my main point of view and used different words to the statement in the introduction. • In the conclusion I have included a final comment which leaves the reader with something to think about. • I have used a variety of linkers to help the reader to follow my essay. • I have used formal language and have avoided abbreviations (*info/CU/gr8*) or contractions (e.g. *I'm/aren't/that's*). • I have checked my spelling and punctuation. • My text is neat and clear.

More and more state schools are deciding to introduce school uniforms. They claim this will stop unjust 'fashion wars', where more affluent students appear to be better dressed than poorer ones. Uniforms are also said to help young people focus on education.
Furthermore, telling students to wear the same uniform seems to me a violation of their freedom of expression. In my opinion, we all have the right to manifest our personalities and clothes are a way to do this. Adolescence is a period when students' true selves are shape and if we do not let them show that through clothing, their transition to adulthood may be delayed.
Next, teens often struggle with self-image issues. They do not feel pretty or strong enough. They try too find ways to feel better in their own skins. I am afraid school uniforms may slow down this process greatly.
Lastly, recent studies have suggested that students who wore uniforms were not more committed to learning than students wearing whatever they wanted. So it seems to me that teenagers do not turned into model students by the uniforms.
In summary, I am of the opinion that unflattering school uniforms are quite oppressive and limit young people's freedom to show their true colours.

More and more state schools are deciding to introduce school uniforms. They claim this will stop unjust 'fashion wars', where more affluent students appear to be better dressed than poorer ones. Uniforms are also said to help young people focus on education. *I, however, strongly disagree with this view and believe uniforms are harmful*. [1]

~~Furthermore~~ *To begin with* [2], telling students to wear the same uniform seems to me a violation of their freedom of expression. In my opinion, we all have the right to manifest our personalities, and clothes are a way to do this. Adolescence is a period when students' true selves ~~are shape~~ *are shaped* [3] and if we do not let them show that through clothing, their transition to adulthood may be delayed.

Next, teens often struggle with self-image issues. They do not feel pretty or strong enough. They try ~~too~~ *to* [4] find ways to feel better in their own skins. I am afraid school uniforms may slow down this process greatly.

Lastly, recent studies have suggested that students who wore uniforms were not more committed to learning than students wearing whatever they wanted. So it seems to me that teenagers ~~do not turned~~ *are not turned* [5] into model students by the uniforms.

In summary, I am of the opinion that unflattering school uniforms are quite oppressive and limit young people's freedom to show their true colours. *Let us give them a chance to tell their story through clothing. After all, many great personalities were the unusually dressed students in class photos.* [6]

[1] Missing opinion. [2] Incorrect linker. [3] Wrong verb form. [4] Wrong spelling. [5] Wrong verb form.
[6] Missing conclusion.

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Resource 42 Crime prevention

Focus Review 8, Speaking

guard barred barbed wire aggressive window dogs fence
to pose a threat to put sb off to discourage sb from to protect to alert
to look scary to bark to get injured to sense danger to remove to climb over

1 To my mind, the best option is shown in picture X because …
2 Well, the reason why picture X appeals to me the most is that …
3 I'd definitely go for picture X because …
4 Well, out of these three pictures, I'd choose picture X because …
5 Personally, I don't like picture X because …
6 Picture X is much more … than the other two pictures because …
7 Picture X is not as … as the other two pictures because …
8 The problem with picture X is that …

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Resource 43 Multiple-choice cloze

Focus Review 1, 3 and 6, Use of English

Read texts 1–4. Choose the correct answer, a, b or c.

TEXT 1

ARE CHEAP AIRLINES REALLY CHEAP?

Go to Majorca now for only £10! Pay €5 to fly to Crete! Budget airlines [1]_____ your attention with bargain ticket prices in their eye-catching advertisements. What they will not tell you, however, is [2]_____ they have all kinds of tricks up their sleeve to make much more money out of you later.

To start with, the price of a cheap air fare only looks attractive at the beginning. It often does not include obligatory costs such as taxes, an online check-in charge, service charge or credit card usage fee. [3]_____ they are added, the final bill is far from what you expected. Then there are luggage fees. If your hand luggage is not the correct size or your suitcase is too heavy, the excess baggage fee you will have to pay at the airport [4]_____ ruin your holiday mood. Not to mention high extra charges if you forget to print your boarding pass at home or make a spelling mistake in your name.

So next time you are sitting at your desk to [5]_____ that online booking, make sure you are well-rested and ready to face a very tough opponent.

1 a draw	**b** pay	**c** turn
2 a why	**b** that	**c** such
3 a Unless	**b** Once	**c** Whereas
4 a must	**b** should	**c** may
5 a make	**b** do	**c** prepare

TEXT 2

MOBILES AND HEALTH ISSUES

Forty years ago mobile phones did not even exist and soon more than 2 billion people will be using them on a daily basis. This fairly recent [1]_____ has proved very useful but the fact that we are constantly bombarded by electromagnetic waves may have long-term effects on our health.

[2]_____ suggests that our favourite gadget, which we look at 150 times a day, contributes to all kinds of health issues. Staring at your phone for too long may lead to serious problems with your eyesight. [3]_____, mobile phone users suffer from headaches, neck and shoulder pains, tiredness, poor hearing as well as problems with sleeping.

So maybe it is worth [4]_____ our personal habits when it comes to using mobile phones? Experts suggest holding the devices a few centimetres away from your ear and switching ears every few moments. It is recommended not to use them for more than fifteen minutes at a time and to leave them [5]_____ your bedroom at night.

And don't forget to clean your phone every once in a while. The average phone is a paradise for all kinds of bacteria.

1 a discovery	**b** invention	**c** creativity
2 a Research	**b** Opinion	**c** Examination
3 a All in all	**b** Firstly	**c** Moreover
4 a reconsider	**b** reconsidering	**c** to reconsider
5 a opposite	**b** behind	**c** outside

TEXT 3

SMART HOUSE

Have you ever left your house wondering if you had locked the front door or turned off the cooker? Now you can stop worrying if you decide to turn your home [1]_____ a smart one. Technology that was once reserved for the rich is becoming more and more available [2]_____ the popularity of mobile phones and tablets.

Setting up a smart home is all about connecting all the devices and household [3]_____ into a network that you can control from any place in the world. Whether you are at work or on holiday, you can check what is going on in your house and react accordingly. A security system will detect a fire or inform you in case a burglar [4]_____ to break in. A smart home will control the lighting and room temperature, resulting in lower electricity and heating bills. Once the house knows that you are getting up, it will turn on the coffee maker in the kitchen or put on your favourite news programme on TV.

The list of cool smart home tricks goes on and they are all [5]_____ at making your life easier and more convenient.

1 a up	**b** on	**c** into
2 a owing to	**b** in spite of	**c** apart from
3 a tools	**b** furniture	**c** appliances
4 a tries	**b** will try	**c** tried
5 a aiming	**b** aimed	**c** being aimed

TEXT 4

READING BOOKS CAN BE COOL

At present many publishing houses are experiencing a crisis, libraries are not as popular as they [1]_____ be and fewer and fewer people are buying books. That is why in 1995 UNESCO started World Book Day, an annual event celebrated worldwide on 23 April [2]_____ main aim is to encourage and promote reading. It was decided that it would be held on this day because the date is also the anniversary of the birth and death of William Shakespeare and the death of Miguel de Cervantes.

Every year hundreds of interesting book-related events [3]_____ place in bookshops, schools and libraries. In Spain, for example, Cervantes's *Don Quixote* is read during a two-day reading marathon. In Catalonia, where this day is called *The Day of the Rose*, traditionally men gave women roses and [4]_____ women gave men books. Nowadays it is still customary to exchange books on this day and in the main streets of Barcelona and other cities in the region you can buy something to read for your loved ones.

UNESCO believes that reading books [5]_____ to the social and cultural progress of humanity and leads to building peace around the world.

1 a were used to	**b** used to	**c** got used to
2 a which	**b** that	**c** whose
3 a take	**b** have	**c** give
4 a on average	**b** in return	**c** for instance
5 a helps	**b** contributes	**c** provides

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Resource 44 Gapped sentences

Focus Review 2, Use of English

Choose the correct answer, a, b or c, to complete both sentences.

EXERCISE 1

1 I think you're overreacting. I'm not laughing _____ you.
Thanks for telling me all this. Now I know that _____ least you're honest with me.
a for
b at
c from

2 The lift is out of _____. We need to take the stairs.
All the books in the library are in alphabetical _____.
a function
b operation
c order

3 Why are you trying to change the _____?
Maths is not my favourite school _____ .
a topic
b subject
c theme

4 I've _____ on a diet many times in my life.
The company has _____ bankrupt after three months.
a gone
b been
c put

5 The _____ from the balcony was amazing.
His point of _____ is quite interesting.
a sight
b view
c look

EXERCISE 2

1 I desperately need a job. Where can I get information on job _____?
I'm sorry, we have no _____ at the moment. We're fully booked for the weekend.
a adverts
b vacancies
c offers

2 The party was a disaster because nobody showed _____ .
It's _____ to you what subjects you want to study in the future.
a over
b up
c in

3 This puzzle is too difficult for me. I can't _____ out the answer.
We need to get rid of that old printer. It doesn't _____ anymore.
a think
b make
c work

4 It is commonly believed that nurses are _____ paid.
My grandfather was _____ injured in the war.
a poorly
b slightly
c badly

5 I should get an alarm _____ in my car.
There was a nice _____ carpet on the floor in her room.
a fitted
b installed
c fixed

EXERCISE 3

1 How did you come up _____ this solution?
Is hip hop still popular _____ young people?
a for
b about
c with

2 Josh, could you _____ the table before dinner, please?
How many eggs do sea turtles normally _____?
a set
b lay
c have

3 I promised my parents that I'd do the _____ after dinner.
The restaurant opposite our house serves delicious Italian _____.
a meals
b plates
c dishes

4 There were about sixty guests at my sister's wedding _____.
Ask the man at _____ what time we should leave the room tomorrow.
a ceremony
b party
c reception

5 He's been _____ with shoplifting three times so far.
I think the plumber _____ us too much for the repairs.
a charged
b accused
c released

EXERCISE 4

1 I'm afraid the meat has gone _____. It smells horrible.
It's really hot in here. You can take _____ your jacket.
a out
b over
c off

2 I think I'll _____ another glass of orange juice, please.
You look really tired. Why don't you _____ a rest?
a order
b take
c have

3 Unfortunately the situation soon got out of _____ and we had to call the police.
Could you give me a _____ here? I can't do it on my own.
a control
b hand
c help

4 They've just bought a lovely house _____ the suburbs.
One _____ three people thinks that he will be the next president.
a in
b on
c over

5 He'll _____ his A-level exams in May.
I've never managed to _____ through that film.
a sit
b pass
c take

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Resource 45 Multiple choice

Focus Review 1, 3 and 4, Use of English

Choose the correct answer, a, b or c..

EXERCISE 1

1 **X:** Thank your mum from me, OK?
Y: I will, _____ I get home.
a provided that
b until
c as soon as

2 **X:** My wife and I were born on the same day.
Y: What a _____!
a difference
b coincidence
c disturbance

3 **X:** Can I take a photo of you?
Y: _____
a Sure, where do you want me to stand?
b OK, take it easy, won't you?
c Of course, what is it?

4 **X:** Could you hold the door for me, please?
Y: _____
a It's hard to tell.
b No problem.
c It doesn't matter.

5 **X:** Are you into sports?
Y: _____
a Not really.
b I'd love to.
c Yes, I agree.

EXERCISE 2

1 **X:** How about _____ a short break?
Y: I couldn't agree more.
a giving
b making
c taking

2 **X:** I'm not sure I understand.
Y: _____
X: Why don't you explain it to me again?
a What can I do?
b I see what you mean.
c OK, why not?

3 **X:** I used to fight with my brother a lot.
Y: _____
a Nor did I.
b But I did.
c So did I.

4 **X:** You look great in that pullover.
Y: Really? I only paid £4 for it.
X: _____
a What a pity!
b That's incredible!
c Shame on you!

5 **X:** I think the best idea would be to stay here.
Y: _____ The teacher won't like it.
a I couldn't agree more.
b I wonder if you could tell me something.
c Are you sure it's the right thing to do?

EXERCISE 3

1 **X:** Would you like more coffee?
Y: _____
a You're right.
b Me too.
c I'm OK, thanks.

2 **X:** _____
Y: I haven't got a clue.
a Do you speak English?
b Could you give me a hand?
c Where was this photo taken?

3 **X:** Can I help you, madam?
Y: Thanks, someone _____.
a will serve me
b is already serving me
c hasn't served me yet

4 **X:** Could you copy it for me?
Y: _____
X: Thanks, you're very kind.
a With pleasure.
b That's a pity.
c I could have done that.

5 **X:** Why don't we _____ till tomorrow?
Y: I'm all for it.
a put it aside
b put it off
c put it out

EXERCISE 4

1 **X:** Will Sally and Mark join us tomorrow?
Y: Unfortunately they won't. They _____ yesterday.
X: Sorry to hear that.
a broke up
b went out
c broke down

2 **X:** I didn't do well, I'm afraid.
Y: _____
a What a shame!
b You're right!
c Actually, I do.

3 **X:** Could you show me the way to the city centre, please?
Y: _____
a You can always use the lift.
b It's quite easy, you can't miss it.
c Just go straight on for about 5 minutes.

4 **X:** How old is he?
Y: _____
X: Well, he used to be your neighbour, didn't he?
a Why should I tell you that?
b What makes you think so?
c How am I supposed to know that?

5 **X:** What _____ his children like?
Y: Comedies and cartoons, I think.
a do
b are
c were

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Resource 46 Sentence transformation

Focus Review 6, Use of English

Complete the second sentence so that it has a similar meaning to the first. Use up to four words in each gap.

EXERCISE 1

1 I said I would never trick anybody like that.
I _____ to treat anybody like that.

2 Please take an onion and cut it into tiny pieces.
Please take an onion and _____ it.

3 Next year Mr and Mrs Talbott will celebrate their thirtieth wedding anniversary.
Next year Mr and Mrs Talbott _____ married for thirty years.

4 I think it's time we start saving for the summer holiday. What do you think?
Let's start saving for the summer holiday, _____?

5 Why did she stop dancing?
Why did she _____ dance lessons?

EXERCISE 2

1 I can't wait to hear from you.
I am looking _____ to hearing from you.

2 You may only take five pieces of clothing into the changing room.
You may only take five _____ into the changing room.

3 We had a huge fight and we're not speaking.
We've _____ and we're not speaking.

4 They had to hide in a café because of the rain.
The rain _____ them hide in a café.

5 I believe this is the best solution.
I _____ this is the best solution.

EXERCISE 3

1 You'll never persuade me to ride a roller coaster.
You can't _____ riding a roller coaster.

2 Look at the sky – I feel a storm coming!
Look, it _____ heavily any second now.

3 She started writing for this travel magazine seven years ago.
She _____ for this travel magazine for seven years.

4 She hates her job - it doesn't bring her any satisfaction.
She hates her job, because it's very _____.

5 Greg won against his opponent in the match.
Greg _____ his opponent and won the match.

EXERCISE 4

1 Mary looks up to her older sister.
Mary _____ her older sister.

2 Noise pollution in the city has reached its highest level.
Noise pollution in the city has reached _____ levels.

3 X: I've never lied about my age. Y: I haven't done it either.
X: I've never lied about my age. Y: _____

4 It's impossible that she ate anything, because her lunchbox is full.
She _____, because her lunchbox is full.

5 Can you drive to my house, let me into your car and drive me to the doctor's on Friday?
Can you _____ and drive me to the doctor's on Friday?

EXERCISE 5

1 This equipment is the most modern and technologically advanced.
This equipment is absolutely _____.

2 Tom has nothing against commuting to work every day.
Tom _____ commuting to work every day.

3 Millie never wanted to disappoint you.
Millie never wanted to _____.

4 You behave exactly like your grandmother when she was younger.
You _____ your grandmother.

5 There's a chance the dog is still outside.
The dog _____ outside.

EXERCISE 6

1 Don't stop being so open-minded and creative, please.
Please, _____ being so open-minded and creative!

2 My grandparents took a trip by ship.
My grandparents went on a _____ .

3 At university he was a very hard-working student. Sadly that has changed.
At university he _____ a very hard-working student.

4 They spent a year travelling before going to university.
They took _____ before going to university.

5 I love visiting completely unknown places.
I love visiting _____ places.

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Resource 47 Sentence transformation

Focus Review 2 and 4, Use of English

Read the sentences. Use the word in capitals to complete the second sentence so that it has a similar meaning to the first. Do not change the word in capitals. The completed fragment must have correct grammar and spelling. Use up to six words in each gap, including the word in capitals.

EXERCISE 1

1 Over the next year the city council will build a few new houses. BUILT
This time next year the city council _____ a few new houses.

2 Doctors believe that the patient was infected with the disease through blood transfusions. HAVE
The patient is _____ with the disease through blood transfusions.

3 Don't shout at the dog; it just wants to play with you. ALL
Don't shout at the dog; _____ is play with you.

4 Our friends say that our son is a younger version of his grandfather – they look so alike! AFTER
Our friends say that _____ grandfather – they look so alike!

EXERCISE 2

1 You will get a certificate but you have to complete the course first. UNTIL
You won't get a certificate _____ the course.

2 It wasn't necessary for you to wait for me. I know how to get to your place. NEED
You _____ me. I know how to get to your place.

3 After a long and heated discussion, the staff managed to persuade the council not to shut down the youth centre. SUCEEDED
After a long and heated discussion, the staff _____ not to shut down the youth centre.

4 The actress was incredibly angry when her ex-boyfriend appeared at the party uninvited. UP
The actress was incredibly angry when her ex-boyfriend _____ uninvited.

EXERCISE 3

1 "I believe I am a charming person", Matthew said.
Matthew _____ person.
CONSIDERS

2 As usual, Mary's father told her to lay the table for dinner. MADE
As usual, Mary's father _____ for dinner.

3 Unfortunately, we sold fewer craft supplies than we expected last weekend. AS
Unfortunately, we didn't sell _____ expected last weekend.

4 It was quite an upsetting moment when they used explosives to demolish the old bridge. UP
It was quite an upsetting moment when the old bridge _____.

EXERCISE 4

1 "Why don't we organise the reception in the garden?" suggested Joan. WE
Joan suggested _____ the reception in the garden.

2 You should learn how to operate the dishwasher. HIGH
It _____ how to operate the dishwasher.

3 The jewellery was so gorgeous that he decided to buy it for his bride-to-be. THAT
It was _____ he decided to buy it for his bride-to-be.

4 I only found this article by chance while I was looking through the paper. ACROSS
I only _____ accident while I was looking through the paper.

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Open cloze

Focus Review 8, Use of English

Read the gapped texts and complete each gap with one word so that the texts are logical and grammatically correct.

EXERCISE 1

THE WRONG CLOTHES

My friend's wedding reception was definitely a memorable event for me. Expecting a lavish party, I bought a fabulous evening dress with a pair of shoes to [1]_____. I was terribly determined to make a good impression and I felt it was important to be dressed properly for such an occasion.

On the big day, I turned up at the hotel where the reception was [2]_____ held. I knew I looked gorgeous. However, the moment I stepped into the reception room, I couldn't believe my eyes. [3]_____ was wearing any formal clothes. The guests were dressed in Hawaiian shirts and skirts or shorts with garlands of flowers around their necks. I looked at the invitation again and realised that I hadn't read it properly. [4]_____ the bottom of the invitation, in small print, the hosts clearly stated what type of clothes we were expected to be wearing on that occasion.

EXERCISE 2

COLOUR YOUR HOME

When we think about doing [1]_____ our home, we usually concentrate on the furniture, carpets and curtains, but we tend to ignore the need to choose suitable colours for the walls in [2]_____ of the rooms of the house.

Most interior designers agree that the choice of colours should always be the starting point when it comes to decorating. But they also say that since the days of having so [3]_____ choice are gone, making the right decision which colour to choose for which space seems an incredibly difficult thing to do. That's why, before you attempt to decorate any of the walls, you [4]_____ better learn some basic rules. For example, red is good for a dining-room; but if you use it in the bedroom, it may actually stop you from sleeping. Another example might be to apply yellow to cheer a place up, especially one that doesn't get much sunlight.

EXERCISE 3

A CHOCOLATE TASTER

Being a chocolate taster sounds like a dream job, especially for a chocoholic like me. I [1]_____ probably enjoy staying at work all day long if my job just consisted of tasting chocolate every single day. So what do you need to become a taster? The job hardly requires any formal qualifications but many tasters usually obtain a university [2]_____ such as a BSc or MSc in food technology. They attend many workshops to develop their skills. However, you can't do the job effectively [3]_____ you have an acute sense of taste and smell, as they are crucial in assessing the product. Large companies have several tasters whose job is to taste the chocolate in [4]_____ to determine whether it's too bitter or too sweet and also to comment on texture and the visual impression. So, if you think you're good at tasting different flavours, you might be wise to consider it as a career.

EXERCISE 4

TWINS

It was great fun having an identical twin sister at school. We used to dress in the same way, which [1]_____ our teachers feel cross because they would mix us up and we rarely bothered to correct them. On the other [2]_____, we were never that harmonious at home. As very independent girls, we used to argue at least once a day and we even had fights with [3]_____ other.

We exhibited the worst behaviour on our birthday and at Christmas. Most people either bought us identical presents or one to share between us and it used to infuriate us. Once we even told our aunt that we would [4]_____ have received no present than the same one. It took us a long time to understand that we shouldn't have behaved like that. We all laugh at it now but then we were dead serious about that problem.

PHOTOCOPIABLE © Pearson Education Limited Focus 3 Second Edition

Word building

Focus Review 5, Use of English

Read the gapped texts and complete each gap with the correct form of the word given in capital letters so that the texts are logical and grammatically correct.

EXERCISE 1

FOCUS ON ADHD

For many years, ADHD (attention-deficit hyperactivity disorder) has been the favourite catchphrase of all those whose children are loud, [1]_____ (OBEY), hard to control and awkward in social situations. But scientific research of the brain actually confirms that people suffering from this disorder have lower levels of dopamine – a hormone responsible for feeling good. They also have slight changes in the composition of the brain, as they have a less-developed part of the brain responsible for [2]_____ (ATTEND) span, response control and emotional regulation. That's why those teens seem less stimulated, less interested and often unable to [3]_____ (CONCENTRATION). They often seem more [4]_____ (CONNECT) from the outside world, as they simply lose interest in everything around them easily. This, in turn, may lead to problems with [5]_____ (SOCIETY) with peers. If we do not want the problem to [6]_____ (DEEP) we should help teens by introducing some structure and routine into their lives and teach them to break up tasks into smaller pieces, which are more manageable.

EXERCISE 2

TOUGH BEGINNING

LeBron James, one of the all-time best NBA basketball players in history, is one of the greatest examples of how far you can get if you have a strong will and unbelievable [1]_____ (RESILIENT). When he was born, his mother was only sixteen. They suffered real poverty and had to move house frequently. Luckily, pretty early on, LeBron was noticed by a [2]_____ (TRAIN), who saw potential in the little boy. When James was only nine, he moved in with the coach because the man wanted to offer the boy some stability in life. That was a smart decision, as the neighbourhood James lived in would [3]_____ (AVOID) lead to him coming into conflict with the law. And we all know what happened later. LeBron [4]_____ (SUCCESS) in becoming an NBA star. He has [5]_____ (ACHIEVEMENT) such spectacular success because he told himself that [6]_____ (FAIL) was not an option. And it wasn't.

EXERCISE 3

TINY TITANS

I'm a football coach to a bunch of kindergarten children, and, believe it or not, I find it the most [1]_____ (REWARD) job there is. It's hard to find a group of more motivated and focused players, who treat every word you say as the absolute truth. They are a team who know why they are on the pitch and who never question my decisions – that's incredible for five-year-olds. We have been meeting twice a week for the past ten months and it's unbelievable what a great [2]_____ (IMPROVE) they've made. They are faster, more precise and psychologically stronger than when we started out. After every [3]_____ (loss) match they were so [4]_____ (DISAPPOINTING), they cried, they were angry. It took hours of talks, exercises, coaching and showing massive [5]_____ (ENCOURAGE) to turn them into the winners they are. They rarely lose now, but even if they do, they congratulate the [6]_____ (OPPOSE) team and leave the pitch proud.

EXERCISE 4

COMPETITIVE ADVANTAGE

There are many theories on how to self-develop and get better at a task we are still [1]_____ (HOPE) at. One of them suggests that we should start to [2]_____ (COMPETITOR) with those more proficient at a subject as early as possible. But why? Isn't it frustrating and demotivating? Apparently not. Competition makes you a quicker and better learner. Competition sets you a 'visible' goal you want to reach as fast as possible. It's often impossible to [3]_____ (IMAGINATION) how quickly you can improve at a subject when you try to beat somebody at it. It's a great motivating factor. Being competitive also opens your mind and makes you more [4]_____ (CREATOR). It [5]_____ (BREADTH) your horizons and lets you see options you didn't see before. That's why coaches and teachers strongly [6]_____ (ADVICE) getting a study partner who is more advanced at a subject than you are and to do your best to catch up with them. You'll be shocked with the speed of your progress!

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Read the gapped texts and complete each gap with the correct form of one of the words from the box so that the texts are logical and grammatically correct. There are two extra words in each exercise.

EXERCISE 1

(GET HOPE HOT REACH WEAR WET)

WATERPROOF CLOTHING

There's nothing worse than feeling bitterly cold and wet, especially when you are sailing because the chances of [1]_____ a warm and dry place quickly are usually pretty thin. However, there is good news. There have been new developments in the materials used to make waterproof clothes which [2]_____ will put an end to the misery of those who work outdoors in wet conditions.

The new fabric, which is made from polyester fibres with some silicone elements, makes the clothes more water-repellent. It helps you to keep warm and dry and can [3]_____ comfortably for several days as it is very durable. Unlike previous designs, clothes made from this type of material do not leave you feeling hot and sticky even after a massive amount of action. The fabrics used allow the clothes to breathe which means that excess [4]_____ can escape while you stay warm and dry.

EXERCISE 2

(ACCEPT DEPENDENT ENTER GET MAKE TRUE)

STUDENT LIFE

As soon as my brother [1]_____ by the university in a town 200 km away from home, he had to decide whether to request university accommodation or share a flat with friends. He talked to other people who had studied away from home and they all recommended [2]_____ a flat because of the greater freedom he would have. After moving, he embarked on a new life in which he suddenly became fully responsible for himself.

The [3]_____ is that at first I didn't believe he would manage on his own for very long. I thought he would be coming home every weekend with loads of washing and the flat would end up really filthy. How surprised I was when I went to visit him and realised that gaining [4]_____ from our parents was doing him good. It made him a mature person able to cope with everyday chores perfectly well.

EXERCISE 3

(BIG COLLECT INFLUENCE KEEP LONG TAKE)

DICTIONARIES

Dictionaries – whether on paper or online – are one of the most important tools for learning vocabulary.

A Dictionary of the English Language, published in 1755, is still regarded as an incredibly authoritative and [1]_____ reference book. Surprisingly, this dictionary was the work of one man, Samuel Johnson. Defining the meanings of some 40,000 words [2]_____ him busy for about seven years!

Nowadays, most dictionaries are put together by teams of lexicographers who work from a large [3]_____ of written and spoken examples, which is known as a corpus. The authors also have to refer to articles and books about language and they need to ask experts in particular subjects about more specialised words and expressions.

Although contemporary work is done more quickly than in the past, it is still a [4]_____ process which requires a great deal of time and effort.

EXERCISE 4

(ABLE DISTRACT GET MANAGE STRONG TAKE)

A GOOD BOSS

Since leaving school, I [1]_____ on a number of short-term jobs, and I know how important it is to have the right sort of person directing your work. What I learnt is that a good boss must definitely be knowledgeable and bring energy to the job. At the same time the person in charge must be able to decide on important issues without [2]_____ by other things. What's more, a responsible leader must be good at creating an environment in which others can shine. Employees need to be provided with feedback about their [3]_____ and weaknesses are and how to work on them so that they develop their full potential. I also think that what really matters is the [3]_____ to bring people together and focus them on a common goal. It's definitely a real challenge to lead well but when it's done properly it can be very rewarding for both employees and employers.

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Resource 51 Sentence formation

Focus Review 5 and 7, Use of English

Read the gapped sentences and complete each gap with the correct forms of the words given in brackets. Do not change the order of the words. You can add other words if necessary. The sentences must be logical and grammatically correct. Use up to six words in each gap, including the words given in brackets.

EXERCISE 1

1 Jeremy (*always / talk / he*) _____, which annoys me a lot.

2 The young boy (*think / steal*) _____ from a local grocery for a long time but the footage from CCTV didn't provide any evidence.

3 Don't you think we should have a snack before we go just (*case / they / not / give*) _____ us dinner after all?

4 Do you realise that the weather (*likely / change*) _____ the worse tomorrow?

EXERCISE 2

1 It's ages (*I / ride*) _____ a scooter so I'd love to go with you for a little spin.

2 And (*suppose / Carol / not / come*) _____ to meet you, what would you have done?

3 Just a couple of hours ago the police confirmed that (*woman / hit*) _____ a baseball bat but they still haven't found out who did it.

4 I'm so glad you rang, I (*about / call / you*) _____ myself to find out more about the sailing holiday.

EXERCISE 3

1 What an appalling smell! What on earth (*you / do*) _____ the last few hours?

2 Matilda won't listen to anybody anyway, so I guess (*not / use / try*) _____ to talk her out of buying a new digital camera.

3 I'm pretty sure it'll be ages before I (*accustom / live*) _____ in such a hot climate.

4 Why don't you have Richard (*organise / Gina / mum*) _____ birthday party? He's really excellent at it!

EXERCISE 4

1 When we met, I (*already / run*) _____ the café for six years.

2 Are you telling me that (*be / worth / write*) _____ to the council about the condition of the road?

3 Judging by Emily's excellent results in her A-levels, she (*must / study*) _____ for weeks before the exam.

4 The soup tasted (*though / somebody / add*) _____ too much garlic.

EXERCISE 5

1 I won't have time to pick mum up from the airport so I was wondering (*you / do*) _____ that for me.

2 We won't get in without an invitation as (*bound / be*) _____ guards checking the guest list.

3 Marion lost her sight at the age of five as a result of an accident but she seems to (*get / walk*) _____ around the city with a white stick.

4 If we (*suppose / not / leave*) _____ the hotel, how can we get to the conference?

EXERCISE 6

1 My mother keeps (*suggest / I / not / study*) _____ nursing because it's a very demanding profession.

2 If we hadn't missed the plane, (*we / lie*) _____ a sandy beach by now.

3 My grandparents (*use / milk / deliver*) _____ to their doorstep, but it doesn't happen now.

4 If you're struggling with insomnia, why don't you (*try / take / pills*) _____ help you sleep?

EXERCISE 7

1 We saw a beautiful picture in the gallery on Sunday, but when we went back on Monday it was gone, so we guess (*it / must / sell*) _____.

2 (*know / dangerous / area*) _____ was, we decided to stay indoors.

3 I get really irritated by those people who get on buses (*if / nobody / else / exist*) _____ and just barge their way through.

4 Hopefully, our team (*succeed / qualify*) _____ for the finals one day.

EXERCISE 8

1 You (*need / not / prepare*) _____ such a lavish meal because we've already eaten.

2 When Rob went to live abroad, he had to acquire the language (*addition / learn / drive*) _____ on the right.

3 If only I (*not / buy / car*) _____ which you recommended – it's costing us a fortune now.

4 The lecturer started with a general introduction to the course and (*go on / talk*) _____ our assignments.

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Life skills photocopiable resources

Life skills 1 How to take part in a debate **274**
Teacher's notes and audioscript **280**

Life skills 2 How to set SMART goals **276**
Teacher's notes and audioscript **281**

Life skills 3 How to be more creative **278**
Teacher's notes and audioscript **282**

The Life skills audio recordings can be found in the Resources section on Pearson English Portal.

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LIFE SKILLS

1

How to take part in a debate

1 **In pairs, discuss the questions.**

1 Describe a situation when you took part in a debate at home or at school.
2 How do you think debating skills can be useful a) at school b) in future jobs?

2 **Read the announcement. Would you like to join the club? Say why.**

Roundhills Debating Club

Do you like taking part in discussions?
Are you looking for a chance to broaden your horizons?

If yes, don't hesitate and join Roundhills Debating Club!

We meet every Thursday at 15.30 in the School Hall.

We discuss topics that are important to young people, which last year ranged from the best pizza topping to how to take exams.

Still not sure you'd like to join? Here's why it's useful to learn how to debate.

1 It boosts your confidence. You won't feel scared the next time you have to give a presentation.
2 You can also improve your communication skills.
3 You learn to look at both sides of complex questions and think critically. This will help you do better at school and write excellent essays.

And finally, debating is just great fun!
Come and find out for yourself!

3 **Read the text *What is a debate?* with rules for members of the debating club. Are the statements below about a debate true or false? Explain why the false ones are incorrect.**

1 ☐ Every debate has two sides.
2 ☐ All the speakers speak for and against the debate statement.
3 ☐ In a debate, the speakers try to persuade the second team to accept their point of view.
4 ☐ A timekeeper may extend the time limit for a speaker.
5 ☐ The audience may decide on the outcome of a debate.
6 ☐ The speakers in both teams take turns to talk.
7 ☐ Rebutting means finding additional arguments to prove a team is right.

4 **Work in pairs. Read the debate statement below and make a list of arguments for and against a vegan diet.**

Everyone should become a vegan.

5 **Listen to part of a debate on the statement in Exercise 4. Answer the questions. Are the students' arguments similar to yours?**

1 What two arguments in favour of the statement does the first speaker give?
2 What two arguments against the statement does the second speaker give?
3 Who do you think has stronger arguments and should win the debate? Say why.

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What is a debate?

A competitive debate is an argument with some rules. It involves two teams of two or more people. The teams are given a controversial statement to discuss and a set period of time to prepare.

Proposition and opposition
The team which argues in favour of the statement are called 'proposers'. The team which argues against the statement are called the 'opposers'.

Goal of the debate
The goal of a debate is for the teams to prepare a good argument in a short time. The speakers in a team must work together to convince the audience and judges that they are right.

Length of speeches
Participants can only speak for a specified period of time, for example 3–5 minutes.

Chairperson and timekeeper
A chairperson opens the debate, introduces each speaker and makes sure everybody follows the rules. The timekeeper checks the time and gives signals to speakers to show that they will soon run out of time.

Judges and audience
Usually a panel of judges gives points to the teams and decides who should win. Sometimes the audience votes to choose the winner.

Structure of the debate
A typical debate has the following format:
- Teams hear the topic and take positions (for and against).
- Teams discuss their topic and come up with arguments.
- The speakers for the proposition and opposition present the main arguments.
- Teams discuss the arguments of the opposing team and try to 'rebut' them, that is explain why their arguments are wrong.
- Speakers from both teams present their rebuttals.
- This continues until all speakers have spoken and the last speakers sum up their points.

6 **Study the Speaking box. Then listen again and tick the expressions you hear.**

SPEAKING Debating

Presenting the motion and the speakers
- ☑ We are going to speak in favour of/against the motion that …
- ☐ Today I hope to persuade you to agree that …
- ☐ This morning we have the easy task of convincing you that …
- ☐ First, I will talk about … I shall also argue that … The next speakers will explain why …
- ☐ I, as the first speaker will be talking about … My colleagues will later discuss …

Presenting your arguments
- ☐ My first/second argument is …
- ☐ Let me come to my first/second/next argument.
- ☐ Let the facts speak for themselves.
- ☐ Perhaps I should also mention that …
- ☐ To begin with, …
- ☐ In addition, … What's more, …

Stating a strong opinion
- ☐ I firmly believe that …
- ☐ We are convinced that …
- ☐ It is our belief that …

Supporting an opinion with examples/evidence
- ☐ New studies confirm that …
- ☐ Recent research has shown that …

Summarising
- ☐ So, to sum up, …
- ☐ All in all, …
- ☐ To conclude, let me stress that …

7 **Read the advice. Why do you think these points are important when debating?**

LIFE SKILLS How to take part in a debate
- Be calm and confident.
- Speak clearly and slowly.
- Prepare well. Use logical arguments to support your point of view.
- Don't get personal. Challenge what someone says, but don't attack the person saying it.
- Pay attention to the time.
- Be polite at all times.
- Work as a team and support each other.

8 DEBATE **Read the statement. In small groups, make a list of arguments for and against that you could use in a debate.**

It's better to spend holidays in your own country than abroad.

9 **Do the task below.**

LIFE SKILLS Project

Work in two teams and prepare for a debate in the next class. Use the tips from the lesson and the language from the Speaking box to help you.
- Use the statements in Exercise 4 or 8, or choose a topic on page 283.
- Discuss points and examples for your side of the debate.
- Decide who will present each point.
- Research information online and prepare your speeches.
- Debate the statement against another team in class, in front of other students.
- The class votes on the winner of the debate. Use the checklist on page 283 to assess the participants.

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2 LIFE SKILLS

How to set SMART goals

1 **In pairs, discuss the questions.**

1 Compare the colourful and black and white photos. What goals did the people have? Have they achieved them or failed?
2 How important do you think it is to set yourself goals for the future?
3 What are some of your educational and personal goals for this year?

2 **Do you have plans to achieve the goals you mentioned in Exercise 1? What are you going to do and when?**

3 **Read the forum entries about failed goals. Match statements 1–4 with entries A–C. There is one extra statement.**

The speaker …

1 ☐ failed to achieve a goal because of a lack of preparation.
2 ☐ wasn't sure which goal he/she wanted to achieve.
3 ☐ did not do enough research to achieve a goal.
4 ☐ chose a goal that was impossible to reach.

4 **Work in pairs. Why did the people fail to achieve their goals? What didn't they do? What advice would you give them?**

5 **Listen to an expert talking about setting goals. What is she talking about? Choose the correct answer.**

a Where to get advice on what our goals should be.
b How important it is to have big ambitions.
c How to make our goals easier to achieve.
d What to do if we fail to achieve a goal.

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A I'm finishing my first year of English at uni soon and it definitely hasn't turned out as I'd hoped. When I was at school, I joined a student drama club. It was my passion to act and I dreamt of a career on the stage. But everyone told me it was too challenging and I should choose a more traditional job. So I thought I could study something to do with languages because I was pretty good at English and I thought maybe I could be a teacher. Both of my parents are teachers and they seem to enjoy their jobs. My favourite subject at school was History though, but I just didn't think there'd be many jobs available. So I went for English in the end. Most universities have English courses and I didn't think too much about what was on the course as long as I got a degree. But the course is boring, and I often skip classes. I may not come back next year …

Nick04

B When my friend suggested we take part in the City half-marathon which takes place once a year, I thought it was a great idea. I have to admit I'm not that fit really – I don't do a lot of sport. But you see marathons on television with thousands taking part so I thought I could manage it. After all, I wasn't out there to break any records! Of course, I had these great plans to train regularly and I went running after school with my friend for a couple of evenings – but then school work got in the way so I didn't really do much. The result is that I did the half-marathon last Saturday – but my legs went to jelly after a couple of kilometres and I had to stop. It was a bit embarrassing – but I guess I'm just not built for running long distances. I shall stick to exercises at home in the future!

Charli3

C Just got back from my trip to Spain, France and Italy and I have to say it wasn't a success. I went with my Spanish friend and the idea was to travel by train and buses along the coast, stopping off at interesting places on the way. Sounds a cool idea, doesn't it? Well, we thought so. I cut down my spending a bit in the month before we left so I'd have enough money and we checked out the route which looked definitely doable. The problem was that the fares and accommodation were more than we had thought and I ran out of money pretty early on. It's a pity we didn't check how much these things cost and didn't plan a budget or how much time we needed to save enough money. We didn't enjoy ourselves nearly as much as we'd hoped to. I stayed in Barcelona at my friend's house for a week, but we were both disappointed.

Buster56

6 **Listen again. Complete the gaps with the words from the box. There are two extra words.**

deadlines easy how important possible ~~what~~ when

LIFE SKILLS How to set SMART goals

S (SPECIFIC) Define exactly [1] *what* you want to achieve.
M (MEASURABLE) Think about how and [2]_____ you'll know that you've achieved your goal.
A (ACHIEVABLE) Set goals that are [3]_____ to achieve.
R (RELEVANT) Choose a goal which matters and is [4]_____to you.
T (TIME-BOUND) Set yourself [5]_____ for achieving the goal.

7 **Would you now give the same advice to the authors of the forum entires? Say why.**

8 **Match statements a–e with questions 1–5 from the SMART diagram.**

a I want to reach my goal by the end of the term when we have a big test.
b I will do the following to help me achieve the goal:
– record new words after each lesson in a notebook,
– draw mind maps and pictures,
– ask my friends to help me revise vocabulary before tests,
– write an article in English for the school's website.
c I will keep track of the marks I get in English tests to check if I get higher scores. I'd like to improve my average score by 10%.
d I want to improve and expand my English vocabulary. I usually get lower marks in my English tests because I find it difficult to learn new words.
e I want to pass my exams in English well. I also need English to chat with my friends online.

Make a SMART goal

Your goal: improve my English, learn new vocabulary

S **Specific** What do you exactly want to achieve? [1]_____
M **Measurable** How will you know when your goal is met? [2]_____
A **Achievable** What steps can you take to achieve your goal? [3]_____
R **Relevant** Why is your goal important to you? [4]_____
T **Time-bound** How long will it take you to reach your goal? [5]_____

LIFE SKILLS Project

- Think of a goal related to education or your personal life.
- Follow the tips from this lesson about SMART goals and answer the questions in the SMART chart in Exercise 8.
- Present your SMART goal to the class in the next lesson.
- Discuss each other's goals. Do you think they are easy to achieve? Can you think of other steps to reach them?

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3 LIFE SKILLS

How to be more creative

1 **Look at the photos above. Which of the activities do you think requires more creativity than the others? Which of them could you do easily? Say why.**

2 **In pairs, discuss the questions.**

1 Who is the most creative person you know? Say why.
2 Do you think a person can train to become more creative? Say why.
3 Give an example of a situation in which you had to find a solution to a difficult problem.

3 **In small groups, choose one of the problems below and brainstorm possible solutions. Be as creative as you can.**

A The benches in the park get wet when it's raining. People often do not realise the benches are wet so they sit down and get soaked.
B When you put a bag over the back of the chair in a café, it falls off or the chair falls over.
C When you go shopping, assistants come up to you all the time to ask if you need help. Sometimes you do, sometimes you don't.

4 **Listen to people describing creative solutions to the problems in Exercise 3. What are they?**

5 **Draw an image of each of the solutions described in the recording. Check on page 283 to see if you were right. Then compare in pairs and discuss whether these solutions are good or bad.**

6 **In pairs, discuss the statements below. Which statements do you think are true about creativity? Say why.**

1 Only those people who are born with artistic talent can be creative.
2 Before you can create something perfect, you have to fail.
3 To be creative, we need to wait for a special moment of inspiration.
4 Constantly learning new things helps us to develop creativity.
5 Innovation often comes from formulating the problem in a new way.
6 When you have a new idea, it is best to keep it in your head.
7 Creative innovations require more luck than effort.

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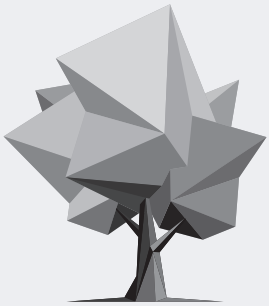
WHAT DO WE MEAN WHEN WE TALK ABOUT CREATIVITY?



Creativity means different things to different people. Many of us think that a creative person is someone with a good imagination and a particular talent – usually artistic, for example a writer, painter, musician or an engineer. We also tend to think that creativity is something we are born with. It turns out, though, that these common beliefs are often wrong. Psychologists believe that anyone can develop their creativity and become good at coming up with new ideas. Here are some surprising insights from research on creativity.

It turns out that in order to be creative you need confidence and determination. We all often have some valuable new ideas, but do not have the courage to share them with others. This is because we are afraid of being judged or making mistakes. How many times have you not raised your hand in class because you didn't think your idea was good enough? However, failure is actually necessary for eventual success. Some people say that Thomas Edison made around 1,000 failed trials before he invented the light bulb! To be creative, you need to take risks and be prepared to fail.

We also tend to think that creativity involves a moment of sudden inspiration. However, creativity rarely comes from one brilliant idea. Professor Keith Sawyer describes the creative process as a 'zig-zag' path in which one smaller idea that we have leads to another one with some unexpected changes of direction. A great invention can begin with one idea, which is not necessarily very good, but which then sparks another idea that is amazing.

Research also suggests that creativity is a skill that can be trained. For example, being open to new ideas and experiences is quite important. Creative people are very curious about the world and keep asking lots of questions. They always go beyond what they've learned from teachers and books. The enemy of creativity, on the other hand, is to continue in our old routines and use the same logic as we have always done. We need to develop what psychologist Edward De Bono calls 'lateral thinking' and learn to look at problems in different ways. For example, think about a student drama society that has problems with funding. A logical solution to the problem might be to try to cut costs. However, if you use lateral thinking, you might think of various solutions: a new idea to raise money, finding a company to sponsor the society or an unusual way to attract new members.

Finally, it's not enough just to have some good ideas, you need to put them into practice, too. The best way to boost your creativity is to make things. If you enjoy writing, start writing a regular blog. If you're into music, play or create a piece of music every week. In this way, you can reflect on your ideas to make them even better. It's important to enjoy doing what you do as it takes a lot of time and preparation before you'll be ready to come up with something truly innovative.

So, don't think you're not a creative person; you can learn to be one! Don't wait for a sudden flash of inspiration, though. Creativity is for everyone, but it's not easy!

7 **Read the article and check your answers to Exercise 6. Explain why some of the statements are incorrect.**

8 **Study the Life Skills box and match the tips for developing creativity 1–5 with examples a–e.**

LIFE SKILLS How to be more creative

1 ☐ Learn new things.
2 ☐ Notice more things.
3 ☐ Share ideas with others.
4 ☐ Make something out of your ideas.
5 ☐ Try approaching problems in a different way.

a When you're working on a school essay, ask others what they think of your ideas.
b Take a language or music course.
c When you have a new idea, write it down, draw a picture, or build a model.
d When you go to school, switch off your phone and look around. Try to observe as much as you can.
e Think of a new way of doing things. For example, for a school project, instead of just researching information online, conduct some interviews.

9 DEBATE **How far do you agree with the opinion that technology is improving young people's creativity? Discuss in groups. Think about the points below:**

- amount of time spent in front of computers,
- using new programmes and applications,
- interacting with others,
- using imagination.

10 Do the task below.

LIFE SKILLS Project

- Work in pairs. Think of as many different uses for an umbrella as you can (apart from protecting you from the rain).
- Choose your best idea and present it to the class.
- Prepare a presentation, poster, draw a diagram or build a real-life model.
- Compare ideas and vote for the most innovative solution.

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Life skills teacher's notes

Life skills 1

Next class

After students hold their debate, get them to discuss their experience in groups or as a whole class. Did they use language from the Speaking box? Did they follow the tips from the lesson? Were they helpful? What did they find easy/difficult? What do they think went well? What would they do differently next time?

Answer key

Exercise 3

1 T
2 F Some speakers speak for and others against.
3 F They try to convince the audience and judges that their point of view is right.
4 F The text doesn't say this.
5 T
6 T
7 F Rebutting means explaining why the other side's arguments are wrong.

Exercise 5

1

1 The vegan diet is the best way to improve your health because it contains only healthy and nutritious foods. This diet is good for your weight and heart.
2 Producing meat has a harmful effect on the environment.

2

1 A strict vegan diet doesn't contain all the important nutrients, especially proteins and some vitamins. A healthy diet includes plants as well as animal products.
2 A vegan diet may also have some negative impacts on the environment. This is because the exotic foods vegans buy are transported from different parts of the world. It is more eco-friendly to eat meat products produced locally.

Exercise 6

All expressions except:
This morning we have the easy task of convincing you that …
Perhaps I should also mention that …
I firmly believe that …
All in all, …

Audioscript

S1 = Speaker 1 S2 = Speaker 2

S1: Today I hope to persuade you to agree that becoming a vegan is definitely a good idea. I, as the first speaker, will be talking about the health benefits of such a diet as well as the damage meat production causes to the environment. My colleagues will later discuss animal rights and ethics. To begin with, we'd like to point out that many people now suffer from various health problems because of a poor diet full of fat, and low in fruit and vegetables. It is our belief that going vegan is actually the optimal way to improve your health and live a longer life. It contains only super healthy and nutritious foods, such as whole grains, beans, nuts, oils, fruit and vegetables that we need to feel well and be full of energy. What's more, recent research has shown that vegans are generally thinner and at lower risk of heart disease than people who consume meat products. Let me come to my second argument. If we continue to produce so much meat, we shall damage the environment further. Raising animals requires using a lot of resources such as vast areas of land, energy and water. Also, when cows digest plants, they produce methane – a toxic greenhouse gas that contributes to global warming. Let facts speak for themselves: no other human activity has such a harmful effect on the environment! So, to sum up, a vegan diet is not only a healthier option. It is clearly better for the environment to eat less meat.

S2: We're going to speak against the motion that a vegan diet is beneficial for everyone. First, I will talk about the dangers to our health. I shall also argue that a vegan diet is not necessarily good for the environment. The next speakers will explain why it is also impractical and rather unnatural. To begin with, a strict vegan diet is hardly a healthy way to eat, so it's difficult to imagine that it's an eating plan we should all adopt. It is almost impossible to et all the important nutrients, especially proteins and some vitamins, on a diet that is based on plants alone. New studies confirm that vegans often suffer from various health problems such as memory loss, dry skin, or tiredness. They also need to take lots of supplements and plan their meals very carefully. We are convinced that what we need to be healthy is a balanced diet which includes plants as well as animal products. My second argument is about the environmental impact of a vegan diet. More and more people go vegan because they are concerned about the environment. However, they rarely ask the question where all the exotic fruit and vegetables they buy come from. The problem is that many of these foods such as avocadoes, mangoes, goji berries or quinoa need to be transported from different parts of the world, which increases CO_2 emissions. So, in fact, buying a burger which comes from a local farm is much better for the environment than eating an avocado that travelled from another part of the world! To conclude, let me stress that a vegan diet can not only be dangerous to human health, it also has some environmental costs.

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Life skills teacher's notes

Life skills 2

Extra activity in class

After Exercise 4, put students in pairs and ask them to tell their partner about a goal they failed to achieve. Why do they think they failed? What didn't they do? What advice would their partner give them?

Next class

Students can create a SMART chart like the one in Exercise 8 to use in their presentations.

Answer key

Exercise 2

1 b
2 a
3 c

Exercise 4

Possible answers:

A not clear about which goal he/she wanted to achieve; didn't choose a goal he/she really wanted to achieve
B didn't train hard enough; took it too lightly
C didn't plan well enough

Exercise 5

c

Exercise 6

2 when
3 possible
4 important
5 deadlines

Exercise 8

1 d
2 c
3 b
4 e
5 a

Audioscript

H = Host S = Sally

H: Today Sally, a life coach, is with us to talk about setting goals. Hi, Sally. It seems that achieving the goals we set ourselves can often be a problem?
S: Hi! Yes, that's true – we all make plans and then for some reason fail to stick to them. How many times have you said things like, 'I've got to learn a new language' or 'I need to get fitter. That's my New Year's resolution!' Think carefully – did you actually achieve those goals or not?
H: To be honest? Not really. So, why might that be?
S: Well, there are several reasons. Perhaps our goal is too big and impossible to reach, or maybe it's just too vague. Sometimes we start working towards it and then give up, demotivated by a lack of progress. What is important is that we think carefully about how we can achieve our ambitions. There is, however, one clever way of creating personal, educational or career goals that leads to success. You simply need to make sure your goals are SMART – S-M-A-R-T.
H: SMART? I haven't heard that acronym before. What does it mean?
S: You're right, it's an acronym – that is, the letters stand for different things that we should consider when setting goals.
H: That sounds interesting. Let's start with the letter S. What does it stand for?
S: OK, so 'S' stands for 'specific'. A goal should be clear and you need to know exactly what you want to accomplish. Think about this example: I want to get fitter. OK, but how much fitter, what exactly do you want to do, etc.? So maybe your goal should be 'I want to run my first three kilometres without walking!' Or perhaps: 'I want to take part in a school cycling competition'? It's also a good idea to break your bigger goals down into smaller, doable steps.
H: Steps like planning to go running or cycling twice a week?
S: Yes, for example. Then we've got M – 'M' stands for 'measurable'. It's important to keep track of your progress. You need to think about how and when you'll know you've achieved your goal. In our case, it's clear. You can just use a fitness tracker to check if you can run the three-kilometre distance.
H: OK. What about A?
S: Well, 'A' stands for 'achievable'. Your goal must be something which is possible to reach – you need to make sure you have the time and skills to achieve a goal. Can you train twice a week or go to the gym regularly? If your goal is 'I want to win a school running competition,' and you've only just started running – then maybe it's a non-starter! As a rule, I think we should choose challenging but realistic goals. In other words, it's not a good idea to set goals which are too easy or too difficult, because this can be demotivating.
H: I think you're absolutely right!
S: Ok, so next, we have an 'R' for 'relevant', important that is. Think how achieving this goal will help you, is it worth the time and the effort? Is it something that matters to you, and not just something that is suggested by other people?
H: I guess it's not a good idea to work towards a goal that you don't care about, right?
S: Exactly. And finally, we have a T.
H: Right – 'T' must have something to do with time?
S: Correct! 'T' is for 'time-bound'. We need to give ourselves a time limit for achieving this goal. Can you set deadlines so you can check your progress? Will you achieve it in a month, a year, by the end of the school semester? So, let's see – what are the things you'd like to achieve this year, Bob?
H: Well, I guess …

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Life skills teacher's notes

Life skills 3

Extra activity in class

- As an extension to Exercise 2, ask students to give an example of a situation when they or someone they know had to be creative.
- As preparation for the task in Exercise 10, put students in pairs or small groups and ask them to choose an object and think of as many uses for it as they can (apart from its common use). Elicit ideas around the class.

Answer key

Exercise 4

1 rotating bench: after it rains, you can turn it around so as to sit on a dry surface
2 a chair with a V-shaped cut for your bag
3 coloured shop baskets that customers can choose depending on whether they need help

Exercise 7

1 False: 'anyone can develop their creativity and become good at coming up with new ideas.' 'So don't think you're not a creative person, you can learn to be one.'
2 True: 'failure is actually necessary for eventual success.'
3 False: 'We also tend to think that creativity involves a moment of sudden inspiration. However, creativity rarely comes from one brilliant idea.' 'Don't wait for a sudden flash of inspiration.'
4 True: 'creativity is a skill that can be trained. For example, being open to new new ideas and experiences is quite important.'
5 True: 'The enemy of creativity … is to continue in our old routines and use the same logic as we have always done.' 'We need to develop … 'lateral thinking' and learn to look at problems in different ways.'
6 False: 'it's not enough just to have some good ideas, you need to put them into practice, too.'
7 False: 'it takes a lot of time and preparation before you'll be ready to come up with something truly innovative.'

Exercise 8

1 b
2 d
3 a
4 c
5 e

Audioscript

P = Presenter S1 = Speaker 1 S2 = Speaker 2 S3 = Speaker 3

P: There are some small everyday problems that make our life a little more stressful. We often don't realise how much easier things could be until someone comes up with a genius solution. The answers to these problems often lie in creative thinking. A slight change to an existing product often makes a huge difference. Here are some surprising ideas that make you wonder: why haven't I thought about that myself?

S1: It's difficult to keep park benches dry. Someone would need to go round all the time wiping them with a cloth. To solve the problem, a rotating park bench was designed. If you go to a bench after the rain and it's wet, all you need to do is just turn a handle and the bench rotates giving you a nice dry surface to sit on. Sounds great, doesn't it?

S2: One problem we often have is not knowing where to put your bag when you sit down on a chair, for example in a cafe or a restaurant. When you try to put it over the back of a chair, the bag often slips off or the balance of weight is wrong and the chair tips over. So, someone came up with a clever answer to have a V-shaped cut-out in the back of the chair so you can just put your bag strap into this. Simple but effective!

S3: It can be very annoying when shop assistants ask you if you need any help when you're fine and are just looking or know exactly what you want and don't need any help. So one shop decided to offer its customers two types of baskets to carry. One has a colour that means, 'I'm fine, and don't need any help.' The other means: 'Please, help me.' All you need to do is choose a basket and no one will bother you when you're shopping!

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Life skills activity resources

Life skills 1

Exercise 9 topics and checklist

1 Diets are a waste of time.
2 Students should travel free on all public transport.
3 Girls and boys should compete in the same sports/athletic competitions.
4 Tourists do more harm to an area than good.
5 Junk food should be banned in schools.

Content

- Are the arguments strong? ☐
- Do you find them convincing? ☐
- Are the arguments relevant to the debate? ☐
- Do the speakers give examples to support their arguments? ☐

Language

- Is it easy to understand the speakers? ☐
- Do they use expressions from the Speaking box? ☐
- Do they use varied vocabulary and correct grammar? ☐

Style

- Do the speakers use body language to emphasise their points? ☐
- Do they maintain eye contact with the audience? ☐
- Do they speak clearly and in a natural way? ☐

Overall points: _____ / 10

Winning team: _____

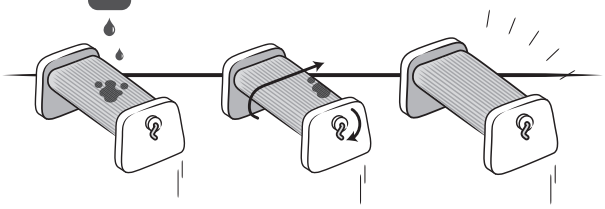
Main reason for decision: _____

Best participant: _____

Life skills 3

Exercise 5

1



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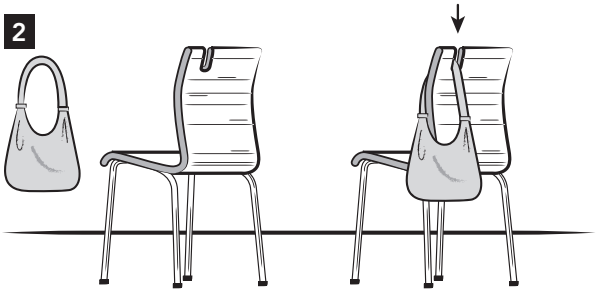

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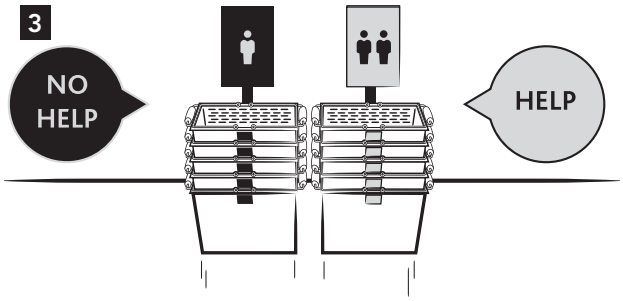

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FOCUS SECOND EDITION

WORD STORE

Pearson

WORD BUILDING

PREFIXES

Common prefixes

Prefix	Examples
anti- (=against)	antihistamine, anti-virus
co- (=together)	co-pilot, co-driver
de- (=acting against)	detox
ex- (=former, before)	ex-offender
inter- (=between)	international, inter-school
mis- (=wrongly)	miscalculate
mega- (=huge)	megacity
multi- (=many)	multi-purpose, multi-coloured
over- (=too much)	oversleep, overreact
pre- (=before)	pre-game, pre-digital
re- (=again)	recreate, rewrite
semi- (=half)	semi-detached
sub- (=under)	sub-Saharan
super- (=above, more than)	supermarket

Prefixes that give an opposite meaning

Prefix	Examples
dis-	disappear, disrespectful
il-	illegal, illiterate
im-	impatient, impossible
in-	insensitive, independent
ir-	irregular
non-	non-emergency
un-	unacceptable, unripe

SUFFIXES

Noun suffixes

Suffix	Examples
-ment	engagement, treatment
-ion/-tion/-sion	production, decision
-ation/-ition	definition, determination
-ence/-ance	difference, appearance
-ty/-ity	security, electricity
-ness	kindness, awareness
-ing	shopping, racing
-al	festival
-age	shortage
-y	honesty, recovery
-sis	basis
-ure	pleasure, sculpture
-hood	neighbourhood, childhood
-ship	friendship
-dom	freedom, kingdom
-er/-or	presenter, tutor
-ist	dentist, psychologist
-ant/-ent	attendant, resident
-an/-ian	comedian, vegetarian
-ee	referee

Adjective suffixes

Suffix	Examples
-al	national, social
-ic	ecstatic, fantastic
-ive	attractive, creative
-ful	careful, successful
-less	homeless, useless
-ous	courageous, delicious
-y	lucky, tasty
-ly	friendly, lonely
-able/-ible	reliable, responsible
-ed	determined, talented
-ing	inspiring, fascinating
-ent	dependent

Adverb suffixes

Suffix	Examples
-ly	gently, urgently

Verb suffixes

Suffix	Examples
-ise/ize (Am.E.)	realise, organise
-en	lengthen, widen
-ify	identify, justify

WORD STORE 8A | Crime and criminals

	CRIME	CRIMINAL	VERB
1	arson	arsonist	set fire to sth
2	burglary	burglar	burgle a house
3	drug dealing	drug dealer	deal drugs
4	mugging	mugger	mug sb
5	murder	murderer	murder sb
6	piracy	pirate	pirate software
7	robbery	robber	rob sb/a place
8	shoplifting	shoplifter	shoplift
9	theft	thief	steal sth
10	vandalism	vandal	vandalise

WORD STORE 8B | People involved in a crime case

1 a criminal = sb who commits crimes
2 a judge = sb who decides on sentences in court
3 a detective = sb who investigates a crime
4 a suspect = sb who the police think may be guilty
5 the accused = the person who is on trial in court
6 a victim = sb who has suffered from a crime
7 a witness = sb who has seen a crime

WORD STORE 8C | The justice system

1 a crime is commited
↓
2 victims/witnesses are interviewed
↓
3 the evidence is collected
↓
4 a suspect is arrested and charged with a crime
↓
5 the case goes to court
↙ ↘
6 the accused is found guilty
↓
8 the accused is sentenced (e.g. to three months in prison)
↘

7 the accused is found not guilty (innocent)
↓
9 the accused is released
↘

10 the trial ends

WORD STORE 8D | Prison

break ~~have~~ lock punish release serve

1 have a criminal record
2 break the law
3 punish sb severely
4 lock sb up in a cell
5 serve a sentence
6 release sb from prison

WORD STORE 8E | Synonyms

1 anonymous = unknown
2 cynical = sceptical
3 major = important
4 suspicious = distrustful
5 trivial = unimportant
6 welcome = appreciated

WORD IN FOCUS | *good*

good in phrases
He did a very good deed.
I think that would be good fun.

good = high quality or standard
He's a good citizen.
A good person is someone who is honest and kind.

good = enjoyable or pleasant
Kindness will create a huge wave of good feeling.

good + at = an ability to do something well
Are you good at a particular subject?

good/better/best
By doing voluntary work you become a better person.
Even with your best friends, don't tell one another your passwords.

good after _feel, look, seem, smell, sound_
You look good.

1 A new look	USE OF ENGLISH 1	WORD STORE 1
	p. 2	**p. 3** Clothes and accessories Fashion and style Personality Relationship phrases Compound adjectives WORD IN FOCUS | *look*
2 It's just a game	USE OF ENGLISH 2	WORD STORE 2
	p. 4	**p. 5** Phrasal verbs (x 2) Collocations People in sport Word families WORD IN FOCUS | *just*
3 On the go	USE OF ENGLISH 3	WORD STORE 3
	p. 6	**p. 7** Noun phrases Collocations Synonyms for *trip* Compound nouns Negative adjectives WORD IN FOCUS | *go*
4 Eat, drink and be healthy	USE OF ENGLISH 4	WORD STORE 4
	p. 8	**p. 9** Fruit and vegetables Describing food Collocations (x 3) WORD IN FOCUS | *up*
5 Planet Earth	USE OF ENGLISH 5	WORD STORE 5
	p. 10	**p. 11** Phrasal verbs Collocations Word families Compound nouns Verb phrases WORD IN FOCUS | *one*
6 Good health	USE OF ENGLISH 6	WORD STORE 6
	p. 12	**p. 13** Parts of the body Injuries Body idioms Charity fund-raising Health issues WORD IN FOCUS | *get*
7 Entertain me	USE OF ENGLISH 7	WORD STORE 7
	p. 14	**p. 15** Entertainment People in entertainment Phrasal verbs Collocations Word building WORD IN FOCUS | *in*
8 Modern society	USE OF ENGLISH 8	WORD STORE 8
	p. 16	**p. 17** Crime and criminals People involved in a crime case The justice system Prison Synonyms WORD IN FOCUS | *good*

Multiple-choice cloze

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

Exchange programmes

When did you start to [0]_____ interested in clothes? When you were at school, [1]_____ your teens or much younger? It's not unusual for children to become fashion-conscious at a(n) [2]_____ age. Most under-fives have a fairly clear idea of what they like to [3]_____ and what colours they want. Most often this is because of what their friends have or what they see in films or on TV. However, it looks [4]_____though one little girl in the USA has gone a step further. Four-year-old Mayhem has started to design her own clothes.

According to her mother, Angie, Mayhem decided that she didn't like the princess dresses in the stores and started to make her own from cotton [5]_____ and sheets of paper. Angie gave her pictures of celebrities wearing [6]_____ dresses at award shows and Mayhem copied them. Now she has her own ideas and an important fashion chain likes them a lot.

Is Mayhem [7]_____ all thanks to her Mum? Not at all! Angie says that she herself is completely unfashionable and nowhere near as [8]_____ as her daughter. Watch out for Mayhem's new fashion line next spring!

0	A go	B get	C find	D take
1	A on	B at	C in	D by
2	A young	B early	C mature	D childish
3	A wear	B carry	C dress	D resemble
4	A like	B as	C for	D so
5	A scarves	B trainers	C bangles	D beanies
6	A fashion	B good-looking	C trendy	D well-dressed
7	A success	B successful	C succeed	D successfully
8	A disobedient	B caring	C creative	D shallow

Sentence transformation

2 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.

0 Anna is the most sensible and practical person I've ever known. **EARTH**
Anna is the most *down-to-earth person* I've ever known.

1 This is my big brother's suitcase – he bought it last summer. **BELONGS**
This suitcase belongs to my brother – he bought it last summer.

2 Susie's new top has got short sleeves and it's black. **SHORT-SLEEVED**
Susie's got a new black short-sleeved top.

3 Simon joined the company in 2010. **WORKING**
Simon has been working here since 2010.

4 You should make it clear what you want. **CLARIFY**
You should clarify what you want .

5 Yumi is twenty-two years old, but she looks younger. **EARLY**
Yumi is in her early twenties , but she looks younger.

6 This is a great film. **ENJOYING**
I'm enjoying this film .

WORD STORE 1A | Clothes and accessories

1 *a waistcoat*

2 a silk tie

3 a dark suit

4 a fleece

5 a denim jacket

6 bangles

7 faded jeans

8 a blouse

9 a necklace

10 a beanie

11 a sweatshirt

12 ankle boots

13 high heels

14 vintage sunglasses

15 a leather belt

16 leggings

WORD STORE 1B | Fashion and style

He/she …

1 knows what's *in* fashion or out of fashion.
2 likes to be the centre of attention.
3 goes for a casual look.
4 comes across as kind and friendly.
5 cares a lot about his/her appearance.
6 feels comfortable in his/her own skin.
7 likes to go with the flow.
8 is trendy.

WORD STORE 1C | Personality

1 *carefree* = happy and without worries
2 down-to-earth = sensible and practical
3 rebellious = difficult or disobedient
4 shallow = not interested in serious things
5 easy-going = not easily upset or annoyed
6 vain = too proud of the way you look

WORD STORE 1D | Relationship phrases

1 hang out with = *socialise with*
2 lose touch with = stop seeing each other
3 get to know = slowly find out about
4 be always there for = be always reliable
5 fall out with = have an argument
6 get along with = have a good relationship with

WORD STORE 1E | Compound adjectives

1 fast-*drying*
2 short-sleeved
3 hard-wearing
4 brightly-coloured
5 cutting-edge
6 multi-purpose

WORD IN FOCUS | *look*

***look* + *at/for* = focus your attention to see or find sth**

Look at the painting.
I'm looking for a festival programme.

***look* as a noun**

the 'festival look' = the 'festival style'

***look* + *like* + noun = have a similar appearance to sb/sth**

It looks like a word in my language.

***look* + *as if/as though* + clause = suggest an appearance or situation is because of sth**

It looks as though they're near the changing rooms.
He looks as if he's thinking about trying it on.

***look* + adjective = have a particular appearance**

I just want to look good. It looks great. She looks bored.

***look* in phrasal verbs**

look after sb/sth = take care of sb/sth

Open cloze

1 Complete the text with one word in each gap.

A boxing success

Women have always had a more difficult time in sport [0] *than* men. However, female boxers [1] have found following their sport particularly hard. The 2012 Olympics in London were the first games that allowed women boxers [2] to compete and that was when Nicola Adams became the first female gold medal winner.

Nicola started [3] boxing when she was just thirteen. She went to classes at a gym [4] while/when/where her mother was doing aerobics classes and discovered that she loved the sport. Success, however, wasn't easy for Nicola as [5] there were very few competitions for women. In fact, women's boxing was banned by the Amateur Boxing Association [6] until/till 1996.

Then, [7] after lots of discussions, women's boxing became an Olympic sport. Nicola qualified for the British team although she wasn't on top form. She [8] had fallen down the stairs a year before and her back was still giving her a lot of pain. But Nicola is a real fighter and the rest is history!

Sentence transformation

2 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.

0 I started playing tennis when I was five. **BEEN**
I've been playing tennis since I was five.

1 Sophie doesn't like swimming. Mark doesn't like it either. **NEITHER**
Neither Sophie nor Mark like swimming.

2 I'm happy to help you practise for the game. **MIND**
I don't mind helping you practise for the game.

3 Don't worry about the competition. **STOP**
You should stop worrying about the game.

4 Mike broke his ankle during the football match. **WHILE**
Mike broke his ankle while he was playing football in the match.

5 I forgot my racket and I couldn't play tennis. **BECAUSE**
I couldn't play tennis because I had forgotten my racket.

6 Peter said, 'Tim, you need to spend more time at the gym.' **ADVISED**
Peter advised Tim to spend more time at the gym.

WORD STORE 2A | Phrasal verbs

1 *cheer sb on* = shout loudly to encourage sb
2 burn (sth) off = get rid of (fat or calories)
3 drop out of = quit being part of sth
4 get into = be chosen for (a team)
5 go in for = take part in sth
6 let sb down = make sb disappointed
7 take on = accept sth (a challenge)

WORD STORE 2B | Collocations

1 **beat** or **defeat** *an opponent* /the champion
2 **break** a world record
3 **come** first /second/last
4 **keep** fit/ in shape
5 **lose** a match/a game/a point
6 **miss** a goal
7 **score** a goal/ points
8 **win** a prize/ a match /a game/a point

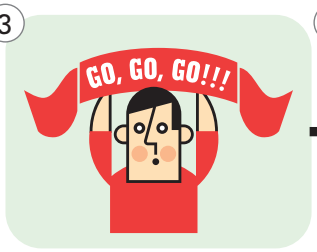
WORD STORE 2C | People in sport

coach/trainer ~~**fan/supporter**~~ **opponent**
referee **spectator** **teammate**

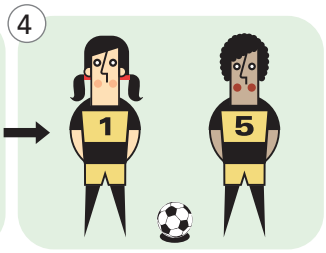
1

fan/supporter

2
referee

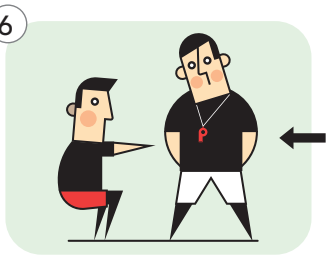
3 

spectator

4 

teammate

5
opponent

6 
coach/trainer

WORD STORE 2D | Phrasal verbs

~~**give up**~~ **look up to** **pick sth up** **put sb off**
take after **talk sb into** **try sth out**

1 *give up* = stop trying sth
2 take after = be like sb
3 pick sth up = learn sth
4 try sth out = do sth for the first time
5 look up to = admire and respect sb
6 talk sb into = encourage sb
7 put sb off = discourage sb

WORD STORE 2E | Word families

NOUN	VERB	ADJECTIVE
1 action	*activate*	active
2 decision	decide	decisive
3 power	–	powerful
4 repetition	repeat	repetitive
5 resilience	–	resilient
6 superstition	–	superstitious

WORD IN FOCUS | *just*

***just* = only**
It's just me against my opponent.

***just* = very recently**
Messi's just scored a fantastic goal.

***just* to add emphasis**
I just don't think they are good role models.
Your head just gets in the way.

Word building

1 Complete the text with the correct form of the words in brackets.

I think that travelling to [0] *unfamiliar* (FAMILIARISE) places and staying in completely different surroundings can be very [1] rewarding (REWARD). When we do things we earlier saw as [2] unthinkable (THINK), this can help us deal with our fears and worries. For example, when I was on a [3] trekking (TREK) trip in Vietnam last year, my friends and I stayed in a small guesthouse far away from any town or village. To get there, you had to walk down a long [4] winding (WIND) path to a river. Then, you had to go across to the other side on an old suspension bridge. The [5] crossing (CROSS) was a big problem for me. I was sure the bridge would collapse, but it was easier every day.I was also surprised I didn't have a problem with being [6] disconnected (CONNECT) from all my friends and family (there was no Wi-Fi) and in fact it was a very [7] pleasant (PLEASE) break. This winter we're going on a [8] skiing (SKI) holiday and staying in a hut high up in the mountains. I can't wait!

Sentence transformation

2 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.

0 This is our fourth day here. **FOR**
We *'ve been here for* four days.

1 When I was younger, I didn't like long car journeys. **USE**
When I was younger, I didn't use to like long car journeys.

2 The pilot arrived late, so the flight was delayed! **TURNED**
The pilot turned up late, so the flight was delayed!

3 Dad's been driving for three hours and he's hungry! **STARTED**
Dad started driving three hours ago and he's hungry!

4 I'm sure that Micky was very tired because he went straight to bed. **BEEN**
Micky must have been very tired because he went straight to bed.

5 I reminded my sister to collect me at the airport. **PICK**
I reminded my sister to pick me up at the airport.

6 When we went somewhere by car, my mum always took far too many sandwiches. **WOULD**
When we went somewhere by car, my mum would always take far too many sandwiches.

WORD STORE 3A | Noun phrases

1 cable *car*
2 dirt track
3 public transport
4 rush hour
5 short cut
6 suspension bridge
7 traffic jam(s)
8 winding path(s)

WORD STORE 3B | Collocations

1 **catch** — *a bus*, a train
2 **cross** — a continent, a river, a valley
3 **cycle** — uphill, downhill
4 **walk** — barefoot
5 **get** — a lift, stuck (in traffic)
6 **fasten** — a seatbelt
7 **miss** — a bus, a train

WORD STORE 3C | Synonyms for *trip*

a crossing **a cruise** **a drive** **a flight** ~~**a journey**~~ **a ride** **a tour** **a voyage**

1 *a journey* = a long trip overland
2 a drive = a trip in a car
3 a crossing = a trip by boat from one piece of land to another
4 a ride = a short trip on a bus, a bike, a motorbike, a horse, etc.
5 a voyage = a long trip by sea (or in space)
6 a flight = a trip on a plane
7 a tour = a trip to see specific things of interest
8 a cruise = a trip by ship to visit various places for pleasure

WORD STORE 3D | Compound nouns

budget ~~**bus**~~ **business** **company** **double leader** **package** **ski**

1 a *bus* / a return — **journey**
2 a business / a round-the-world — **trip**
3 **a travel** — company / agent
4 **a tour** — leader / guide
5 a package / a skiing — **holiday**
6 a single / a double / a twin — **room**
7 a ski / a seaside — **resort**
8 a budget / a three-star — **hotel**

WORD STORE 3E | Negative adjectives

1 *un*avoidable
2 *dis*connected
3 *un*familiar
4 *un*informed
5 *un*pleasant
6 *un*rewarding
7 *un*thinkable

WORD IN FOCUS | *go*

go + -ing = go somewhere to do an activity
You're too young to go backpacking.

go + a place
She must have gone home.
Harry used to go to school by bus.

gone to or been to?
Ron has gone swimming.
(= He's there now.)
Have you ever been to Paris?
(= gone and come back)

go in phrases
When did you last go on a bike ride?
On the go.

go in phrasal verbs
You have to go through security.

Multiple-choice cloze

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

Food diary – Friday

Today has been a hard day! I started well and just had a [0]_____ meal for breakfast. I didn't spend a lot of time preparing it. I just squeezed a couple of fresh oranges and then toasted a [1]_____ of brown bread – very healthy. Last week I tried to [2]_____ breakfast completely, but it didn't work. I was so hungry by lunch that I ate loads of fattening things!

It all went wrong this afternoon. Sophie phoned to say that she'd booked a table at Mario's restaurant for this evening. It's a pizzeria, and that's basically [3]_____ food! She's naughty, really. She knows I'm trying to lose weight. I've been on a diet for two months now! I've [4]_____ chocolate, biscuits, potatoes and everything else that's [5]_____ . I really need to get back in [6]_____ for my summer holiday. So, a [7]_____ meal at Mario's and NOTHING healthy on the menu? Sophie and I get on really well and I wanted to celebrate her birthday – but she could have chosen a restaurant with some healthy options, [8]_____ she?

0	**A** light	**B** slim	**C** balanced	**D** short
1	**A** loaf	**B** starter	**C** slice	**D** side
2	**A** jump	**B** leave	**C** throw	**D** skip
3	**A** fast	**B** balanced	**C** hot	**D** healthy
4	**A** cut off	**B** cut down on	**C** put off	**D** turned down
5	**A** fresh	**B** delicious	**C** disgusting	**D** crunchy
6	**A** form	**B** figure	**C** shape	**D** outline
7	**A** three-part	**B** three-section	**C** three-plate	**D** three-course
8	**A** could	**B** couldn't	**C** can't	**D** can

Sentence transformation

2 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.

0 I'm sure Nina didn't see Tom yesterday, he was at work all morning. **CAN'T**
Nina *can't have seen* Tom yesterday, he was at work all morning.

1 You should eat this yoghurt by 10 May. **EXPIRY**
The expiry date is 10 May.

2 The coach told Marco it was a good idea to get some rest. **ENCOURAGED**
The coach encouraged Marco to get some rest.

3 Have some soup! We made it ourselves and it's delicious. **HOME-MADE**
Have some delicious home-made soup!

4 How much meat do you eat? **CONSUMPTION**
How big is your meat consumption ?

5 The final test starts at 1 p.m. and lasts an hour. **TAKING**
At 1:15 p.m., they will be taking the final test.

6 Sally takes the 8 a.m. bus and she's at work at 8:30. **ARRIVED**
Sally takes the 8 a.m. bus, so by 9 a.m. will have arrived at work.

WORD STORE 4A | Fruit and vegetables

1 Red

cherries

radishes

chilli peppers

2 Orange

apricots

pumpkin

carrots

3 Green

cabbage

avocados

spinach

4 Yellow

sweetcorn

grapefruit

pineapple

5 White

cauliflower

garlic

coconut

6 Purple

aubergines

figs

beetroot

WORD STORE 4B | Describing food

1 bitter or *sour* ≠ sweet
2 cooked ≠ raw
3 fresh ≠ stale, rotten or sour
4 hot or spicy ≠ mild or bland
5 unripe ≠ ripe
6 lean ≠ fatty

REMEMBER THIS

When they are not fresh, bread, biscuits and cakes are *stale*, but vegetables and meat are *rotten* and milk is *sour*.

WORD STORE 4C | Collocations

1 crunchy/stale/*dry* biscuits
2 wholemeal/sliced/white bread
3 black/ground/cayenne pepper
4 brown/long-grain/white rice
5 mixed/side/green salad
6 home-made/tinned/mushroom soup
7 sugar/chocolate/maple syrup
8 sparkling/still/soda water

WORD STORE 4D | Collocations

fast, fattening, healthy, organic	1 *food*
balanced, fattening, healthy, vegetarian	2 diet
cold, healthy, light, quick	3 snack
healthy, heavy, hot, three-course	4 meal

WORD STORE 4E | Collocations

1 industrial/household/*food* waste
2 financial/voluntary/agricultural sector
3 tourist/manufacturing/catering industry
4 energy/meat/human consumption
5 expiry/due/sell-by date
6 safety/international/government standard(s)
7 minimum/record/local level
8 alarming/official/global statistics

WORD IN FOCUS | *up*

up in phrasal verbs that don't take an object = move to a higher position or increase

Hurry up.
At 6 a.m. they'll be getting up.

up in phrasal verbs that take an object

He chopped the carrots up.
(or *chopped up the carrots*)
How did he get the idea to set up the project?
(or *set the project up*)

up in phrases

It's up to you.

Open cloze

1 Complete the text with one word in each gap.

Time to make changes

We all know that environmental problems are getting worse and we need to solve them or [0] *the* planet will be in big trouble in the future. But what can we do? Can individual people really make a difference? Or [1] should we leave it to governments and politicians?

There are [2] a lot of ways we can help. [3] For instance, we can recycle things and save water and electricity. However, one of [4] the most important things to do is to find different ways of getting power. Scientists have developed clever ways to do this. We can get power [5] from the sun and the sea as well as the wind. The trouble is that local people, [6] who don't want to look at ugly wind farms or solar panels, often object to the plans. Because of this, we don't have enough alternative sources of power.

Perhaps soon people [7] will learn that our way of life needs to change. After all, [8] unless we do something now, we won't have any lights or power in a few decades' time, will we?

Sentence transformation

2 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.

0 In the past people had coal fires in their homes. **USED**
In the past *people used to have* coal fires in their homes.

1 I have a few more pages to read, so I think I will finish the book next week. **FINISHED**
By the end of next week I will have finished reading the book.

2 The man's land was near the wind farm and he complained about it. **WHOSE**
The man, whose land was near the wind farm, complained about it.

3 Jack wants to teach science one day. **BECOME**
Jack wants to become a science teacher one day.

4 I'm sure pollution levels haven't dropped recently because scientists still talk about them all the time. **HAVE**
Pollution levels can't have dropped recently because scientists still talk about them all the time.

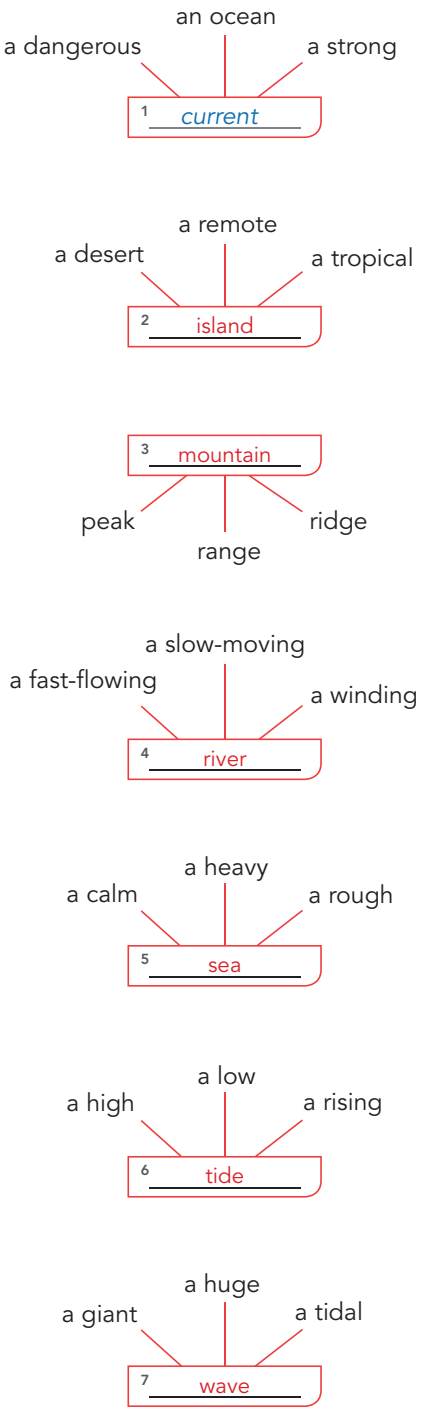
5 Wildlife protection is something important to her. **ABOUT**
Wildlife protection is something she cares about .

6 Oslo is in Norway and that's where politicians had an international meeting about climate change. **WHICH**
Oslo, which is in Norway , is where politicians had an international meeting about climate change.

WORD STORE 5A | Phrasal verbs

1 be made up of = *be formed from*
2 come across = find by chance
3 come in = rise
4 die out = become extinct
5 go out = fall
6 heat sth up = increase the temperature of
7 stir sth up = disturb

WORD STORE 5B | Collocations



WORD STORE 5C | Word families

NOUN	VERB	ADJECTIVE
1 breadth	broaden	*broad*
2 depth	deepen	deep
3 height	heighten	high
4 length	lengthen	long
5 strength	strengthen	strong
6 width	widen	wide

REMEMBER THIS

Wide is used to measure the space between two points – it's more concrete than *broad*, e.g. *How wide is it? a wide road, wide open …*

Broad is used more to describe the thing that fills the space – it's more abstract, e.g. *broad-minded, broad shoulders …* NOT *How broad is it?*

WORD STORE 5D | Compound nouns

1 *recycling* bins
2 low-energy light bulbs
3 climate change
4 renewable energy
5 environmental issues
6 solar panels
7 global warming

WORD STORE 5E | Verb phrases

1 *come* face to face with = meet
2 die from = lose your life because of sth
3 go off = become rotten
4 reach for = try to pick up
5 search through = look for
6 sit around = relax and do nothing
7 sleep through = not wake up

WORD IN FOCUS | *one*

one (a number)

move to a higher position or increase
Hurry up.
At 6 a.m. they'll be getting up.

one of + plural noun = refers to one member of a group of people or things

Choose one of the options.

one/ones (a pronoun) = refers to a countable noun that has already been mentioned

The best way to survive a bear encounter is to never have one.
There are so many fires that the firefighters don't know which ones to focus on.

one in phrases

one day, one morning, etc.: *We saw trees that may one day disappear from our planet.*
On the one hand: *On the one hand, there are several arguments for making contact.*

Word building

1 Complete the text with the correct form of the words in brackets.

Help for the youngest

Staying in hospital is hard for anyone, but it's [0] *particularly* (PARTICULAR) hard for children. They are in a strange place and surrounded by strange [1] frightening (FRIGHTEN) equipment. Some children need to go to hospital for an [2] operation (OPERATE) or for a blood test. Others may have a long-term [3] disability (DISABLED) and need to stay in hospital quite [4] regularly (REGULAR). Now, in our hospital, groups of [5] volunteers (VOLUNTARY) are helping to make those hospital stays less scary. These people spend time entertaining and helping young patients, [6] hopefully (HOPE) letting them forget about their health problems for a while. When children feel they are in a safe and friendly place, their condition becomes more stable and they often [7] recover (RECOVERY) more quickly. To sum up, they are happier patients and [8] naturally (NATURE) this is something we all support.

Sentence transformation

2 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.

0 You should go to the doctor about your headaches. **WERE**
If *I were you, I'd* go to the doctor about your headaches.

1 I didn't take the doctor's advice and I was ill last weekend. **HAVE**
If I'd taken the doctor's advice, I would not have been ill last weekend.

2 Did you eat healthy food when you were a child? **USE**
Did you use to eat healthy food when you were a child?

3 It's possible that Max hasn't left the hospital yet. **MIGHT**
Max might not have left the hospital yet.

4 It's a shame that I'm not with my friend right now. **WISH**
I wish I were with my friend right now.

5 I'm certain he'll recover completely between now and his birthday! **BY**
I'm certain he will have recovered by his birthday!

6 I never look at my phone in the evening because I want to sleep better. **ORDER**
I never look at my phone in the evening in order to sleep better.

WORD STORE 6A | Parts of the body

~~ankle~~ cheek chin elbow rib spine thigh thumb waist wrist

WORD STORE 6B | Injuries

1 be bitten by a dog/a rat/a snake/ *an insect*
2 break your leg/thumb/ arm /toe
3 burn your fingers/hair/tongue/ hand
4 dislocate your shoulder /hip/thumb/knee
5 have a black eye/a bruise/a sore finger /a cut
6 sprain your foot/ ankle /wrist/knee

WORD STORE 6C | Body idioms

1 *I laughed my head off* = I laughed very loudly.
2 It's on the tip of my tongue = I know it but can't remember it now.
3 Can you give me a hand = Can you help me?
4 I'm pulling your leg = I'm joking.
5 She broke his heart = She really upset him.
6 I couldn't believe my eyes = I was extremely surprised.

WORD STORE 6D | Charity fund-raising

for (x2) in ~~to~~ up

1 donate money *to* sb/sth
2 raise money for sb/sth
3 set up /share a webpage
4 sponsor sb
5 take part in sth
6 train for sth

WORD STORE 6E | Health issues

1 *treat* patients
2 write a prescription
3 give first aid
4 have a panic attack
5 save lives
6 catch a disease
7 gain weight
8 deliver a baby

WORD IN FOCUS | *get*

get = buy or obtain

I wish my sister would get her own laptop.
If I had hay fever, I would get some antihistamine tablets.

get = receive

Young people get enough sport at school.
We get a lot of non-emergency calls.

get + adjective = become

What do you do to get better when you have a cold?
If I panic, everybody else gets anxious too.

get + illness/injury

I got dizzy from reading too much.

get in phrasal verbs

When you get out of the bath or shower your body temperature will drop.

Multiple-choice cloze

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

I was on holiday with my parents in the west of England and we came [0]_____ a wonderful little theatre. It's an outdoor theatre on the coast and the [1]_____ has a brilliant view of the sea behind the actors. The local people [2]_____ that it's one of the most beautiful theatres in the world! And I can see why!

A lady at our hotel [3]_____ us about the theatre and how fantastic it was. We decided to go to see a(n) [4]_____ there last night. The weather was good and we were looking forward to it. Quite a lot of people turned [5]_____ . The show was certainly deeply [6]_____ . I couldn't believe my eyes when I saw the sun setting across the water during the performance. I call that an [7]_____ of surprise!

It seems that there are some [8]_____ gardens near the theatre, so we're going back to explore the area tomorrow. I really recommend this place!

0	A over	B by	C up	D across
1	A vocalist	B audience	C perfomer	D cast
2	A report	B expect	C claim	D explain
3	A said	B asked	C told	D replied
4	A entertainment	B programme	C TV series	D play
5	A in	B on	C up	D at
6	A distracting	B improving	C enhancing	D engaging
7	A element	B emotion	C experience	D attention
8	A encouraging	B ecstatic	C hilarious	D amazing

Open cloze

2 Complete the text with one word in each gap.

Are you missing *The Missing*?

The popular thriller series *The Missing* finished last night [0] *after* eight weeks. The story is about a young boy who disappears [1] while he's in a park with his dad in France. The eight episodes show the parents' search for Olly when he disappears and also over the [2] next six years. His dad keeps going back to France to [3] look for his son.

The series has been very successful [4] because of the excellent script and the very good acting of [5] the main characters. The story is about normal people [6] who suddenly experience a terrible tragedy. The awful thing is that it could happen to anyone.

After the first episode, critics predicted that it [7] would become a popular series and they were right. Now everyone is saying that [8] it will win a lot of TV awards later in the year.

WORD STORE 7A | Entertainment

1 appear in a TV series
2 be in the charts
3 do a live gig
4 have a hit single
5 have great reviews
6 play the part of …
7 play a venue
8 be streamed
9 release an album
10 sign a recording contract

WORD STORE 7B | People in entertainment

the audience **the cast** ~~**a drummer**~~
a lead guitarist **a musician** **a singer-songwriter**
a viewer **a vocalist**

1 *a drummer*

2 a lead guitarist

3 a vocalist

4 the audience

5 the cast

6 a viewer

7 a singer-songwriter

8 a musician

WORD STORE 7C | Phrasal verbs

1 *beat yourself up* = blame yourself
2 carry on = continue
3 come out = be released or published
4 mess sth up = do sth badly
5 put sth on = organise a show
6 sign up for = begin organised lessons or join a course
7 start out = begin your career
8 take sth up = start learning or doing sth new
9 turn up = arrive
10 wear off = gradually disappear

WORD STORE 7D | Collocations

attention ~~**element**~~ **emotions** **laugh**
surprise **video (x2)** **viral**

1 contain an *element* of surprise
2 go viral
3 have a short attention span
4 make sb laugh
5 stir up emotions
6 take sb by surprise
7 upload a video
8 view a video

WORD STORE 7E | Word building

VERB	NOUN
1 accompany	*accompaniment*
2 create	creation
3 distract	distraction
4 encourage	encouragement
5 engage	engagement
6 enhance	enhancement
7 entertain	entertainment
8 improve	improvement
9 memorise	memorisation

WORD IN FOCUS | *in*

_in_ + a place
in public, in the UK, in my office

_in_ + a period of time
in the 1940s, in a couple of days

_in_ + a profession
She's been in the movie business for ten years.

_in_ in phrases
In other words, can an audio soundtrack help people to understand a book?
In comparison with this traditional way of reading, the downloaded text can seem dull.

Word building

1 Complete the text with the correct form of the words in brackets.

Can you help fight crime?

Everyone who lives in Moorston knows that crime is rising [0] *quickly* (QUICK) in the area. People have reported more [1] burglaries (BURGLE) in the last year than ever before and there has also been an increase in fights using knives. So, the police have had an interesting idea. They would like to bring crime [2] professionals (PROFESSION) and students together to talk about the problem. In particular, they want students' [3] advice (ADVISE) about how to stop young people from becoming [4] criminals (CRIME). The [5] safety (SAFE) of the Moorston people is the most important thing for the police. Crime [6] prevention (PREVENT) is a big priority for them. So, if anyone would like to give a [7] helping (HELP) hand and come to the series of [8] discussions (DISCUSS), please go online and sign up!

Sentence transformation

2 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.

0 'Yes, I'll help with the police search,' said Dave. **AGREED**
Dave *agreed to help with* the police search.

1 A neighbour reported a fight in James Road at 10:15. **WAS**
At 10:15 a fight in James Road was reported by a neighbour.

2 'Tim, when did you last see your brother?' the policeman asked. **HAD**
The policeman asked Tim when he had last seen his brother.

3 My friends and I always have fun at parties. **OURSELVES**
My friends and I always enjoy ourselves at parties.

4 The police haven't arrested the burglar yet. **BEEN**
The burglar hasn't been arrested yet .

5 I'm sure the old lady is lonely because no one ever visits her. **BE**
The old lady must be lonely because no one ever visits her.

6 The school paid electricians to put up new security cameras in the corridors. **HAD**
The school had new security cameras put up in the corridors.