

BBC

FOCUS 2

SECOND EDITION

STUDENT'S BOOK

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1



VOCABULARY

Personality • *un-, in-, im-, ir-, dis-*
• questions with *like*

I can describe people's personality and emotions.

SHOW WHAT YOU KNOW

1 Match adjectives 1–6 with their opposites a–f.

- | | | |
|---------------|-------------------------------------|--------------|
| 1 funny | <input checked="" type="checkbox"/> | a boring |
| 2 interesting | <input type="checkbox"/> | b stressed |
| 3 loud | <input type="checkbox"/> | c negative |
| 4 positive | <input type="checkbox"/> | d unsociable |
| 5 relaxed | <input type="checkbox"/> | e serious |
| 6 sociable | <input type="checkbox"/> | f quiet |

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

Lives people live

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

Confucius

BBC



STUDENT ACCOMMODATION

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

GENERATION GAP?

YOUNG PEOPLE SAY ...

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

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

She's a good listener. I talk to her about my worries and she gives me advice. **She's wise, sensitive and has a lot of experience.** I'm talkative, and they like that.

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



3 **1.2 SPEAKING** Look at the photos and discuss the questions. Then listen and check your ideas.

- 1 What is the purpose of the charity organising these activities?
- 2 What can young people do to help older people?
- 3 What can older people do to help young people?

4 Read the comments in the text. Who benefits most: the young or the older people? Why?



OLDER PEOPLE SAY ...

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

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

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

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

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

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



WORD STORE 1A Personality

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

6 Replace the phrases in brackets with appropriate adjectives from WORD STORE 1A.

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

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

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

8 **1.4** Complete WORD STORE 1B with the underlined adjectives in the text. Then listen, check and repeat.

9 Complete the sentences with adjectives from WORD STORE 1B.

- 1 Gary is an _____ guy. He never tells lies.
- 2 Emma is very _____. She knows everything.
- 3 Paul's only eighteen, but he has a job and lives on his own. He's very _____.
- 4 Dan is very _____. He always says 'please' and 'thank you'.
- 5 Lucy is _____. She doesn't like travelling or trying new experiences.
- 6 Martha is very _____. She is always the centre of attention.

10 **SPEAKING** Change three of the names in Exercise 9 to describe people you know. Then tell your partner.

WORD STORE 1C Questions with like

11 **1.5** Answer the questions in WORD STORE 1C with the highlighted sentences in the text. Then listen, check and repeat.

12 Rewrite the sentences with *like* if necessary. Then tick the sentences that are true for you.

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

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

- 1 Do ...? 2 What ...? 3 Does ...? 4 Do ...?
- 5 Does ...? 6 Do ...?

1 *Do you look like your dad?*

1.2

GRAMMAR

Present tenses – question forms

I can ask questions in a variety of present tenses.

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

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

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

d

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



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

GRAMMAR FOCUS 2

Present tenses – question forms

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

Present Simple → Why ¹ _____ you admire him?

Present Continuous → What ² _____ he doing now?

Present Perfect → ³ _____ you ever met him?

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

Who ⁴ _____ you? NOT ~~Who does inspire you?~~

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

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



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

- 1 ^aEmily and Peter like watching ^bscience-fiction films.
a Who *likes watching science-fiction films*?
b What *do Emily and Peter like watching*?
- 2 ^aNeil has joined ^bAmnesty International.
a Who _____?
b Which organisation _____?
- 3 ^aRosie can speak ^bthree languages.
a Who _____?
b How many languages _____?
- 4 ^aDave has visited ^bLondon.
a Who _____?
b Which capital city _____?
- 5 ^aTom is reading ^bBarack Obama's biography.
a Who _____?
b What _____?
- 6 ^aViv admires ^bEmma Watson.
a Who _____?
b Who _____?

6 Complete the sentences to make them true for you.

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

7 **SPEAKING** Ask and answer the questions about the information in Exercise 6. Use different question words, e.g. *what, how long* or *how often*.

A: *What are you reading at the moment?*

B: *A book about Steve Jobs.*

FOCUS VLOG 3 About happiness

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

1.3

LISTENING

Note completion

I can identify key details in a simple recorded interview.



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

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

2 **SPEAKING** Discuss whether you would like to volunteer there. Explain why or why not.

3 **1.9** Listen to two volunteers, Karen and Martin. Where do they do their voluntary work?

4 Read questions 1–8 in Exercise 5. Match the underlined words and phrases with the words and phrases in the box.

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

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

Who ...

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

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

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

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

EXAM FOCUS Note completion

8 **1.10** Listen to Tim and Becky again and complete each gap with one or two words from the dialogue.

5 Key Questions before you volunteer for work overseas

1 Are you fit and healthy?

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

2 Can you adapt to new situations?

You need to adapt to ² _____, the food, the accommodation and a new ³ _____.

3 Are you a good team player?

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

4 Are you sensitive to other cultures?

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

5 Do you want to learn from the experience?

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

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

PRONUNCIATION FOCUS

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

- adventurous ambitious fantastic optimistic
 passionate pessimistic responsible voluntary

A ■■■	B ■■■	C ■■■■	D ■■■■
	ambitious		

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

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

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

1.4

READING

Matching

I can identify specific information in an article.

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

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

- 1 What are they like?
- 2 What do they like?
- 3 How often do they use technology?

2 **Read the text. Compare your ideas in Exercise 1 with the information in the article.**

EXAM FOCUS Matching

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

Which generation ...

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

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

WORD STORE 1E Word families

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

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

- 1 Amy is a cheerful kind of person. She always focuses on positive things.
- 2 Billy believes _____ working hard and playing hard.
- 3 Carol never looks at a map. She depends _____ her phone for directions.
- 4 David thinks _____ his health too much. He always thinks he's ill.
- 5 Emily has younger brothers and sisters. She has to deal _____ a lot of noise at home.
- 6 Fred doesn't care _____ the environment. He never recycles anything.
- 7 Gabrielle worries _____ her grandparents because they're old.
- 8 Helen prefers to connect _____ her friends face to face.
- 9 George always sings along when he listens _____ music. It's so annoying!

7 **SPEAKING** Change the names in Exercise 6 to make some true sentences about people you know. Tell your partner about them.

8 **Complete the questions with the correct preposition.**

- 1 At the moment, what sort of music are you listening _____ ?
- 2 At school, which subject is hardest to focus _____ ?
- 3 What is the worst situation you have ever had to deal _____ ?
- 4 In your family, who's the person you can most depend _____ ?
- 5 Which global problems do you most worry _____ ?
- 6 Before you fall asleep, what do you think _____ ?

9 **SPEAKING** Ask and answer the questions in Exercise 8.

10 **1.16** Complete the table with the underlined adjectives in the text. Mark the stress. The listen, check and repeat.

Noun	Adjective
1 adventure	<u>adventurous</u>
2 ambition	_____
3 impatience	_____
4 independence	_____
5 loneliness	_____
6 passion	_____
7 popularity	_____



A BRIEF GUIDE TO THE GENERATIONS

1.14



GENERATION X

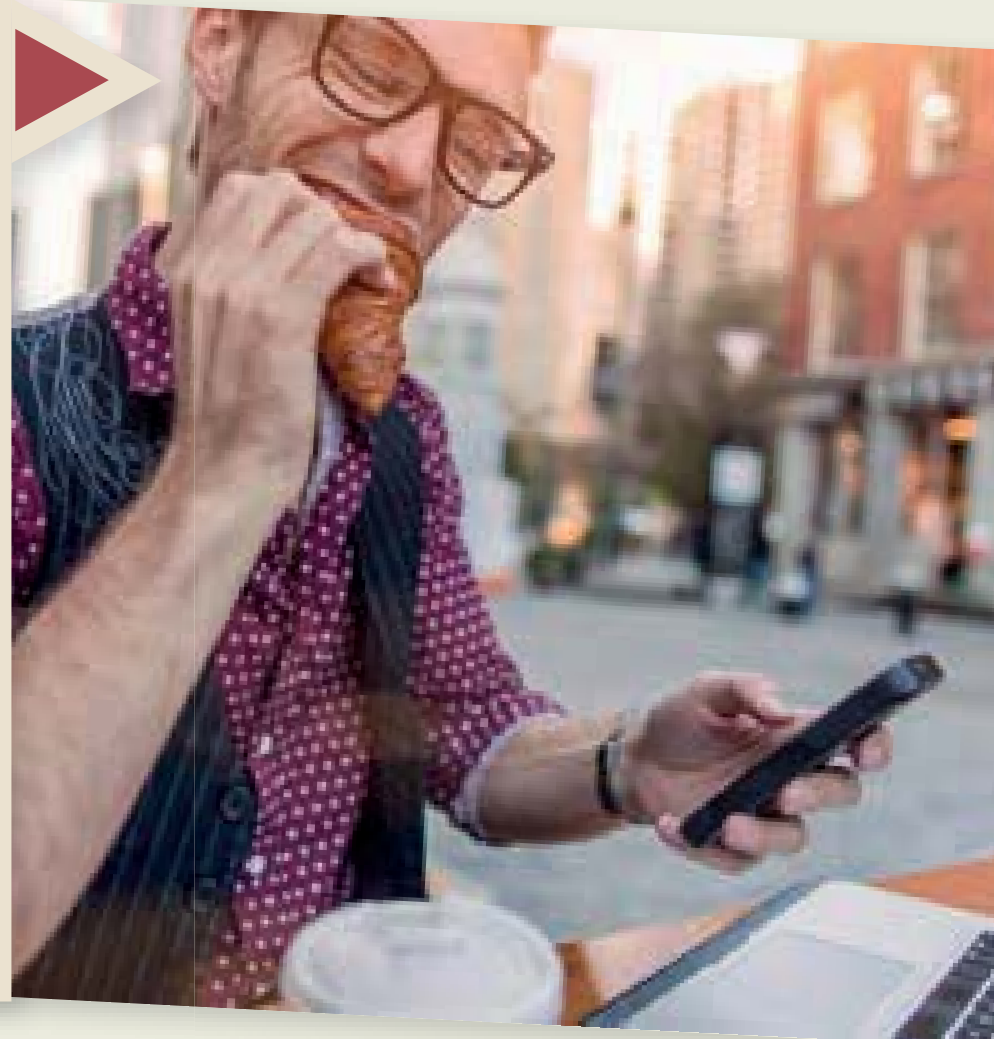
Born between 1965 and 1980, now in their forties and fifties.

- ▶ Generation X created the Internet. When they were teenagers, mobile phones were enormous, and not many people had computers at home. They had to **deal with** big changes in technology. But this generation is adventurous and adaptable – they are not afraid of change. Now they use wearable technology to stay fit and healthy. Generation X **believe in** looking after themselves and staying young. **5**
- ▶ Generation X grew up with both parents at work during the day. This is one of the reasons they are independent.
- ▶ Generation X are very sociable, but also hard-working. Even when they go out until late, they still get up for work. **10**
- ▶ They're passionate about music. They invented punk, grunge and techno. When they were teenagers, they **listened to** music on cassette and CD players.

GENERATION Y / MILLENNIALS

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

- ▶ Generation Y, or Millennials, are the selfie generation, also known as Generation Me Me Me. Some people say they **focus on** themselves too much. **15**
- ▶ They grew up with technology and they **depend on** their smartphones. They download and listen to music on their phones all the time.
- ▶ Generation Y have FOMO or 'fear of missing out'. They like to share experiences on social media, and they **worry about** being popular and having a good time. Fifty-three percent prefer to spend money on an experience than a possession. **20**
- ▶ Lots of Generation Ys went to university, but because of unemployment they find it hard to get jobs that make them happy. **25**
- ▶ Many of them live at home and depend on their parents. They get married later than Generation X – the average age for women is twenty-seven and for men it's twenty-nine. They would like to be more independent, but they can't afford to be.



GENERATION Z

Born between 1995 and now.

- ▶ Generation Z are good at multi-tasking. They can use several screens at the same time and this is why they're called Screenagers. They're fast thinkers, and when something doesn't happen quickly, they get impatient. **30**
- ▶ Generation Z are the 'we' generation. They don't **think about** themselves too much. Instead they focus on global problems like terrorism and global warming.
- ▶ They're sociable and they enjoy **connecting with** friends on social media, but they can also feel very lonely. Generation Z love going to gigs or amusement parks. Eighty percent prefer to spend time with their friends in person than on the phone or online. **35**
- ▶ Generation Z believe in getting a good education, but they worry about university fees. This generation is ambitious and want to start their own businesses. **40**
- ▶ Generation Z don't **care about** where you're from or the colour of your skin.
- ▶ Music is an essential part of their day.

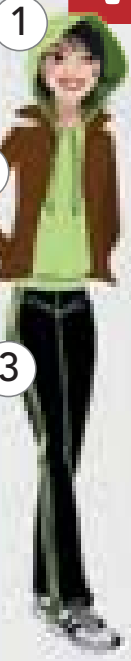
1.5

GRAMMAR

verb + -ing or verb + to + infinitive

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

WHAT IS YOUR ATTITUDE TO CLOTHES?



1 (SPEND)

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

2 (GO)

- A I enjoy ³ _____ shopping for clothes.
 B I don't mind ⁴ _____ shopping for clothes.
 C I refuse ⁵ _____ shopping for clothes.

3 (BUY)

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

4 (WEAR)

- A I refuse ⁸ _____ sweatpants.
 B I love ⁹ _____ sweatpants at home for comfort.
 C I wear sweatpants all the time.

5 (GET)

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

6 (THINK)

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

WHAT DOES IT MEAN?

Mainly As I LOVE THEM

You enjoy ¹⁵ _____ (think) about clothes (perhaps a bit too much), and the way you look is important for your personal identity.

Mainly Bs I NEED THEM

You don't mind ¹⁶ _____ (think) about clothes, but they are not your priority. You prefer casual clothes because you need ¹⁷ _____ (be) comfortable.

Mainly Cs I HATE THEM

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

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

hoodie jacket suit sweatpants
 tie uniform

- 2 Tick the sentence that best describes your opinion about clothes.

- 1 I **want to look** good at all times.
 2 I **enjoy wearing** comfortable things.
 3 I'm not interested in clothes.

- 3 Read the **GRAMMAR FOCUS**. Complete the examples using the verb patterns in blue in Exercise 2.

GRAMMAR FOCUS 4

Verb + -ing or verb + to + infinitive

- After some verbs and verb phrases you usually use the to + infinitive.
 Examples: agree, can't afford, choose, decide, hope, manage, need, pretend, refuse, want, 'd like, 'd prefer
 I **want** ¹ _____ good at all times.
- After some verbs and verb phrases you usually use the -ing form of a verb.
 Examples: avoid, can't stand, consider, don't mind, enjoy, hate, like, love, miss, prefer, spend time
 I **enjoy** ² _____ comfortable things.

- 4 Complete the questionnaire with the correct form of the verbs in brackets.
- 5 **SPEAKING** Do the questionnaire. What is your attitude to clothes? Tell your partner.
- 6 Complete the sentences with **to wear** or **wearing**. Which sentences are true for you?
- I can't stand **wearing** formal clothes like suits.
 - I don't mind _____ second-hand clothes.
 - I refuse _____ skinny jeans. They're too uncomfortable.
 - I hate _____ heavy winter coats.
 - I can't afford _____ designer clothes. They're too expensive.
 - I avoid _____ anything yellow or pink.
- 7 Complete the sentences with information about yourself. Write five true sentences and one false.
- | | |
|--------------------|-----------------------------|
| 1 I love ... | 4 I spend a lot of time ... |
| 2 I need ... | 5 I sometimes pretend ... |
| 3 I've decided ... | 6 I hope ... |
- 8 Read your sentences in Exercise 7 to your partner for him/her to guess which sentence is false.

Grammar page 133

1.6

USE OF ENGLISH

so and such

I can use so and such correctly.

1 SPEAKING Read the introduction. Then discuss the questions.

- 1 Do you, or would you like to, live with three generations of your family?
- 2 What advantages can you think of?
- 3 What disadvantages can you think of?



One home, three generations

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

2 1.17 Listen to the father's views. Which of your ideas in Exercise 1 does he mention?

3 1.17 Listen again and choose the correct option.

- 1 We have three generations in this house: it's *so* / *such* crowded!
- 2 New Zealand is *so* / *such* a long way from the UK.
- 3 Childcare is *so* / *such* expensive in London.
- 4 We were *so* / *such* poor that we couldn't go on holiday.
- 5 The house is very small for *so* / *such* a big family.

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

LANGUAGE FOCUS

so and such

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



I don't mind living with my grandparents, they're ¹ so lovely. I like talking to them – they're very experienced and give ² _____ good advice. Mum and Dad are ³ _____ busy. They don't have time to listen to our problems. My parents are ⁴ _____ lucky because grandma and granddad are very helpful in the house. Grandma is ⁵ _____ a good cook that she does most of the cooking, while granddad looks after the garden.

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

We thought about it for a long time because we're ¹ such independent people. Some elderly people are lonely, but not us – we've got ² _____ friends that we never feel lonely. But we wanted to help with the children. We try to be useful and it's ³ _____ fun to spend time with my grandchildren. People say that teenagers are selfish and rude, but I must say my granddaughter's ⁴ _____ polite young lady and she's very kind. I worry about her little brother though. He's ⁵ _____ lazy!



- | | | |
|-------------|---------------|-----------|
| 1 A so | B such | C such an |
| 2 A so many | B such many | C such a |
| 3 A such | B such a | C so |
| 4 A such | B so | C such a |
| 5 A so | B such | C such a |

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

Use of English page 134

1.7

WRITING

A personal email/letter

I can write a short personal email to introduce myself.

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

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

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

family food hobbies music
school sport

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

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

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

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

WRITING FOCUS

A personal email/letter

- Start the letter/email with a friendly greeting: *Dear Nick, /¹ Hi Jo,*
- Don't use full forms. Use contractions: *you're (not you are)/² _____*
- Use emoticons (☺) or abbreviations (but don't overuse them): *Bye for now = Bye 4 now.*
- Ask questions to show you want a reply: *What do you enjoy doing at weekends? / What³ _____?*
- Finish the letter/email with a friendly goodbye, e.g. *All the best/⁴ _____.*

To: Jo

Subject: C U soon!

Hi Jo,

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

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

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

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

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

OK, time to finish. Write soon ☺

Bye 4 now.

Carlo



Carlo

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

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

7 Replace the underlined phrases in the email with suitable phrases in Exercise 6.

8 **SPEAKING** Which of these statements illustrate good (G) or not good (NG) exchange students? Why? Discuss with a partner.

- 1 I'm obsessed with hiphop.
- 2 I'm mad about shopping. I spend lots of money on clothes.
- 3 I watch a lot of DVDs, especially horror films.
- 4 I'm serious about politics.
- 5 I love acting – I'm involved in a local theatre club.
- 6 I'm afraid of animals, especially dogs.
- 7 I'm ambitious – I'm always disappointed with low marks at school.
- 8 I'm useless at sport and I'm very unfit.

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

LANGUAGE FOCUS

Adjective + preposition

- Use an adjective + preposition to give information about yourself.

I'm crazy/excited/mad/passionate/serious/worried

¹*about*

I'm bad/good/useless ² _____

I'm involved ³ _____

I'm afraid ⁴ _____

I'm keen ⁵ _____

I'm disappointed/obsessed ⁶ _____

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

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

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

SHOW WHAT YOU'VE LEARNT

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



It's me. Jenny.

I'm happy too!

From: Jenny
Subject: Hello!

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

Please tell me something about yourself.

What subjects do you like at school?

What music and films do you like?

What do you do in your free time?

I'd like to plan some cool activities for us 😊

Let me know if you have any questions for me.

See you soon,

Jenny

Answer Jenny's questions

Ask Jenny about her interests

Write your email to Jenny using all the notes.

To: Jenny
Re: Hello!

Hi Jenny,
Thanks for the email.

1.8

SPEAKING

Showing interest

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

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

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

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



- 2 **1.20** Listen to two dialogues and answer the questions.

- What do Ed and Nick have in common?
- What do Rachel and Kate have in common?

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

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

SPEAKING FOCUS

Statement

A: I've got loads of friends and they want to meet you.

Showing interest

B: ¹Really? That's cool!

A: I've just got one sister. She's a model.

B: ²_____

A: She's training to be a pilot.

B: Wow, that's interesting.

Statement

A: I love travelling and meeting new people.

Saying you are similar

B: ³_____

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

B: Me neither.

Statement

A: I'm not very keen on tea.

Saying you are different

B: ⁴_____

A: I don't like travelling.

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

A: I play the violin.

B: ⁵_____

- 4 **1.21** Cross out the response that is NOT possible in each case. Then listen, check and repeat.

1 A: I've got thousands of songs on my phone.

B: Have you? / Cool! / Is it?

2 A: I love Spanish and Italian food.

B: Really? / Are you? / Do you?

3 A: My parents have got an apartment in Paris.

B: Wow, that's interesting! / Have they? / Are they?

4 A: There are forty students in my class.

B: Is it? / Are there? / Really?

5 A: I can play the guitar.

B: Cool! / Are you? / Can you?

6 A: I'm passionate about politics.

B: Really? / Do you? / Are you?

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

1 2 3 4 5 6

- 6 Complete the table.

Statement	Say you're similar	Say you're different
a I'm worried about the world.	Me too.	Are you? ¹ I'm not.
b I'm not worried about the world.	_____	Aren't you? I am.
c I love reading poetry.	³ _____	⁴ _____? I don't.
d I don't like reading poetry.	Me neither.	Don't you? ⁵ _____.
e I've got lots of cousins.	⁶ _____	⁷ _____? I haven't.
f I haven't got any cousins.	Me neither.	Haven't you? ⁸ _____.

- 7 Complete the sentences to make them true for you.

- I'm really into ...
- I haven't got ...
- I really like ...
- I'm very interested in ...
- I'm not very keen on ...
- I'm not very good at ...

- 8 **SPEAKING** Follow the instructions below to make dialogues.

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

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

ROLE-PLAY



5 Showing interest



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

1.1 Vocabulary 4.1

adventurous /əd'ventʃərəs/
 bad mood /,bæd 'mu:d/
 be popular with /,bi 'pɒpjələ wɪð/
 be successful /,bi sək'sesfəl/
 be the centre of attention /,bi ðə
 ,sentər əv ə'tenʃən/
 caring /'keəriŋ/
 charity /'tʃærəti/
 cheerful /'tʃi:fəl/
 confident /'kɒnfədənt/
 dependent /dɪ'pendənt/
 dishonest /dɪs'ɒnəst/
 experience /ɪk'spiəriəns/
 friendly /'frendli/
 generous /'dʒenərəs/
 hard-working /,hɑ:d 'wɜ:kɪŋ/
 honest /'ɒnəst/
 impolite /,ɪmpə'laɪt/
 independent /,ɪndə'pendənt/
 insensitive /ɪn'sensətɪv/
 irresponsible /,ɪrɪ'spɒnsəbəl/
 kind /kaɪnd/
 lazy /'leɪzi/
 lonely /'ləʊnli/
 look after /,lʊk 'ɑ:ftə/
 look cheerful/tired /,lʊk 'tʃi:fəl/'taɪəd/
 look forward to /,lʊk 'fɔ:wəd tə/
 mean /mi:n/
 miserable /'mɪzərəbəl/
 outgoing /,aʊt'gəʊɪŋ/
 polite /pə'laɪt/
 popular /'pɒpjələ/
 responsible /rɪ'spɒnsəbəl/
 selfish /'selfɪʃ/
 sensible /'sensəbəl/
 sensitive /'sensətɪv/
 serious /'sɪəriəs/
 shy /ʃaɪ/
 silly /'sɪli/
 sociable /'səʊʃəbəl/
 stupid /'stju:pid/
 talkative /'tɔ:kətɪv/
 tattoo /tə'tu:/
 tell lies /,tel 'laɪz/
 unadventurous /,ʌnəd'ventʃərəs/
 unpopular /ʌn'pɒpjələ/
 unwise /,ʌn'waɪz/
 wise /waɪz/

1.2 Grammar 4.2

admire /əd'maɪə/
 be passionate about sth /,bi 'pæʃənət
 ə,baut ,sʌmθɪŋ/
 follow sb on Twitter /,fɒləʊ ,sʌmbɒdi ɒn
 'twɪtə/
 foreign country /,fɔ:riŋ 'kʌntri/
 in person /,ɪn 'pɜ:sən/
 inspire /ɪn'spaɪə/
 it takes sb a minute/an hour to do sth
 /ɪt ,teɪks ,sʌmbɒdi ə ,mɪnət/ən aʊə tə
 'du: ,sʌmθɪŋ/
 role model /'rəʊl ,mɒdl/
 run a foundation /,rʌn ə faʊn'deɪʃən/
 work on /'wɜ:k ɒn/

1.3 Listening 4.3

accommodation /ə,kɒmə'deɪʃən/
 act /ækt/
 active /'æktɪv/
 adapt to /ə'dæpt tə/
 adaptable /ə'dæptəbəl/
 ambitious /æm'bɪʃəs/
 communicate /kə'mju:nikeɪt/
 communicative /kə'mju:nikətɪv/
 developing country /dɪ,veləpɪŋ 'kʌntri/
 difficult conditions /,dɪfɪkəlt kən'dɪʃənz/
 fantastic /fæn'tæstɪk/
 farm /fɑ:m/
 fit /fɪt/
 healthy /'helθi/
 homeless /'həʊmləs/
 hospital /'hɒspɪtl/
 imaginative /ɪ'mædʒɪnətɪv/
 imagine /ɪ'mædʒɪn/
 impress /ɪm'pres/
 inspired by /ɪn'spaɪəd baɪ/
 library /'laɪbrəri/
 make a good impression /,meɪk ə gʊd
 ɪm'preʃən/
 nursery /'nɜ:səri/
 old people's home /,əʊld 'pi:pəlz həʊm/
 opportunity /,ɒpə'tju:nəti/
 personal quality /,pɜ:sənəl 'kwɒləti/
 pessimistic /,pesə'mɪstɪk/
 prison /'prɪzən/
 protect /prə'tekt/
 protective /prə'tektɪv/
 soup kitchen for homeless people
 /'su:p ,kɪtʃən fə ,həʊmləs ,pi:pəlz/
 sure of yourself /'ʃɔ: əv jə,'self/
 team player /'ti:m ,pleɪə/
 voluntary work /'vɒləntəri wɜ:k/
 volunteer /,vɒlən'tɪə/

1.4 Reading 4.4

adventure /əd'ventʃə/
 ambition /æm'bɪʃən/
 average age /'ævərɪdʒ eɪdʒ/
 be afraid of /,bi ə'freɪd əv/
 believe in /bə'li:v ɪn/
 belong to /bɪ'lɒŋ tə/
 can't afford /,kɑ:nt ə'fɔ:d/
 care about /'keər ə,baut/
 connect with /kə'nekt wɪð/
 deal with /'di:l wɪð/
 depend on /dɪ'pend ɒn/
 enormous /ɪ'nɔ:məs/
 focus on /'fəʊkəs ɒn/
 generation /,dʒenə'reɪʃən/
 get married /,get 'mærid/
 get up /,get 'ʌp/
 gig /gɪg/
 go out /,gəʊ 'aʊt/
 good at /'gʊd ət/
 grow up /,grəʊ 'ʌp/
 impatience /ɪm'peɪʃəns/
 impatient /ɪm'peɪʃənt/
 independence /,ɪndə'pendəns/
 listen to /'lɪsən tə/
 loneliness /'ləʊnlinəs/
 miss out /,mɪs 'aʊt/
 passion /'pæʃən/

popularity /,pɒpjə'lærəti/
 share /ʃeə/
 spend money on /,spend 'mʌni ɒn/
 spend time /,spend 'taɪm/
 think about /'θɪŋk ə'baut/
 unemployment /,ʌnɪm'plɔɪmənt/
 worry about /,wʌri ə'baut/

1.5 Grammar 4.5

avoid /ə'vɔɪd/
 can't stand /,kɑ:nt 'stænd/
 casual clothes /,kæʒuəl 'kləʊðz/
 consider /kən'sɪdə/
 decide /dɪ'saɪd/
 don't mind /,dəʊnt 'maɪnd/
 enjoy /ɪn'dʒɔɪ/
 get a job /,get ə 'dʒɒb/
 hate /heɪt/
 hoodie /'hudi/
 identity /aɪ'dentəti/
 jacket /'dʒækət/
 look good /,lʊk 'gʊd/
 prefer /prɪ'fɜ:/
 pretend /prɪ'tend/
 priority /praɪ'ɒrɪti/
 refuse /rɪ'fju:z/
 second-hand clothes /,sekənd,hænd
 'kləʊðz/
 skinny jeans /,skɪni 'dʒi:nz/
 suit /su:t/
 sweatpants /'swetpænts/
 tie /taɪ/
 uniform /'ju:nəfɔ:m/
 winter coat /,wɪntə 'kəʊt/

1.6 Use of English 4.6

be lucky /,bi 'lʌki/
 busy /'bɪzi/
 cook (n) /kʊk/
 crowded /'kraʊdɪd/
 elderly /'eldəli/
 experienced /ɪk'spiəriənst/
 poor /pʊə/
 rude /ru:d/
 useful /'ju:sfəl/

1.7 Writing 4.7

bad at /'bæd ət/
 be crazy about /,bi 'kreɪzi ə,baut/
 be into/keen on /,be 'ɪntə/'ki:n ɒn/
 be involved in /,bi ɪn'vɒlvɪd ɪn/
 be mad about /,bi 'mæd ə,baut/
 be obsessed with /,bi əb'sest wɪð/
 be serious about /,bi 'sɪəriəs ə,baut/
 disappointed with /,dɪsə'pɔɪntɪd wɪð/
 excited about /ɪk'saɪtɪd ə,baut/
 interested in /'ɪntrəstɪd ɪn/
 unfit /ʌn'fɪt/
 useless at /'ju:sləs ət/

1.8 Speaking 4.8

can't wait /kɑ:nt weɪt/
 do sport /,du: 'spɔ:t/
 have sth in common /,hæv ,sʌmθɪŋ ɪn
 'kɒmən/
 play the violin/guitar /,pleɪ ðə ,vaɪə'li:n/
 gr'taɪ/
 socialise with /'səʊʃəlaɪz wɪð/

VOCABULARY AND GRAMMAR

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

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

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

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

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

- _____ you ever _____ any problems with your smartphone? (have)
- What _____ your new friend _____? (look like)
- Who _____ my tablet? It's not on my desk. (use)
- _____ your grandparents _____ listening to heavy metal? (like)
- What _____ Amy _____ at the moment? Is it a TV show? (watch)
- Who _____ your dog when you're on holiday? (look after)

4 Use the prompts to write sentences.

- My sister / avoid / buy / second-hand clothes.
- you / ever / refuse / help / your friend?
- We / not need / wear / a school uniform.
- They / not afford / buy / a new laptop.
- I / always / want / dance / in a folk group.
- you / spend / a long time / study / when you get home from school?

USE OF ENGLISH


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

- Johann is _____ boy that he has never been to a school party.
A so shy
B such shy
C such a shy
- _____ with the project today?
A Who helps Mary
B Who is helping Mary
C Who does help Mary
- X: I don't enjoy shopping for clothes.
Y: _____
A Me too.
B Me neither.
C Not me.
- Sally is _____. She's been to Thailand twice.
A such an adventurous
B such adventurous
C so adventurous
- X: My older sister is a charity worker.
Y: _____
A Is she?
B Does she?
C Has she?

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

- Agnes is so friendly and sociable.
A outgoing
B lucky
C responsible
- What is she like?
A What kind of person is she?
B What is her appearance?
C What is her hobby?
- Jasper can't stand buying unimportant things.
A doesn't mind buying
B doesn't want to buy
C can't afford to buy
- Their grandmother is so caring.
A such a caring woman
B such caring woman
C always caring
- Drake is crazy about sports cars.
A useless at
B obsessed with
C afraid of

LISTENING

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

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

Tony volunteered to help a team of ² _____ to do a unique experiment. In the experiment, fifty participants received an amount of money and were divided into two groups. People in Group 1 could only spend the money on themselves, while people in Group 2 – on any ³ _____. During the experiment, the researchers observed those parts of participants' ⁴ _____ which are responsible for making decisions and feelings.

Before, during and after the experiment, the participants from both groups were asked how happy they were. The results of the experiment show that when people do not share what they have with others, they feel ⁵ _____ generous people.

SPEAKING

- 8 Do the task in pairs.

Student A

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

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

Student B

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

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

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

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

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



WRITING

- 10 Do the task in pairs.

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

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

2

Science and technology

Necessity is the mother of invention.

A proverb

BBC



URBAN LEGENDS

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

2.1

VOCABULARY

Online • phones and computers
• word building • collocations

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

SHOW WHAT YOU KNOW

1 Choose the correct verb. Then complete the sentences to make them true for you.

- 1 The first thing I do when I visit / **go** online is ...
- 2 The person I'd like to watch / follow on Twitter is ...
- 3 The website I visit / go in most is ...
- 4 The last music I downloaded / followed was ...
- 5 The last comment I posted / sent on social media was ...
- 6 The last time I updated / revised my social media profile was ...

2 **SPEAKING** Compare your sentences with a partner. How much time do you typically spend online each day?

SCIENCE AND TECHNOLOGY

QUIZ

1 Match the years with these digital inventions.

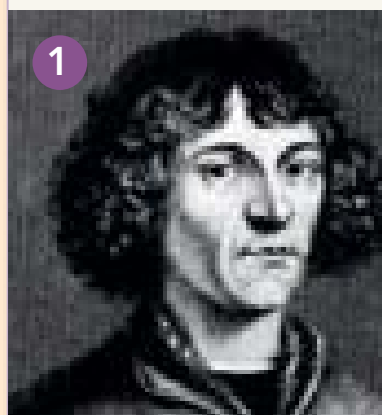
1977 1984 1990 1993 1994

- 1 The first **web browser** _____
- 2 The first **search engine** _____
- 3 The first **laser printer** _____
- 4 The first **desktop computer** with **keyboard** and mouse _____
- 5 The first **smartphone** _____

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

2 Which sciences were these great scientists mostly involved in?

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



Nicolaus Copernicus



Isaac Newton



Charles Darwin

BONUS QUESTION: Which scientist won two Nobel Prizes?

- 3 **1.24** Do the Science and Technology Quiz. Then listen and check your answers.
- 4 **1.25** Complete sentences 1–5 with the correct scientist in the quiz. Then listen to Part 2 again and check your answers.
- _____ did experiments with radioactive materials and discovered polonium and radium.
 - _____ did research into gravity, light and many areas of physics, maths and astronomy.
 - _____ invented the idea of a 'Universal Machine' or a computer in 1936.
 - _____ developed the theory that the Earth move around the Sun.
 - _____ observed nature. He took notes and measurements and collected specimens from around the world.

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

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



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



4 Marie Skłodowska-Curie
physics and chemistry



5 Alan Turing
computer science

WORD STORE 2A Phones and computers

- 5 **1.26** Complete WORD STORE 2A with the compound nouns in red in the quiz. Then listen, check and repeat.
- 6 Complete the questions with compound nouns in WORD STORE 2A.
- How many _____ messages do you usually send in a day?
 - Do you always use the same _____ name and password online?
 - Have you got a _____ computer or a laptop?
 - Which is the most popular search _____ in your country?
 - Which _____ browser do you normally use?
 - Have you got a reliable _____ connection with fast download speeds?
 - Do you like typing on a smartphone or do you prefer to use a key _____ ?
- 7 **SPEAKING** Ask and answer the questions in Exercise 6.

WORD STORE 2B Word building

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

WORD STORE 2C Collocations

- 10 **1.28** Complete WORD STORE 2C with the infinitive form of the underlined verbs in Exercise 4. Then listen, check and repeat.
- 11 Complete the sentences with the correct verb in Word Store 2C in an appropriate form.
- Tim has _____ a new program. It will change how people manage databases.
 - Rowena _____ the sky at night. She hopes to _____ a new planet.
 - Lucie _____ wild plants to develop new drugs.
 - Fred is _____ research into laser technology for his doctorate.
 - Lena _____ experiments on plastics to measure how strong they are.
 - George looks at big numbers and _____ notes. He produces formulas to solve problems.
- 12 **SPEAKING** What kind of scientist is each person in Exercise 11? Discuss which science you think is the most/least important to society.

1 Tim = a computer scientist

2.2

GRAMMAR

Past Continuous and Past Simple

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

1 SPEAKING Read what people say about e-books and printed books. Which comments do you agree with? Think of more advantages and disadvantages. Discuss with a partner.

- ① When I go on holiday, I don't have to pack heavy books.
- ② I like the feel of a real book in my hands.
- ③ I work with computer screens all day - I don't want to read books on a screen too.
- ④ Books are so expensive. E-books are cheaper.

2 Read about E ink. Who was Joe Jacobson and why did he have a 'Eureka' moment?



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

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

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

GRAMMAR FOCUS 7

Past Continuous and Past Simple

- You use the **Past Continuous** to talk about longer actions in progress at a time in the past.
In 1997 Joe Jacobson ¹ _____ as a researcher for MIT.
- You often use the **Past Continuous** with the **Past Simple** – usually when a short action (Past Simple) interrupted a longer action (Past Continuous).
He ² _____ on a beach when he ³ _____ his book.

Past Continuous: was/were + -ing form

+ | I **was working** etc.

- | She **wasn't working** etc.

? | **Were you working?** etc.

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



David Copperfield
Charles Dickens

It was a terrible stormy night six months after my father's death. My mother ¹ **was sitting** (sit) alone by the fire, waiting for her baby to arrive. She ² _____ (feel) sad and ill. Suddenly she ³ _____ (hear) a noise outside. 'There's someone at the door, Peggotty,' my mother ⁴ _____ (call). 'Who is it?' Peggotty was her servant and her only real friend. 'I'll go and see,' Peggotty ⁵ _____ (reply). She ⁶ _____ (go) and ⁷ _____ (open) the door.

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



Dracula
Bram Stoker

5 SPEAKING Which story would you like to continue reading and why? Tell your partner.

6 Complete each sentence with one Past Simple and one Past Continuous verb form. Which sentences are true for you?

- 1 My parents **were studying** (study) when they **met** (meet).
- 2 My computer _____ (crash) when I _____ (do) my homework last night.
- 3 I _____ (watch) a film when my mum _____ (get) home yesterday.
- 4 It _____ (rain) when I _____ (wake up) this morning.
- 5 I _____ (burn) myself when I _____ (make) breakfast.
- 6 A friend _____ (text) me when I _____ (walk) to school.

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

A: *Were your parents studying when they met?*

B: *No, they weren't.*

FOCUS VLOG 8 About technology

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

2.3

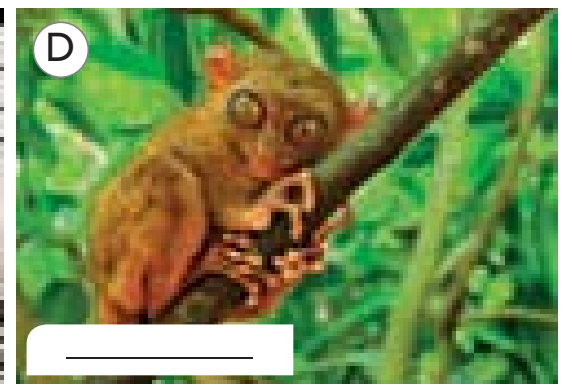
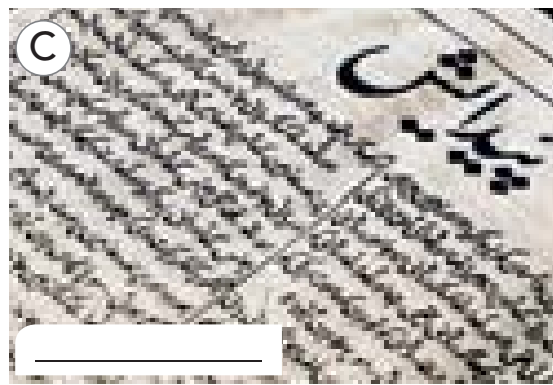
LISTENING

Matching

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

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

linguistics geology marine biology
archaeology psychology conservation



EXAM FOCUS Matching

- 2 1.30 Listen to two conversations and choose the correct answer.

- 1 What does the girl want to study in the future?
photo A photo B photo D
- 2 The girl and the boy have both seen one of the documentaries. What was it about?
photo B photo E photo F

- 3 1.31 **SPEAKING** Complete the job descriptions with the jobs in the box. Then listen, check and repeat. Do you know anybody who does one of these jobs? Tell your partner.

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

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

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

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

Speaker 1: Speaker 3: Speaker 5:
Speaker 2: Speaker 4:

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

PRONUNCIATION FOCUS

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

Subject	Job
1 archaeology	<u>archaeologist</u>
2 _____	<u>analyst</u>
3 conservation	_____
4 geology	_____
5 _____	<u>linguist</u>
6 _____	<u>psychologist</u>

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

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

WORD STORE 2D Collocations

- 8 1.34 Complete WORD STORE 2D with the words in the box. Then listen, check and repeat.

- 9 Complete the statements about the speakers with the words and phrases in WORD STORE 2D.

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

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

2.4

READING

Multiple choice

I can scan an interview to locate specific information.

1 SPEAKING Look at the photos of Antarctica. Discuss the questions.

- 1 What do you think it's like working there?
- 2 What kind of jobs do you think people do?

2 Look at comments from people interested in working in Antarctica. Tick the people who you think are suitable.

- | | |
|--------------------------------------|--------------------------|
| 1 'I don't mind working long hours.' | <input type="checkbox"/> |
| 2 'I don't like the dark.' | <input type="checkbox"/> |
| 3 'I need my own space.' | <input type="checkbox"/> |
| 4 'I'm very fit and healthy.' | <input type="checkbox"/> |
| 5 'I expect to earn lots of money.' | <input type="checkbox"/> |
| 6 'I want to save the planet.' | <input type="checkbox"/> |

3 1.35 Listen to a talk about working in Antarctica. Check your ideas in Exercises 1 and 2.

4 SPEAKING Discuss whether you would like to work in Antarctica. Explain why or why not.

5 Read an interview with a research scientist and answer the questions.

- 1 What is the population of Antarctica?
- 2 What did Jane Roberts do in her free time in Antarctica?
- 3 What did she miss most when she was there?

EXAM FOCUS Multiple choice

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

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

7 1.37 Match the words in blue in the text with the definitions in the box. Then listen, check and repeat.

- 1 several sheets of material on top of one another = layers
- 2 the skeleton = _____
- 3 a place where planes can land = _____
- 4 organise and manage = _____
- 5 a place to eat, usually in a school or factory = _____
- 6 a picture cut into small pieces that you put together = _____
- 7 arrived (at a place) = _____

8 SPEAKING Complete the questions with the correct form of the words in Exercise 7. Then ask and answer the questions.

- 1 How long does it take you to _____ home after school?
- 2 Do you usually have lunch in the school _____?
- 3 Have you ever completed a 1,000-piece _____?
- 4 Would you like to _____ your own business one day?
- 5 How many _____ of clothing do you wear when you go outside in winter?
- 6 Do any museums in your city have dinosaur _____?

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

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

Antarctic weather

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

10 SPEAKING Tell your partner about the last time you experienced an extreme temperature, hot or cold. Use the questions to prepare.

- 1 When did you experience an extreme temperature?
- 2 Where were you and what were you doing at the time?
- 3 What was the temperature? How long did it last?
- 4 How did you manage and what did you do?
- 5 Do you like extreme temperatures? Why?/Why not?

WORD STORE 2E The temperature

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

Science at the South Pole



1.36

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

Is there really a pole at the South Pole?

Yes, there is. It's in front of the Amundsen-Scott South Pole Station. In 1911 a Norwegian explorer called Roald Amundsen was the first person to get there, followed by a British man, Robert Falcon Scott, thirty-four days later. Unfortunately, Scott and his team of five all died on the return journey. When the first explorers **reached** the South Pole there was nothing there. Now, several hundred people work at the Station. There's an **airstrip** for small planes, a **canteen**, hot showers, a post office, a tourist shop, a basketball court and a movie theatre.

Who does Antarctica belong to?

Antarctica doesn't belong to any nation. There's no permanent population, but there are bases that look like small towns. Thirty different countries **run** about seventy research stations in Antarctica. People stay there between three and eighteen months. Most people work only in the summer months, but some stay all year round. The population is around 4,000 in summer and 1,000 in winter.

Why did you want to work in Antarctica?

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

What exactly were you doing there?

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

What did you wear in Antarctica?

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

What did you do in your free time?

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

Did you miss home?

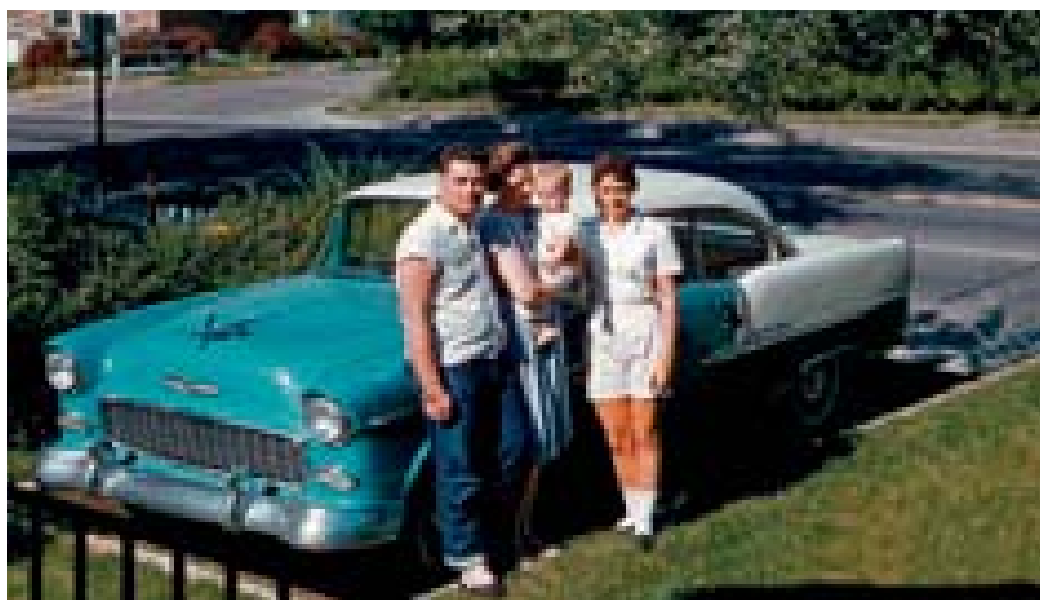
No, but I missed colours – it's very white in Antarctica! But I was working all day and it was really interesting work.



2.5

GRAMMAR

used to

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

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

fashion friends music relationships school
technology travel

- 2 **1.40** Listen to a dialogue between Chris and his granddad. Are the sentences about Chris's granddad true (T) or false (F)?

- He **used to phone** people from the phone in the sitting room.
- He used to message people.
- He didn't use to live near his friends.
- His mum didn't use to like the loud music in his bedroom.
- His parents **bought** him a camera for his sixteenth birthday.
- He **used to have** five or six good friends.

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

GRAMMAR FOCUS 9

used to

- You use **used to + verb** to talk about past states that are no longer true.
He ¹ _____ **have** five or six good friends.
- You use **used to + verb** to talk about regular past actions that don't happen anymore.
He ² _____ **phone** people from the phone in the sitting room.
- You don't use **used to + verb** to talk about a past action that only happened once. You use the **Past Simple**. His parents ³ _____ him a camera for his sixteenth birthday. (NOT *used to buy*)

used to + verb

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

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

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

- 5 **SPEAKING** Discuss the statements in Exercise 4. Do you think they are all true?

- 6 Replace the Past Simple with **used to + verb** if possible. Which sentences are true for you?

When I was at primary school, ...

- my parents took me to school every day.
- I didn't go online much.
- I went on a school trip to the Science Museum.
- I didn't like school dinners.
- my parents bought me my first mobile phone. 6 I wanted to be an astronaut.

- 7 Make questions for the sentences in Exercise 6. Then ask and answer as in the example.

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

2.6

USE OF ENGLISH

Linkers and time expressions

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

- 1 1.41 **SPEAKING** Look at the photo. Discuss what you think the film is about. Use the ideas in the box. Then listen and check.

civil rights for black women computers
mathematicians American space projects robots

- 2 1.41 Listen again and choose the correct option.

- The three women worked for NASA as *mathematicians / astronauts* **during** the 1950s and 60s.
- While** they were working for NASA, they earned *more / less* than their white colleagues.
- Segregation between blacks and whites continued **until** the *mid- / late* 1960s.
- When** the film came out, Katherine Johnson – now 78 / 98 years old – met the actress who played her.
- As soon as** Johnson arrived at the 2016 / 2017 Oscars ceremony, everyone stood up and cheered.

- 3 Read the LANGUAGE FOCUS. Complete the information with the words in blue in Exercise 2.

LANGUAGE FOCUS

Linkers and time expressions

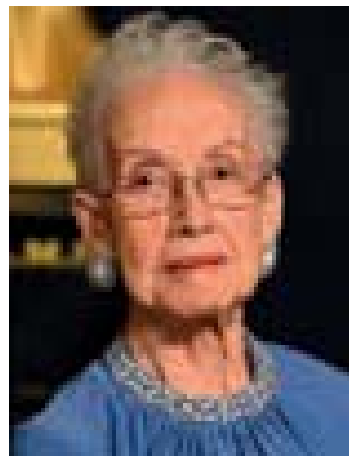
- You use conjunctions **when/while** to link things that happen at the same time. [conjunction + subject + verb]
¹**While** they were working for NASA, they earned less than their white colleagues
- You use conjunctions **after**/² _____ /**before/when** to link things that happen in an order. [conjunction + subject + verb]
³ _____ the film came out, Johnson met the actress who played her.
- You use prepositions **during/for/until (till)/by** as follows:
during + noun phrase to say **when** something happens –
⁴ _____ the 1950s and 60s
until (till) + noun phrase to talk about a state that continues up to a point in time –
Segregation continued ⁵ _____ the mid-1960s
by + noun phrase to talk about an action that happens at or before a point in time –
Segregation stopped by the late 1960s.

- 4 Choose the correct option. Then change the information to make the sentences true for you.

- I haven't been to the cinema **for** / *during* several weeks.
- I saw *Hidden Figures* *during / while* I was on holiday.
- I learnt a lot about American Civil Rights *during / while* the film.
- I didn't know that segregation in the USA continued *until / by* 1964.
- I ate some popcorn *when / after* I was watching the film.
- As soon as / While* the film finished, I went home.



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



KATHERINE JOHNSON

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

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

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

- 6 Complete the sentences. Write five true sentences and one false.

- While I was going home yesterday, I ...
- As soon as I got home, I ...
- During the evening I ...
- I didn't go to bed until ...
- I was fast asleep by ...

- 7 **SPEAKING** Read your sentences in Exercise 6 to your partner for him/her to guess which sentence is false.

2.7

WRITING

A story

I can write a story with a simple linear sequence.

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

Say:

- 1 where and when it happened.
- 2 how old you were.
- 3 what you were doing when it happened.

2 Read Paul's story and choose the best title, A, B or C.

- A The Holiday of a Lifetime
- B Surprise by the Sea
- C Beautiful Cornwall

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

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

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

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

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

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

3 Read the story again and put events in the correct order.

- a Nobody answered the door.
- b The weather changed.
- c The family went into their new holiday home.
- d The family went to Cornwall on holiday.
- e Paul saw a cottage in the distance.
- f The family went for a walk along the coast.

4 Read the WRITING FOCUS. Complete the examples with the words in purple in the story.

WRITING FOCUS

A story

• Set the scene:

I ¹ was twelve years old when ...

It was late in the evening when ...

It ² _____ a walk.

I was in the classroom when ...

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

What was ³ _____ on?

What a ⁴ _____ !

What a nightmare!

It was ⁵ _____ !

We were in trouble.

• Use adverbs to add interest:

~~At~~ ⁶ of a sudden, / _____ /

⁷ _____, / Luckily,

... really (good)

... incredibly (beautiful)

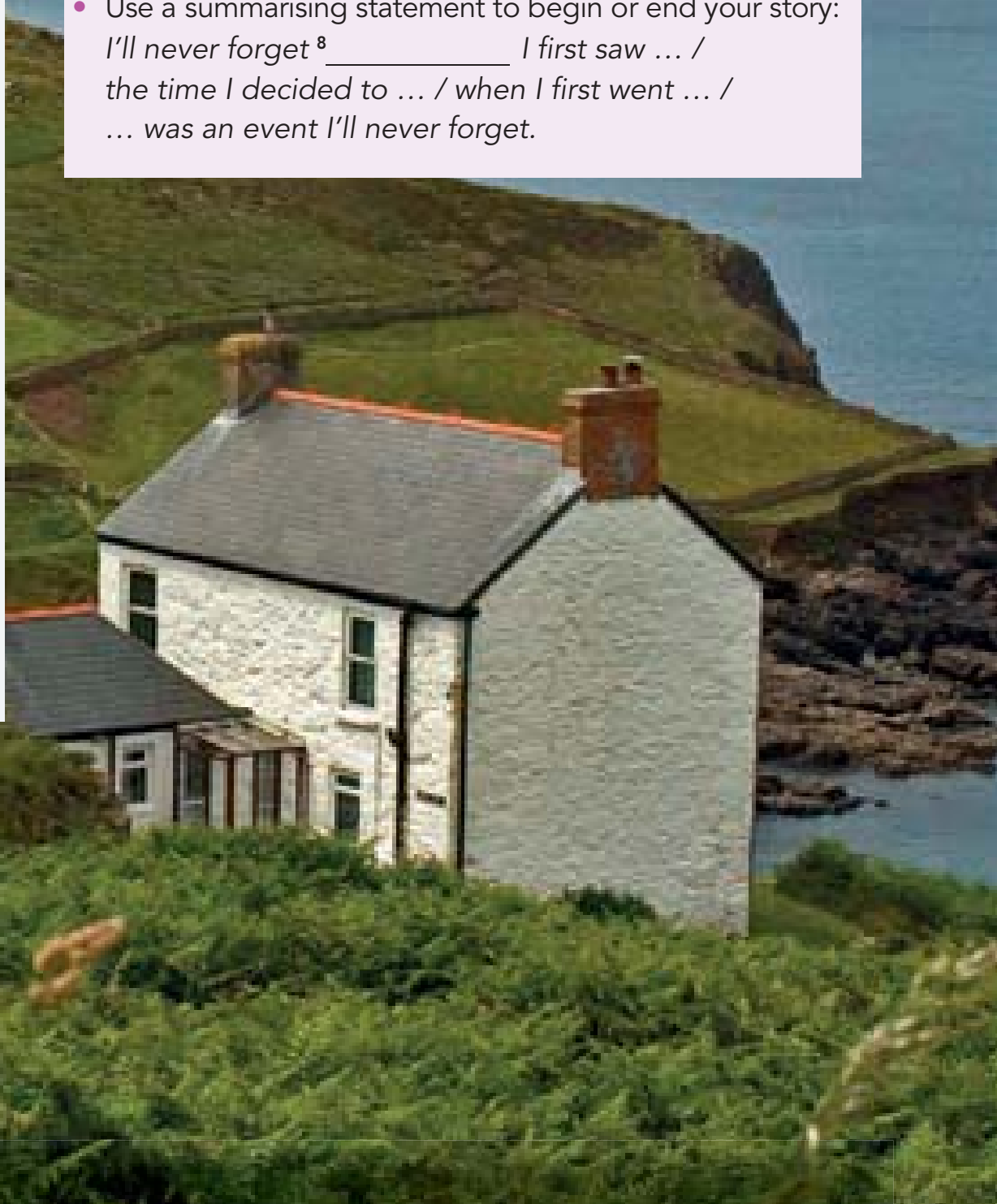
... completely (lost)

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

I'll never forget ⁸ _____ I first saw ... /

the time I decided to ... / when I first went ... /

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





8 Read the story and choose the correct option.

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

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

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

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

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

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

1 I was 14 years old then I first became interested in archaeology. I was looking for fossils one Sunday afternoon when I made the discovery that made me famous. I am never forget the feeling of seeing it there in the ground for the first time. It was awesome?

2 We were in the Chemistry lab at school when we noticed the strange smell. All of a suddenly, there was a loud bang. What is going on? Our teacher walked in from a lab next to ours. Her hair was a mess and her glasses were black with smoke. Lucky, she was more shocked than hurt. 'What happened, Miss?' asked one of my classmates.

3 The school trip to the science museum is a day I'll never remember. We had a great time at the museum. When we were going back to meet the others at the bus to go home, my friend and I got stuck in a lift. The lights went off and the alarm didn't work. We were on trouble. What we were going to do?

6 **SPEAKING** Choose one of the extracts in Exercise 5 and say what you think happened next.

7 Complete the LANGUAGE FOCUS with the underlined linkers in the story.

LANGUAGE FOCUS

Informal linkers

In narrative stories we often use:

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

SHOW WHAT YOU'VE LEARNT

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

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

Use the questions below to help you.

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

Remember to:

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

It was a chilly autumn morning ...

2.8

SPEAKING

Telling a story

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

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

- 1 Where was Tom?
- 2 What was he doing?
- 3 What was the problem?

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



Lisa: Hi Tom. How was your holiday in Australia?

Tom: It was really good, thanks ... except for the day I nearly died.

Lisa: What happened?

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

Lisa: Oh dear, that sounds frightening.

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

Lisa: What did you do?

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

Lisa: Oh no, what a nightmare!

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

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

- | | | | |
|-----------------|--------------------------|---------------|--------------------------|
| a background | <input type="checkbox"/> | d problem | <input type="checkbox"/> |
| b final comment | <input type="checkbox"/> | e main events | <input type="checkbox"/> |
| c introduction | <input type="checkbox"/> | | |

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

SPEAKING FOCUS

Telling a story

Use the right tenses

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

Use linkers

- **Beginning:** To start with/At ² _____
- **Middle:** Suddenly/All of a ³ _____ /Luckily/
Fortunately/⁴ _____
- **End:** In the end/Finally/⁵ _____

Say how you felt

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

Make a 'final comment'

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

Listening to a story

Neutral response

Really?/Oh dear./Oh no.

Strong response

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

Respond with questions

What happened? What did you do?

5 Follow the instructions to prepare your story.

- 1 Choose a topic from the box or one of your own ideas.

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

- 2 Think about what you are going to say and make notes under the headings for the five stages of a story in Exercise 3.

6 **SPEAKING** Follow the instructions below to practise telling your stories. Then act out your dialogue to the class.

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

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

ROLE-PLAY  10 Telling a story

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

2.1 Vocabulary 🔊 4.9

astronomer /ə'strɒnəmə/
 astronomy /ə'strɒnəmi/
 biologist /baɪ'ɒlədʒɪst/
 biology /baɪ'ɒlədʒi/
 broadband /'brɔːdbænd/
 camera /'kæməɾə/
 chemist /'kemɪst/
 chemistry /'keməstri/
 collect specimens /kə'lekt 'spesəmənz/
 computer science /kəm'pjʊtə 'saɪəns/
 computer scientist /kəm'pjʊtə 'saɪəntɪst/
 desktop computer /,desktp kəm'pjʊtə/
 develop a theory /dɪ'veləp ə 'θɪəri/
 digital /'dɪdʒətɪl/
 discover /dɪs'kʌvə/
 do an experiment /,duː ən ɪk'sperɪmənt/
 do research /,duː rɪ'sɜːtʃ/
 download music /,daʊnləʊd 'mjuːzɪk/
 gravity /'grævəti/
 invent /ɪn'vent/
 keyboard /'kiːbɔːd/
 laptop /'læptɒp/
 laser printer /'leɪzə ,prɪntə/
 mathematician /,mæθəmə'tɪʃən/
 mathematics /,mæθə'mætɪks/
 mouse /maʊs/
 observe /əb'zɜːv/
 password /'pɑːswɜːd/
 physicist /'fɪzɪsɪst/
 physics /'fɪzɪks/
 planet /'plænət/
 science /'saɪəns/
 scientist /'saɪəntɪst/
 screen /skriːn/
 search engine /'sɜːtʃ ,endʒən/
 smartphone /'smɑːtfəʊn/
 take measurements /,teɪk 'meɪzəmənts/
 take notes /,teɪk 'nəʊts/
 text message /'tekst ,mesɪdʒ/
 update your profile /ʌp,deɪt jɔː 'prəʊfaɪl/
 username /'juːzəneɪm/
 visit a website /,vɪzət ə 'websaɪt/
 web browser /'web ,braʊzə/

2.2 Grammar 🔊 4.10

arrive /ə'reɪv/
 burn yourself /'bɜːn jə'self/
 carriage /'kærɪdʒ/
 coast /kəʊst/
 crash /kræʃ/
 direct sunlight /daɪ'rekt 'sʌnlaɪt/
 e-book /'iː bʊk/
 E ink /'iː ɪŋk/
 electronic /,elɪk'trɒnɪk/
 e-reader /'iː ,riːdə/
 get dark /,get 'dɑːk/
 get home /,get 'həʊm/
 hill /hɪl/
 imagine /ɪ'mædʒɪn/
 reach towards /,riːtʃ tə'wɔːdz/
 reply /rɪ'plai/

researcher /rɪ'sɜːtʃə/
 rough /rʌf/
 servant /'sɜːvənt/
 silver cross /,sɪlvə 'krɒs/
 text sb /'tekst ,sʌmbɒdi/
 thick forest /,θɪk 'fɒrəst/
 vision /'vɪʒən/
 wake up /,weɪk 'ʌp/

2.3 Listening 🔊 4.11

affect /ə'fekt/
 analyse data/evidence /,ænləɪz 'deɪtə/ 'evədəns/
 analysis /ə'næləsəs/
 ancestor /'ænsəstə/
 archaeologist /,ɑːki'ɒlədʒɪst/
 archaeology /,ɑːki'ɒlədʒi/
 collect data/evidence /kə'lekt 'deɪtə/ 'evədəns/
 conservation /,kɒnsə'veɪʃən/
 conservationist /,kɒnsə'veɪʃənɪst/
 discovery /dɪs'kʌvəri/
 environment /ɪn'veɪrənmənt/
 evolution /,iːvə'lʊʃən/
 exploration /,eksplə'reɪʃən/
 explore /ɪk'splɔː/
 find a solution /,faɪnd ə sə'lʊʃən/
 geologist /dʒi'ɒlədʒɪst/
 geology /dʒi'ɒlədʒi/
 global warming /,gləʊbəl 'wɔːmɪŋ/
 linguist /'lɪŋgwɪst/
 linguistics /lɪŋ'gwɪstɪks/
 marine biologist /mə,rɪːn baɪ'ɒlədʒəst/
 marine biology /mə,rɪːn baɪ'ɒlədʒi/
 observation /,ɒbzə'veɪʃən/
 protect the environment /prə'tekt ðɪ ɪn'veɪrənmənt/
 protection /prə'tekʃən/
 psychologist /saɪ'kɒlədʒɪst/
 psychology /saɪ'kɒlədʒi/
 publish a research paper/evidence /,pʌblɪʃ ə rɪ'sɜːtʃ ,peɪpə/'evədəns/
 solution /sə'lʊʃən/
 solve /sɒlv/
 spend hours /,spend 'aʊəz/
 technology /tek'nɒlədʒi/

2.4 Reading 🔊 4.12

above zero /ə,bʌv 'ziərəʊ/
 airstrip /'eəstriːp/
 average temperature /,ævərɪdʒ 'temprətʃə/
 below zero /bɪ,ləʊ 'ziərəʊ/
 boiling /'bɔɪlɪŋ/
 canteen /kæn'tiːn/
 chilly /'tʃɪli/
 cold /kəʊld/
 degree centigrade /dɪ,ɡriː 'sentəɡreɪd/
 fall /fɔːl/
 freezing /'friːzɪŋ/
 hot /hɒt/
 jigsaw /'dʒɪɡsɔː/
 layer /'leɪə/
 own (adj) /əʊn/
 permanent /'pɜːmənənt/

plus/minus 25 degrees /'plʌs/'maɪnəs 'twenti 'faɪv di 'ɡriːz/
 reach home/the South Pole /,riːtʃ 'həʊm/ðə saʊθ 'pəʊl/
 recorded /rɪ 'kɔːdɪd/
 remains /rɪ'meɪnz/
 return to /rɪ'tɜːn tə/
 rise /raɪz/
 run a business/research station /,rʌn ə 'bɪznəs/rɪ'sɜːtʃ 'steɪʃən/
 save /seɪv/
 the dark /ðə dɑːk/
 warm /wɔːm/

2.5 Grammar 🔊 4.13

astronaut /'æstrɒnɔːt/
 give out /,ɡɪv 'aʊt/
 GPS /,dʒiː piː 'es/
 mobile phone /,məʊbaɪl 'fəʊn/
 inside /ɪn'saɪd/
 outside /aʊt'saɪd/

2.6 Use of English 🔊 4.14

cheer /tʃɪə/
 civil rights /,sɪvəl 'raɪts/
 fast asleep /,fɑːst ə'sliːp/
 graduate from /'ɡrædʒueɪt frəm/
 look up /,lʊk 'ʌp/
 space /speɪs/
 stand up /,stænd 'ʌp/

2.7 Writing 🔊 4.15

distant /'dɪstənt/
 loud thunder /laʊd 'θʌndə/
 fossils /'fɒsəlz/
 get stuck /get stʌk/
 lift /lɪft/
 directions /daɪ'rekʃənz/
 route /ruːt/
 turn a corner /tɜːn ə 'kɔːnə/

2.8 Speaking 🔊 4.16

all of a sudden /,ɔːl əv ə 'sʌdn/
 frightened /'fraɪnd/
 go dead /,ɡəʊ 'ded/
 nightmare /'naɪtmɛə/
 put on /,pʊt 'ɒn/
 shocked /ʃɒkt/
 surprised /sə'praɪzd/
 torch /tɔːtʃ/

VOCABULARY AND GRAMMAR

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

(collect develop discover do invent
observe take)

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

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

- Mr Marco works as a _____ at the University of Alaska. **PHYSICS**
- We all tried to find the best _____ to the problem. **SOLVE**
- I want to study _____ at university. **CHEMIST**
- A _____ is someone who works to protect plants and animals. **CONSERVE**
- Take _____ of your desk before you buy a new computer screen. **MEASURE**
- The cost of space _____ is very high. **EXPLORE**

3 Use the prompts to write sentences.

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

4 Choose the correct option.

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

USE OF ENGLISH

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

- NASA is running a project on using 3D printers to make food in space.
A is analysing B is organising
C is planning
- When Anton was a student, he applied for his first job.
A studied B was studying
C used to study
- Lack of water is a permanent problem in this country.
A a problem that is always there
B a problem that is sometimes there
C a new problem
- X: When I was a child, I was in a serious car accident and I spent a month in hospital.
Y: What a nightmare!
A What a great story!
B That sounds frightening!
C Really? That's cool!
- My sister got lost in the forest, but, luckily, she managed to phone for help.
A suddenly
B eventually
C fortunately
- We analysed the data while we were talking online.
A before the online talk
B after the online talk
C during the online talk

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

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

READING

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

Underwater forest

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

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

- 1 The scientists
A found out about the discovery from a local journalist.
B started visiting the area after the 2004 hurricane.
C are trying to protect the forest.

Your ideas in 3-D

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

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

We will print the object and send it to you in no time!

For more information visit our website at:

www.weprint3d.com

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

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

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

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

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

SPEAKING

- 8 In pairs, complete the questions with one word in each gap. The first letters are given. Then ask and answer the questions.

- 1 W__ do you use the Internet for?
- 2 Do you use s__ media? Why?/Why not?
- 3 What i_____ do you find the most useful? Why?
- 4 What were you doing y_____ at 8 p.m.?



- 9 In pairs, write down five words to describe the photo.

- 10 Imagine you are one of the people in the photo. Answer the questions.

- 1 When was it?
- 2 What was the weather like?
- 3 Who were you with?
- 4 What were you doing? What happened?
- 5 How did you feel about it in the end?

- 11 When was the last time you got lost? What happened? Discuss with a partner.

WRITING

- 12 Read the writing task and write the story.

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

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

3

The arts

Beauty is in the eye of the beholder.

A proverb



THE MUSKETEERS

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

VOCABULARY

3.1

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

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

SHOW WHAT YOU KNOW

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

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

Read	Watch	Listen to
<i>blogs on my laptop</i>		

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

I read blogs on my laptop.

One episode is never enough

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

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



3 **SPEAKING** Complete the sentences to make them true for you. Then discuss your TV habits with a partner.

- 1 I usually watch TV *with my family / on my own / ...*
- 2 I watch most TV programmes *live / on demand / ...*
- 3 I usually watch TV programmes on *my phone / the TV / ...*
- 4 Each day I watch TV for around *fifteen minutes / one hour / ...*
- 5 I also watch other things such as *YouTube clips / music videos / ...*
- 6 My favourite TV programme at the moment is _____.

4 Read the text. What is a 'TV binge watcher'?

5 **SPEAKING** Discuss the questions.

- 1 Are you a TV binge watcher?
- 2 What's the longest single time you've ever spent watching TV?
- 3 What is the best TV series you've ever seen?

TV audiences are becoming more difficult to please, so TV channels are producing better dramas more quickly. The best drama series have complex plots and fascinating characters.

I just have to watch the next episode.

My greatest weakness?

I really like dramas that are funny and moving with brilliant acting.

But my absolute favourite type of series

is **fantasy** or **science**

fiction. I love the imaginative costumes and amazing special effects. The series I watch on TV are excellent. I never go to the cinema these days.

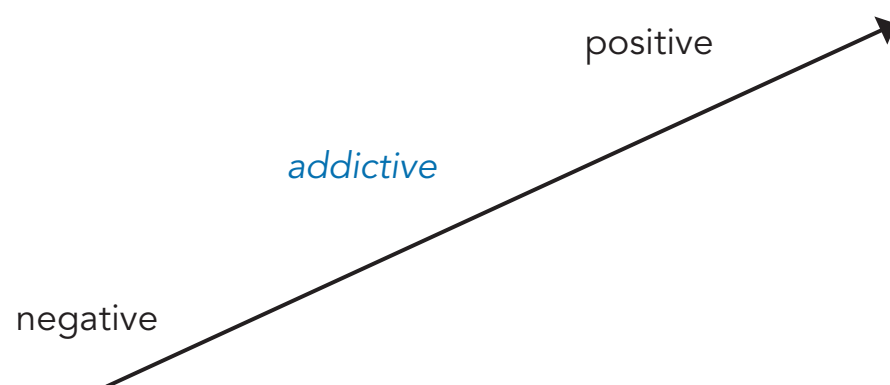


WORD STORE 3A TV programmes

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

WORD STORE 3B Adjectives

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



WORD STORE 3C Elements of a film/TV drama

10 **1.46** Complete WORD STORE 3C only with vowels. Use these definitions to help you. What is the mystery word? Listen, check and repeat.

- 1 artificially created images or sound in a drama
- 2 what actors do in a drama
- 3 clothes an actor wears
- 4 the events in the story of a drama
- 5 the written words of a drama
- 6 the main people in a drama
- 7 the place where or time when a drama happens
- 8 the music that is played during a drama
- 9 the way a drama finishes

11 **1.47** Listen to Lucy talking about her favourite TV series and write her answers. Then listen again and check.

- 1 What is your favourite TV series?

- 2 How or where do you watch it?

- 3 How many episodes have you watched?

- 4 What kind of series is it?

- 5 What is the setting?

- 6 What is the plot or main storyline?

- 7 What do you like most about it?

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

3.2

GRAMMAR

Comparative and superlative adjectives

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

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



QUICK CULTURE QUIZ

True or False?

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

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

GRAMMAR FOCUS 12

Comparative and superlative adjectives

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

• You use **(just) as + adjective + as** to say things are equal and you use **not as + adjective + as** to make negative comparisons.

Romeo and Juliet **isn't** ⁵ _____ **long as** *Hamlet*.
= *Hamlet* **is longer than** *Romeo and Juliet*.

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

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

(bad far fat funny high lucky
popular simple talented thin)

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

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

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

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

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

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

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

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

3.3

LISTENING

Multiple choice

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

1 **SPEAKING** Discuss the questions. Use the words and phrases in Exercise 1.

- 1 What kind of art do you like/not like?
- 2 When was the last time you saw some art?
- 3 Where did you go and what did you see?

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



2 **SPEAKING** Look at three works of art (A–C) by French street artist JR. Which words in Exercise 1 can you use to describe his work?

3 **1.49** Listen to a radio programme about JR and check your ideas in Exercise 2. Number the photos (A–C) in the order in which you hear about them.

EXAM FOCUS Multiple choice

4 **1.49** Listen to the radio programme again. For questions 1–6, choose the correct answer, A, B or C.

- 1 Katy West is
 - A a guest artist of the week.
 - B an artist in her studio.
 - C the editor of a photography magazine.
- 2 Because most of his work is illegal, JR
 - A doesn't want people to know his name.
 - B doesn't want people to see his face.
 - C uses his full name.
- 3 JR prefers to have exhibitions in
 - A the Pompidou Centre in Paris.
 - B public places.
 - C art galleries and museums.
- 4 In Brazil he took photographs of women because
 - A they have beautiful eyes.
 - B the rest of the world wants to hear their story.
 - C they don't have a chance to tell their story.
- 5 He pastes portraits of
 - A famous people on buildings.
 - B unusual people in ordinary places.
 - C ordinary people in surprising places.
- 6 Which statement describes JR and his work?
 - A He is interested in people and their identity.
 - B He wants to have exhibitions everywhere.
 - C He only likes taking photographs of women.

5 **SPEAKING** Discuss the questions.

- 1 What photos or pictures do you see every day?
- 2 What kind of pictures are they and what/who are the subjects?

PRONUNCIATION FOCUS

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

Country	Nationality	Country	Nationality
1 Brazil	<u>Brazilian</u>	4 Mexico	_____
2 Italy	_____	5 Hungary	_____
3 Egypt	_____	6 Poland	_____

WORD STORE 3D Art and artists

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

Matching

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

1 1.52 Translate these types of books. Use a dictionary if necessary.

- 1 **autobiography** = _____
- 2 **biography** = _____
- 3 **classic novel** = _____
- 4 **comic book** = _____
- 5 **crime novel** = _____
- 6 **fairy tale** = _____
- 7 **fantasy novel** = _____
- 8 **historical fiction** = _____
- 9 **horror fiction** = _____
- 10 **poem** = _____
- 11 **science fiction** = _____
- 12 **short story** = _____
- 13 **thriller** = _____

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

- I love ... • I'm into ... • I quite like ...
- I'm not into ... • I can't stand ...

3 **SPEAKING** Read the list of comic book and film superheroes and their special superpowers. Discuss the questions.

- 1 Which superheroes have you read about/seen in films?
- 2 Which superpower would you most like to have?

SUPERHEROES AND THEIR SUPERPOWERS

Captain America never gets tired.

Batman is super intelligent.

Hulk is super strong.

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

Wonder Woman can fly and is super fast.

Spiderman can shoot spider webs from his wrists.

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

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



Hulk

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

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

EXAM FOCUS Matching

5 Read the article again. Match questions 1–6 with paragraphs A–E that answer the questions. There is one extra question.

- 1 How do we know that superhero movies are popular?
- 2 Why are superhero movies and westerns different?
- 3 Why are superhero movies so popular?
- 4 Which superheroes had problems before becoming stronger?
- 5 What are typical storylines for superhero movies?
- 6 Which superheroes show that they are weak?

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

7 1.54 Match the words in blue in the article with the definitions. Then listen, check and repeat.

- 1 all the most popular or famous film stars, musicians, etc. = A-list
- 2 a book or film that is very good or successful = _____
- 3 the place in a theatre, cinema, etc. where tickets are sold = _____
- 4 images made using computer programs = _____
- 5 a particular type of art, writing, music, etc. = _____
- 6 an advertisement for a new film or television show = _____

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

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

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

WORD STORE 3E Phrasal verbs

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



A

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

B

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

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

C

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

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

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

D

Batman dedicates himself to fighting crime after 30 somebody murders his parents in front of him. In real life, people who experience a trauma often decide to help others. But he also shows a very human side because love is his motivation. In *The Dark Knight*, his love for Rachel makes him weak. As a result, he often 35 makes bad decisions. When Hulk is angry, he causes terrible destruction. He finds it difficult to control his angry feelings, and then he feels guilty when he loses control. This is easy to understand – extreme anger is a very human emotion. 40

E

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

*Comic-Con – a conference for comic book and film character fans

3.5

GRAMMAR

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

I can use the Present Perfect with just and already.

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

★ A SCHOOL FOR STARS ★

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

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

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

GRAMMAR FOCUS 13

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

- You use the **Present Perfect** to talk about finished actions in time 'up-to-now'. You never say exactly 'when' they happened.
Time expressions: *ever*, *never*, *since then*, *just*, *already* (usually affirmative), *(not) yet* (usually negative or questions)
just = has happened very recently
Another term ¹ _____ **just** _____ at the BRIT School.
(not) yet = hasn't happened but probably will happen
We ² _____ of them **yet**.
already = has happened earlier than expected
She ³ _____ **already** _____ numerous music awards.
- You use the **Past Simple** to talk about finished actions in past time. You usually say 'when' they happened.
In 2006, Leona Lewis ⁴ _____ The X Factor.

- Choose the correct time expressions and write them in the correct place in the sentences. Which sentences are true for you?
 - I lent my iPod to my sister but she hasn't given it back **yet**. (~~yet~~ / **just**)
 - I've updated my Facebook profile with some new photos. (*just* / **yet**)
 - I want to learn the guitar but I haven't found a teacher. (*already* / **yet**)
 - I got my favourite band's new album recently and I've learnt all the words. (*already* / **yet**)
 - I've finished a really good book. (*already* / **just**)
- Complete the text with the Present Perfect or the Past Simple forms of the verbs in brackets.

Adele Laurie Blue Adkins ¹ **grew up** (grow up) in London with her mum and ² _____ (begin) singing when she was four. She ³ _____ (graduate) from the BRIT School in 2006. Adele ⁴ _____ (already earn) millions of pounds, but according to her friends, she ⁵ _____ (not changed). She's still the same girl they ⁶ _____ (know) before she was famous. She ⁷ _____ (write) her first two albums about two relationships that ended badly, but continued to write good songs while she was happily married. Adele says, 'I don't know what's going to happen if my music career goes wrong, I ⁸ _____ (not have) a proper job yet!'



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

6 Cultural Things to Do Before You Are 18

- | | |
|----------------------------------|---------------------------------|
| ▶ see a live band | ▶ act in a play |
| ▶ visit a big art gallery | ▶ read a classic novel |
| ▶ listen to a Beethoven symphony | ▶ write a poem or a short story |

I've already seen a live band.

I haven't seen a live band yet.

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

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

A: *Who did you see?*

B: *I saw Imagine Dragons.*

FOCUS VLOG 14 London attractions

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

3.6

USE OF ENGLISH

too and not enough

I can express sufficiency and insufficiency with enough and too.

1 1.56 Listen to four conversations between people who have just been to the places in the photos. Match conversations 1–4 with photos A–D.

2 1.56 Listen again and choose the correct option.

- 1 I think I fell asleep. It was *too / enough* long for me.
- 2 Her voice wasn't *loud enough / enough loud*.
- 3 There were far *too many / too much* people in there.
- 4 The room was *very crowded / too crowded* to see it properly.
- 5 She didn't sing *enough / too much* hits.

3 Read the LANGUAGE FOCUS. Complete sentences 1–7 by putting the word in capitals in the correct place in the sentence.

LANGUAGE FOCUS

too and not enough

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

- **too** + adjective/adverb or **not + adjective/adverb + enough**:
The music was *too quiet*.
They didn't play *loudly enough*.

- **too much/many** + noun or **not enough** + noun:
There were *too many people*.
There wasn't *enough space*.

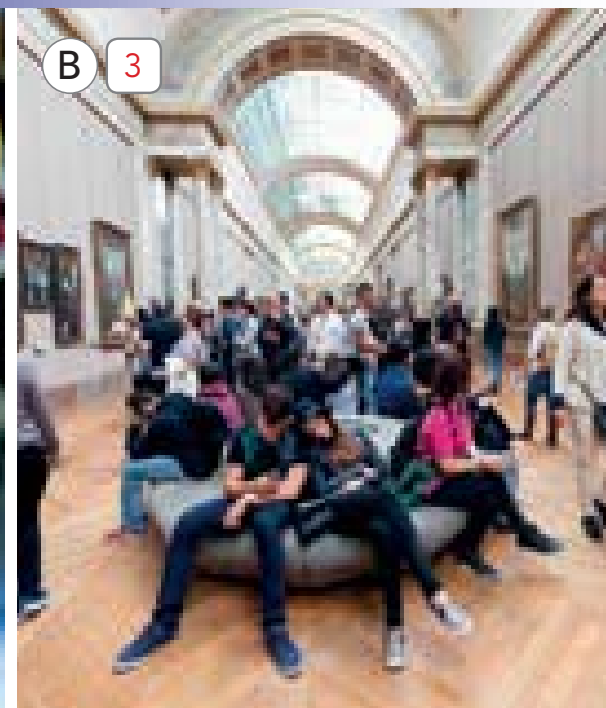
Note: You also use **not too** and **enough** to say that something is possible.

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

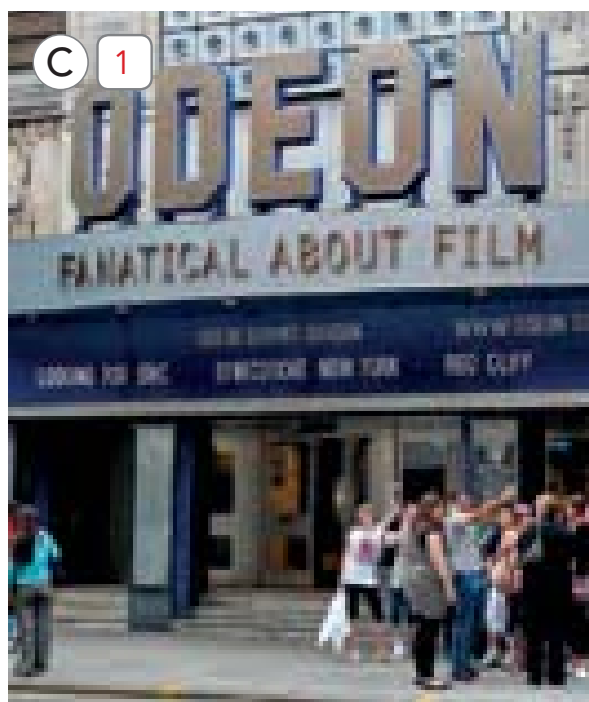
- 1 There are many talent shows on TV these days. **TOO**
 - 2 The dialogue is never loud when you watch a film on the TV. **ENOUGH**
 - 3 People spend much time watching on-demand TV series. **TOO**
 - 4 The plots in modern thrillers are often **too** complex to follow. **TOO**
 - 5 Actors in crime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



A 4



B 3



C 1



D 2

5 Complete the sentences with **too** or **not enough** and the adjectives in brackets. Are any of the sentences true for you?

- 1 I'm not old enough to watch X-rated films. You have to be eighteen. (old)
- 2 I don't go to the cinema much: tickets are _____. (expensive)
- 3 I'm _____ to perform on the stage. (shy)
- 4 I'm _____ to remember music from the 1990s! (young)
- 5 I'm _____ to learn a musical instrument. (talented)
- 6 I don't download films. My Internet connection is _____ (fast).

6 **USE OF ENGLISH** Complete the second sentence so that it has a similar meaning to the first.

- 1 Our music teacher speaks too softly. I can't hear her. **ENOUGH**
Our music teacher _____ . I can't hear her.
- 2 There are too many Arts students compared to Science students. **NOT**
There _____ compared to Arts students.
- 3 I don't have enough free time to take on a role in the school play. **BUSY**
I'm _____ to take on a role in the school play.
- 4 The old school hall wasn't big enough to put on concerts. **TOO**
The old school _____ to put on concerts.

A film review

I can write a simple review of a film.

BLADE RUNNER 2049

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

Simon



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

plot, actors, special effects, ...

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

In which paragraph does the writer:

- give his opinions about the film?
- give a summary of his opinions and his recommendation?
- give background information?
- describe the plot and the main characters?

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

WRITING FOCUS

A film review

• Background information:

¹ *Directed by* Denis Villeneuve ...² _____ Ryan Gosling and Harrison Ford.

The film was nominated for/was awarded the ...

This action-adventure/romantic comedy/thriller/historical drama/animated feature film ...

The film is a ³ _____ of/a remake of/an adaptation of ...

It is based on the true story of/the novel ...

It is ⁴ _____ 30 years later/during the ...

The action takes place in the future/in a village/in ...

Ryan Gosling/the actor stars as ...

• Plot:

At first/Then/After that/Later on ...

⁵ _____, some of these replicants have become dangerous ...

Eventually, the police catch the terrorists.

• Main characters:

The characters are skilfully played/aren't very convincing.

Harrison Ford (also) gives a great ⁶ _____ as ...

• Different aspects of the film:

The screenplay ⁷ _____ from beginning to end.

The special effects are amazing.

The plot is fascinating/a bit boring/slow-moving.

The photography/soundtrack is amazing.

• Summary of opinion and recommendation:

For me the word that best ⁸ _____ this movie is ...

It's one of the best (science fiction) films I've ever seen. In my view, it's suitable for adults and teenagers/kids alike.

Film Review: Pitch Perfect

Pitch Perfect is a 2012 musical comedy, ^{1d} _____ by Jason Moore and ^{2s} _____ Anna Kendrick and Rebel Wilson. The film is an ^{3a} _____ of a non-fiction book by Mickey Rapkin. It was ^{4a} _____ MTV Movie Awards for Wilson's performance and for best musical moment.

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

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

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



6 Complete the review of the film *Pitch Perfect* with words and phrases from the WRITING FOCUS.

7 SPEAKING Discuss the questions.

- 1 Have you seen *Blade Runner 2049* or *Pitch Perfect*? If so, do you agree with the opinions in the reviews?
- 2 If you haven't seen these films, would you like to? Why/Why not?

8 Complete the LANGUAGE FOCUS with the underlined adjectives in the reviews in Exercise 3 and Exercise 6.

LANGUAGE FOCUS

Adjectives to describe films, plots, screenplays etc.

We use:

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

9 Complete the sentences with the correct adjectives from the LANGUAGE FOCUS. Sometimes more than one answer is possible.

- 1 The story of that film was really _____ – it held my attention for over two hours non-stop.
- 2 I love musicals, and I think the soundtrack from *The Phantom of the Opera* was simply _____.
- 3 We prefer films which are _____ – which make people get up from the sofa and go change the world.
- 4 I don't think the actor playing Jesse was very _____ – he's in his 30s and he played the role of a teenager.
- 5 Did you also think that film was _____? Everybody in the cinema laughed and I couldn't understand why.
- 6 That thriller was really _____ – we knew who the killer was after just fifteen minutes!

10 SPEAKING Discuss the questions with a partner.

- 1 Have you ever seen a truly horrible film?
- 2 What's the most brilliant film soundtrack you can think of?
- 3 Have you ever seen a really inspiring film? Why was it inspiring?
- 4 When you go to the cinema, does the film have to be amusing?

SHOW WHAT YOU'VE LEARNT

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

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

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

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

3.8

SPEAKING

Describing a photo

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

1 SPEAKING Look at the photos and discuss the questions.

- Who are the people?
- Where are they?
- What are they doing?



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

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

- (describing people) He or she is ...
- (describing feelings) He or she is feeling ...
- (describing places) It is ...

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

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

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

SPEAKING FOCUS

Beginning a description

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

This photo shows ...

Saying where (place)

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

Saying where (in the photo)

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

Speculating

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

Giving your opinion

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

5 SPEAKING Discuss the questions about Photo C.

- Who do you think the man sitting on the right is?
- Describe a time when you saw a street artist.
- Do you give money to street artists or other street performers? Why?/Why not?

6 SPEAKING Work in pairs. Student A: describe Photo A. Student B: describe Photo B. Use the **SPEAKING FOCUS** to help you.

7 **1.58** Listen to model descriptions of Photos A and B. Then do Exercise 6 again.

8 SPEAKING Follow the instructions below.

Student A: Ask Student B the following questions:

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

Student B: Ask Student A the following questions:

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

3.1 Vocabulary 4.17

acting /'æktɪŋ/
 addictive /ə'dɪktɪv/
 animation /,ænə'meɪʃən/
 audiences /'ɔ:diənsɪz/
 binge watcher /'bɪndʒ ,wɒtʃə/
 bookworm /'bʊkwɜ:m/
 chapter /'tʃæptə/
 character /'kærəktə/
 chat show /'tʃæt ,ʃəʊ/
 clip /klɪp/
 comedy /'kɒmədi/
 complex /'kɒmpleks/
 confession /kən'feʃən/
 cooking programme /'kʊkɪŋ
 ,prəʊgræm/
 costume /'kɒstjʊm/
 (crime/TV) drama /('kraɪm/,tɪ: 'vɪ:
 ,dra:mə/
 disappointing /,dɪsə'pɔɪntɪŋ/
 documentary /,dɒkjə'mentəri/
 drama series /'dra:mə ,sɪəri:z/
 embarrassing /ɪm'bærəsɪŋ/
 ending /'endɪŋ/
 engaging /ɪn'geɪdʒɪŋ/
 entertaining /,entə'teɪnɪŋ/
 episode /'epəsəʊd/
 excellent /'eksələnt/
 factual /'fæktʃuəl/
 fantasy /'fæntəsi/
 fascinating /'fæsɪneɪtɪŋ/
 game show /'geɪm ,ʃəʊ/
 gripping /'grɪpɪŋ/
 horror /'hɒrə/
 imaginative /ɪ'mædʒɪnətɪv/
 inspiring /ɪn'spaɪərɪŋ/
 light entertainment /,laɪt
 ,entə'teɪnmənt/
 live /laɪv/
 movie /'mu:vi/
 moving /'mu:vɪŋ/
 musical /'mju:zɪkəl/
 news bulletin /'nju:z ,bulətɪn/
 novel /'nɒvəl/
 on-demand TV /ɒn dɪ,mɑ:nd ,tɪ: 'vɪ:
 period drama /'pɪəriəd ,dra:mə/
 plot /plɒt/
 reality TV /rɪ,æləti ,tɪ: 'vɪ:
 romantic comedy /rəʊ,mæntɪk
 'kɒmədi/
 science fiction /,saɪəns 'fɪkʃən/
 script /skrɪpt/
 setting /'setɪŋ/
 sitcom /'sɪtkɒm/
 soap (opera) /,səʊp ('ɒpərə)/
 soundtrack /'saʊndtræk/
 special effects /,speʃəl ə'fekts/
 talent show /'tælənt ,ʃəʊ/
 telly /'teli/
 thriller /'θrɪlə/
 travel show /'trævəl ʃəʊ/
 TV series /,tɪ: 'vɪ: ,sɪəri:z/
 weakness /'wi:knəs/
 weather forecast /'weðə
 ,fɔ:kɑ:st/

3.2 Grammar 4.18

best-selling /,best'selɪŋ/
 busy /'bɪzi/
 play /pleɪ/
 record /rɪ'kɔ:d/
 vocal range /,vəʊkəl'reɪndʒ/

3.3 Listening 4.19

art gallery /'ɑ:t ,gæləri/
 at a museum /ət ə mju:zɪəm/
 black and white /,blæk ən 'waɪt/
 classic oil painting /,klæsɪk 'ɔɪl ,peɪntɪŋ/
 colour /'kɒlə/
 editor /'edɪtə/
 exhibition /,eksə'bɪʃən/
 landscape /'lændskeɪp/
 modern abstract painting /,mɒdn
 'æbstrækt ,peɪntɪŋ/
 ordinary /'ɔ:dənəri/
 painter /'peɪntə/
 paste on walls/buildings /,peɪst ɒn
 'wɔ:lz/'bɪldɪŋz/
 photo/photograph /'fəʊtəʊ/'fəʊtəgrɑ:f/
 photographer /fə'tɒgrəfə/
 photography /fə'tɒgrəfi/
 portrait /'pɔ:trət/
 public place /,pʌblɪk 'pleɪs/
 sculptor /'skʌlptə/
 sculpture /'skʌlptʃə/
 slum /slʌm/
 street art /'stri:t ,ɑ:t/

3.4 Reading 4.20

A-list actors /'eɪ lɪst ,æktəz/
 anger /'æŋgə/
 autobiography /,ɔ:təbaɪ'ɒgrəfi/
 biography /baɪ'ɒgrəfi/
 blockbuster /'blɒk,bʌstə/
 box office /'bɒks ,ɒfəs/
 bully /'bʊli/
 cause /kɔ:z/
 classic novel /,klæsɪk 'nɒvəl/
 come out /,kʌm 'aʊt/
 comic book /'kɒmɪk ,bʊk/
 computer-generated images
 /kəm,pju:tə ,dʒenəreɪtɪd 'ɪmɪdʒɪz/
 cope with /'kəʊp wɪð/
 crime novel /'kraɪm ,nɒvəl/
 dedicate yourself to sth /'dedəkeɪt
 ,jɔ:,self tə 'sʌmθɪŋ/
 destruction /dɪ'strʌkʃən/
 escapism /ɪ'skeɪpɪzəm/
 fairy tale /'feəri teɪl/
 fantasy novel /,fæntəsi 'nɒvəl/
 find out /,faɪnd 'aʊt/
 genre /'ʒɒnrə/
 give something up /,gɪv ,sʌmθɪŋ 'ʌp/
 have X-ray vision /,hæv 'eks reɪ ,vɪʒən/
 historical fiction /hɪ'stɒrɪkəl 'fɪkʃən/
 horror fiction /'hɒrə ,fɪkʃən/
 innocent /'ɪnəsənt/
 invisible /ɪn'vɪzɪbəl/
 loss /lɒs/
 poem /'pəʊɪm/
 purpose /'pɜ:pəs/
 reject /rɪ'dʒekt/

relate to /rɪ'leɪt ,tə/
 scene /si:n/
 science fiction /,saɪəns 'fɪkʃən/
 short story /,ʃɔ:t 'stɔ:ri/
 stand up for /,stænd 'ʌp fə/
 take on (a role) /,teɪk ,ɒn ə 'rəʊl/
 thriller /'θrɪlə/
 trailer /'treɪlə/
 weird /wɪəd/

3.5 Grammar 4.21

gig /gɪg/
 music award /'mju:zɪk ə,wɔ:d/
 proper /'prɒpə/
 the charts /ðə 'tʃɑ:ts/

3.6 Use of English 4.22

perform /pə'fɔ:m/
 put on (a play) /,pʊt ɒn (ə 'pleɪ)/
 softly /'sɒftli/
 stage /steɪdʒ/
 X-rated /'eks ,reɪtəd/

3.7 Writing 4.23

adaptation of /,ædæp'teɪʃən əv/
 amusing /ə'mju:zɪŋ/
 brilliant /'brɪljənt/
 convincing /kən'vɪnsɪŋ/
 directed by /,daɪ'rektɪd baɪ/
 engaging /ɪn'geɪdʒɪŋ/
 holds your attention /həʊldz jə
 ə'tenʃən/
 inspiring /ɪn'spaɪərɪŋ/
 masterpiece /'mɑ:stəpi:s/
 performance /pə'fɔ:məns/
 predictable /prɪ'dɪktəbəl/
 remake of /'ri:meɪk əv/
 screenplay /'skri:npleɪ/
 sequel of /'si:kwəl əv/
 starring /'stɑ:ɪŋ/
 stunning /'stʌnɪŋ/
 suitable for /'su:ɪtəbəl fə/
 superb /su:'pɜ:b/

3.8 Speaking 4.24

in the background /,ɪn ðə 'bækgraʊnd/
 in the foreground /,ɪn ðə 'fɔ:graʊnd/
 look bored/tired /,lʊk 'bɔ:d/'taɪəd/
 pavement /'peɪvmənt/

VOCABULARY AND GRAMMAR

1 Choose the odd one out in each group.

- 1 documentary, opera, thriller, game show
- 2 biography, fantasy novel, landscape, fairy tale
- 3 plot, gallery, museum, painting
- 4 band, sitcom, symphony, soundtrack
- 5 songwriter, photographer, sculptor, character
- 6 entertaining, fascinating, embarrassing, imaginative

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

- 1 My favourite _____ is Claude Monet. **ART**
- 2 Tom Holland played in the _____ *Billy Elliot* when he was 11. **MUSIC**
- 3 Don't take flash photographs of _____ in the gallery. **PAINT**
- 4 A _____ drama is a film about true events and people from the past. **HISTORY**
- 5 What's the most film you've ever _____ watched? **MOVE**
- 6 Almost every actor would like to get an Oscar for _____. **ACT**

3 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Do not change the word in capitals.

- 1 Both TV binge watching and playing video games are addictive. **AS**
TV binge watching is as addictive as playing video games.
- 2 My father paid €30 for the ticket but I paid only €5. **MUCH**
My father paid much more than me for the ticket.
- 3 I've never seen a film with such amazing special effects. **MOST**
The film had the most amazing special effects I've ever seen.
- 4 The plot in a comedy is not as gripping as the plot in a thriller. **THAN**
The plot in a thriller is more gripping than the plot in a comedy.
- 5 I think painting a landscape is easier than painting a portrait. **DIFFICULT**
I think painting a portrait is more difficult than painting a landscape.
- 6 We spent a long time in the museum but only ten minutes in the souvenir shop. **FAR**
We spent a far longer time in the museum than in the souvenir shop.

4 Use the prompts and yet, already or just to write sentences.

- 1 the new *Star Wars* episode / not come out
- 2 Evelyn / see / the exhibition at the Tate Modern
- 3 Lottie / call / you
- 4 Howard / take on / the role / in the new sitcom?
- 5 Jeff / finish / download / the soundtrack
- 6 We / not buy / the tickets for the concert in Edinburgh

USE OF ENGLISH

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

- 1 X: We didn't go to the cinema _____.
Y: Why not?
A yet
B since then
C last night
- 2 X: What a disappointing film!
Y: Yes, the plot was _____.
A too funny
B too complex
C too inspiring
- 3 X: What do you think about this portrait?
Y: The girl looks OK, but the _____ is too dark.
A background
B centre
C foreground
- 4 X: Adele's new song is so inspiring.
Y: Yes, it's as _____ her previous hits.
A great as
B better than
C the best of
- 5 X: Why do the boys in the photo look so miserable?
Y: Because the exhibition is _____ for them.
A not interesting enough
B too exciting
C quite entertaining
- 6 X: What's _____ soundtrack you've ever heard?
Y: Probably *The Dark Knight*.
A bad
B worse
C the worst

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

HAVE YOU BEEN TO BRATISLAVA?

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

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

READING

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

Art or craftsmanship?

1

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

2

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

3

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

4

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

What do you think?

SPEAKING

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

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



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

WRITING

- 10 Read the writing task and write the review.

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

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

4

Home sweet home

Home is where the heart is.

A proverb

BBC



CAVE HOUSES

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

4.1

VOCABULARY

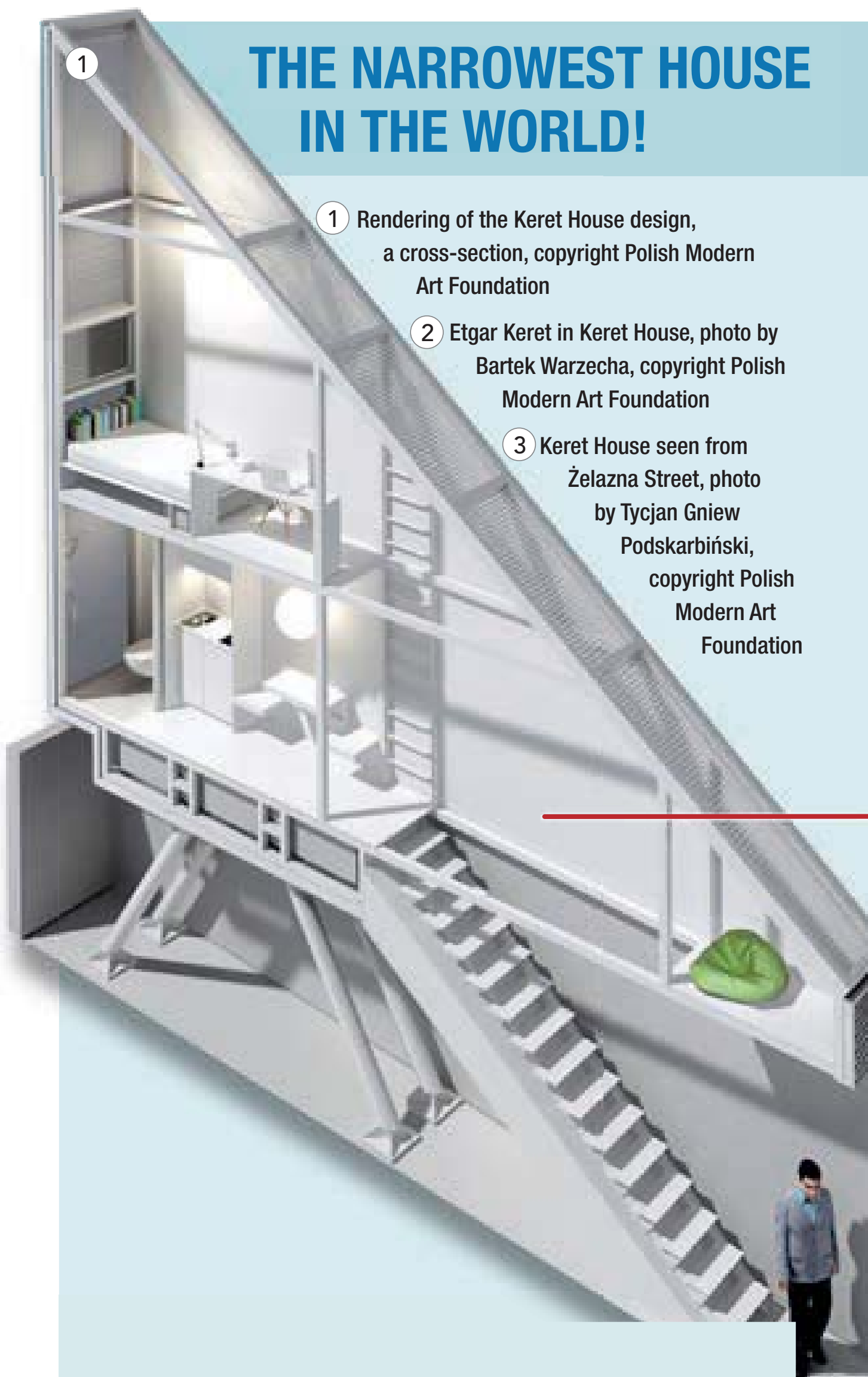
Describing houses • inside a house
• make or do

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

SHOW WHAT YOU KNOW

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

THE NARROWEST HOUSE IN THE WORLD!



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

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

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

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

- 1 Where is Keret House?
- 2 What does Etgar Keret think of the house?
- 3 How wide is Keret House?
- 4 How many floors are there?
- 5 How many people can live in it?

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



WORD STORE 4A Describing houses

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

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

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

I know someone who lives in a ...

- 1 detached house with only one floor. a bungalow
- 2 house which is joined to a neighbour's house.
- 3 house on the edge of the city.
- 4 small, traditional house in a village.
- 5 modern house in an area with other similar houses.
- 6 flat that is very warm and comfortable.
- 7 large fl at that is without many interior walls.
- 8 flat at the top of a building in the middle of the city.

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

WORD STORE 4B Inside a house

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

9 **2.4** We asked three people: 'Would you like to live in Keret House?' Listen and complete the table.

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

WORD STORE 4C make or do

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

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

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

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

4.2

GRAMMAR

Present Perfect with *for* and *since*

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

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

- | | |
|---------------------------------------|---------------------------------------|
| • in my bed <input type="checkbox"/> | • in a hotel <input type="checkbox"/> |
| • on a floor <input type="checkbox"/> | • on a train <input type="checkbox"/> |
| • on a couch <input type="checkbox"/> | • other <input type="checkbox"/> |

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

US TODAY

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

What is it?

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

Who is it for?

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

How much does it cost?

Nothing! It's free.

How long have you worked for CS?

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



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

GRAMMAR FOCUS 16

Present Perfect with *for* and *since*

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

- You use **How long** to ask about the length of time 'up to now'.
How long ¹ _____ you _____ for CS?
- You use **since** when the answer is a point in time: e.g. *since 1998, since last week, since I was born.*
² _____ here **since** it started in 2004.
- You use **for** when the answer is a period of time: e.g. *for six hours, for a few days, for a long time.*
³ _____ with people from all over the world **for** more than ten years.

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



Couchsurfer

I ¹ *'ve been* (be) a member ² **for / since** three years now. ³ **For / Since** I became a member, I ⁴ _____ (stay) in thirty-two countries in different types of accommodation. I ⁵ _____ (sleep) in a luxury studio apartment in Manhattan, on a houseboat in Amsterdam and in a basement flat in London – all for free!

Host

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



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

- My dad was born in our house.
My dad *has lived* (live) in our house *since* he was born.
- My dad gave my mum this watch when she was forty.
My mum _____ (have) this watch _____ she was forty.
- I met my best friend two years ago.
I _____ (know) my best friend _____ two years.
- I bought these trainers last Christmas.
I _____ (not buy) any new trainers _____ last Christmas.
- I joined this English class three months ago.
I _____ (be) in this English class _____ three months.
- I had breakfast at 7 a.m.
I _____ (not eat) anything _____ 7 a.m.

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

- I/know/(name of your neighbour) ...
- I/live in/(name of your neighbourhood) ...
- I/like/(name of your favourite band) ...
- I/have/(make of your phone) ...
- I/be interested in/(name of a subject) ...
- My dad/have/(type of your dad's car) ...

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

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

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

FOCUS VLOG 17 Where people live

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

4.3

LISTENING

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



- 1 **SPEAKING** Look at the photo. How different or similar is the bedroom to your own? Discuss with a partner. Think about:
- the size:** bigger/smaller, more/less spacious, the same
 - the decoration:** more/less modern, colour of walls/curtains/carpet, posters, etc.
 - the furniture:** bookcase, bed, wardrobe, desk, etc.
 - other details:** more/less tidy, clothes, musical instruments, computer, etc.
- 2 **2.7** Listen to five teenagers describing their rooms. Are statements 1–5 true (T) or false (F)?
- Speaker 1 lives in a quiet house.
 - Speaker 2 isn't like her sister.
 - Speaker 3 doesn't like music.
 - Speaker 4 is often out.
 - Speaker 5 never invites her friends round.

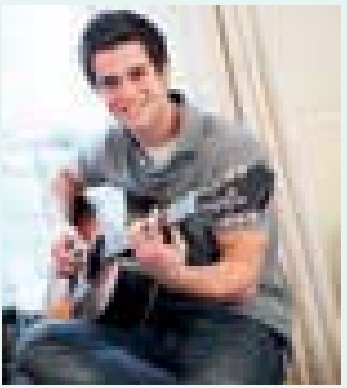
EXAM FOCUS Matching

- 3 **2.7** Listen to the teenagers again. Match speakers 1–5 with statements A–F. There is one extra statement.
- Speaker 1: Speaker 3: Speaker 5:
 Speaker 2: Speaker 4:
- A uses his/her room as a creative space.
 B likes to escape to his/her room and have private time.
 C spends time with friends in his/her room.
 D likes having an untidy room.
 E just does homework and sleeps in his/her room.
 F shares his/her room with someone.

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


DAFYDD

- a laptop: has had it for _____, a _____ present
- a guitar: has had it for _____, it belonged to his _____
- a Welsh flag: he feels _____ of being Welsh



KAREN

- a collection of animals: has had them since she _____, her favourite is _____
- a bedside lamp: a present from her _____, brought from _____
- a collection of shells: they are souvenirs from _____, she has collected them since she _____



- 6 **2.8** Choose the correct preposition and try to complete the sentences from memory. Then listen again and check.
- Dafydd's _____
 - His _____ is *on / in* the corner *above / next* to the bookcase.
 - His _____ is *onto / on* the wall *onto / above* his bed.
 - Karen's _____ is *on top of / above* the wardrobe.
 - Karen's _____ is *on / in* her bedside table.
 - Her _____ is *in / on* the bottom shelf of her bookshelves, which are *opposite / in front of* her bed.
- 7 **SPEAKING** What are your own most treasured possessions? Where is everything in your room? Tell your partner.

PRONUNCIATION FOCUS

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

(art calm floor free meet new room sea start surf third true wall warm work)				
/i:/	/u:/	/ɔ:/	/ɜ:/	/ɑ:/
				art,

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

WORD STORE 4D Phrasal verbs

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

4.4

READING

Gapped text

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

1 **SPEAKING** Look at the photos and discuss the questions.

- 1 What are the advantages of living in each place?
- 2 What are the disadvantages?
- 3 Would you like to live there? Why/Why not?

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

2 **2.12** Which words in the box describing landscape features can you see in the photos? Use your dictionary if necessary. Then listen and repeat.

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

3 Read the text and answer the questions.

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

EXAM FOCUS Gapped text

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

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

People who don't live in traditional houses

2.13



1 Living in trees

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

2 Living underground

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

¹⁵ of the 3,500 residents live underground and work in the opal mines. To escape from scorching temperatures, they have created an impressive underground world where you'll find everything from a bookstore to a church, and even a hotel.



3 Living in a volcano

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

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



4 Living on the sea

³⁵ The Bajau /'ba:dʒau/ people of Borneo in Southeast Asia, also called sea gypsies, live on boats or houses on stilts in the turquoise Pacific Ocean.

⁴⁰ When they go on land, they feel 'landsick'. Bajau children don't go to school on land. But from an early age they learn to swim and dive. ⁴ ___ The best

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



5 Living in caves

The ancient city of Petra is a popular tourist destination. It ⁵⁰ is located in the rose-coloured mountains of south-western Jordan and was once a busy **trading centre**. Then, its residents abandoned the city

⁵⁵ and for thousands of years only the Bedouin, a nomadic tribe, lived in caves among the spectacular historic ruins. However, the government has recently decided to move them to a nearby village to protect Petra. But the ⁶⁰ Bedouins' way of life has not changed much. ⁵ ___ Some of them work in Petra, selling souvenirs or transporting tourists on horses, camels and donkeys around the **historic monuments**.



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

- 1 she, he, it, her, him, one, this, that, here, there
- 2 But, However, Alternatively, Instead
- 3 Also, In addition, For example, In fact

- a they introduce additional information
b they introduce contrasting information
c they refer back to something in the text

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

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

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

8 Complete the questions with the words in Exercise 7.

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

9 **SPEAKING** Ask and answer the questions in Exercise 8.

WORD STORE 4E Collocations

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

4.5

GRAMMAR

Future forms: Present Continuous, *be going to* and *will*

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

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

(decoration food and drink furniture
lighting music people theme)

- 2 **2.16** Read and listen to the dialogue. Then answer the questions.

- Why is Tony having a party?
- Where and when is he having it?
- How is Luisa going to help?

Tony: I'm having a birthday party on the 25th. Can you come?

Luisa: That's next Saturday, right? Yes, that sounds great. Are you having it at home?

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

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

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

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

Tony: I suppose so. I'm not very good at that sort of thing.

Luisa: Don't worry, I'll help you. What are you doing later?

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

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

GRAMMAR FOCUS 18

Future forms: Present Continuous, *be going to* and *will*

- You use the **Present Continuous** for future arrangements. You often mention a time, a date or a place.
I¹ _____ a birthday party on the 25th.
- You use **be going to** for future intentions. You have already decided to do something and you tell people about it.
I² _____ tell them later.
- You use **will** for spontaneous decisions. You often use expressions like: *I think I'll ...*, *I'll probably ...*, *Don't worry, I'll ...*. Don't worry, I³ _____ help you.

- 4 **2.17** Choose the most appropriate future form. Then listen and check.

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

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

Tony: We've decided to have a fancy dress theme – everybody ⁶ *will come / is coming* as their favourite film character.

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

Aunt: No, we ⁸ *'ll go out / 're going out* to the theatre, remember? I told you yesterday.

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

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

Aunt: And what about the cleaning the next day?

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

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

Hi Amy

You know I ¹ *'m moving* (move) house next week.

Well, I've decided that I ² _____ (have) a house-warming party in the new house. The theme is Superheroes, so I ³ _____ (dress up) as a _____. You know my mum's a fantastic cook so she ⁴ _____ (make) ^b _____. I think everybody ⁵ _____ (like) that. I'm not sure about the music. I think I ⁶ _____ (get) a DJ and ask him to play lots of ^c _____.

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

- Make some decisions about location, food and drink, music, decoration, theme, etc.
- Write an email to the class to explain your ideas. Use all three future forms.

As a class, decide whose party ideas are best.

Grammar page 142

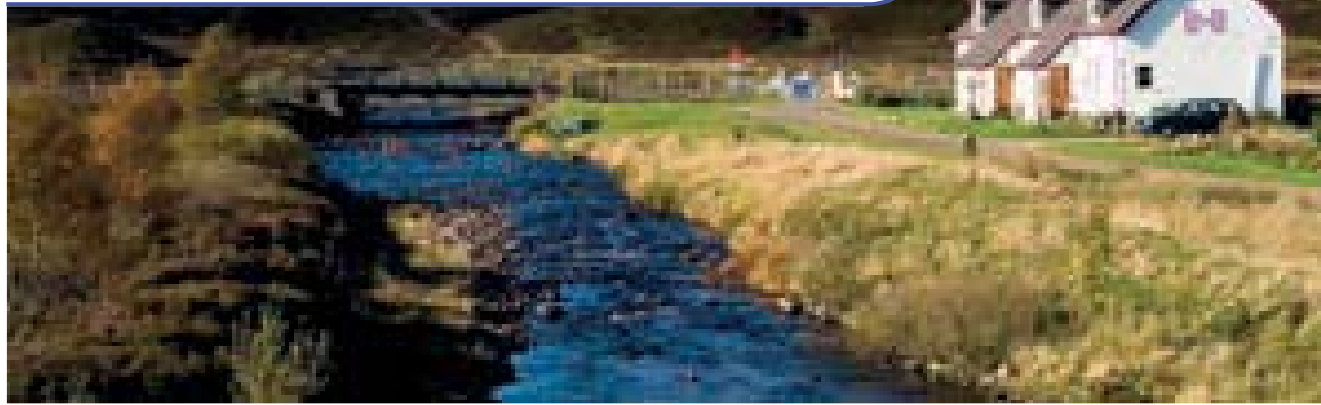


4.6

USE OF ENGLISH

Adverbs

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



- SPEAKING** Look at the photos. What are the advantages and disadvantages of each place? Where would you like to spend the weekend? Discuss with a partner.
- 2.18** Listen to Robbie trying to decide which place to go to. How many of your ideas in Exercise 1 does he mention? What does he decide to do and why?
- 2.18** Listen again and choose the correct option.
 - She doesn't speak *French very well* / *very well French*.
 - I speak *more well* / *better* than she does.
 - I stay up *late* / *lately*.
 - That sounds *extreme* / *extremely* boring.
 - Everybody goes to bed *really early* / *real early*.
 - Time goes *unbelievably slowly* / *unbelievably slow* in the country.
- Read the **LANGUAGE FOCUS**. Form appropriate adverbs from the adjectives in bold in sentences 1–6 below. Then put the words in the correct order to make sentences.
- Change the sentences in Exercise 4 to make them true for you.
- USE OF ENGLISH** Complete the second sentence with option A, B or C so that it has a similar meaning to the first.
 - My house is not very far from the school.
My house is ___ near the school.
A very **B quite**
C completely
 - My cousin really hates meeting people.
My cousin is ___ shy.
A extremely B a little
C slightly
 - I don't get up early during the holidays.
I get up ___ during the holidays.
A late B lately
C more late
 - I don't sing as well as my best friend.
My best friend sings ___ than me.
A well B good
C better
 - I have to make more effort in English.
I have to work ___ in English.
A hardly B more harder
C harder

LANGUAGE FOCUS

Adverbs

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

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

He is a fast runner./He runs fast.

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

VERB OBJECT

*He speaks English **well**.* NOT *He speaks well English.*

- Use adverbs of degree to modify adjectives and adverbs.

WEAKER

STRONGER

<i>a little/a bit/slightly</i>	<i>quite/rather/pretty</i>	<i>really/extremely/completely</i>
<i>She's a little shy.</i>	<i>My French is pretty bad.</i>	<i>Everybody goes to bed really early.</i>

- You form comparative adverbs with *more*:

*Alice speaks **more** clearly than John.*

Note: Some comparative adverbs are irregular:

well → *better*, *badly* → *worse*, *hard* → *harder*.

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

4.7

WRITING

A blog entry

I can write a description of a recent trip.

- 2 Read a blog about Bath. Which topics does the blogger mention?

a Art and culture	d General information
b Food and drink	e Shopping
c Entertainment and nightlife	f Tourist highlights
- 3 **SPEAKING** Would you like to visit Bath? Why?/ Why not? Discuss with a partner.

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

13 January

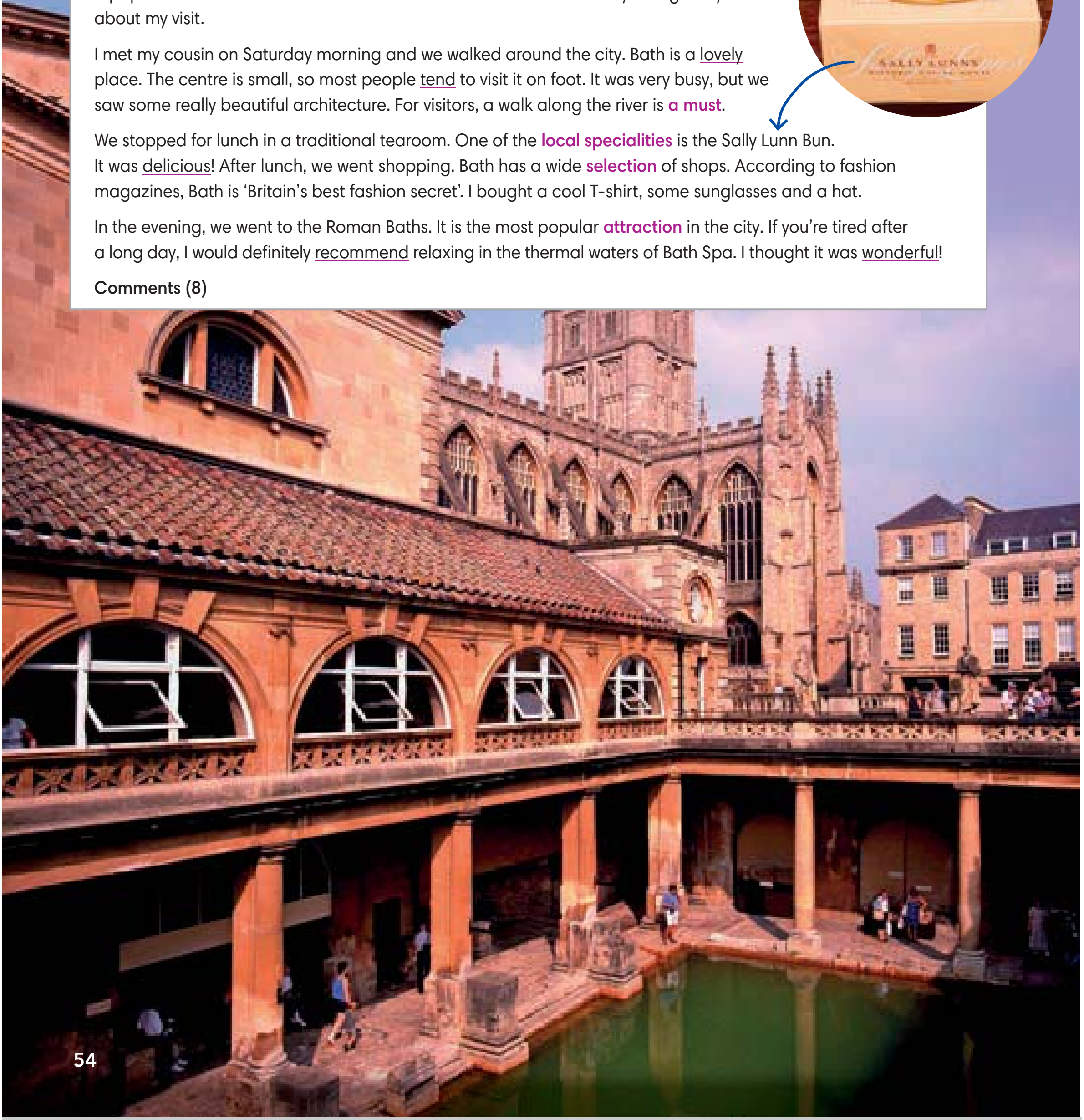
Last weekend, I visited my cousin in Bath, Somerset, in the southwest of England. Bath is a popular tourist destination and is famous for its **historic sites**. Today's blog entry is about my visit.

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

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

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

Comments (8)



4 **2.19** Match the words and phrases in purple in the blog with the definitions below. Then listen, check and repeat.

- 1 an interesting thing to see or do = _____
- 2 choice or range = _____
- 3 food that you can only find here = _____
- 4 places that were important in the past = _____
- 5 something you should definitely see or do = _____

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

WRITING FOCUS

A blog entry

1 Say when and/or why you visited

Last week/weekend/month, etc. I went to .../I visited my cousin/friend/aunt in ...

2 Introduce the place

... is a small/large city in ...

... is a popular tourist destination.

... is famous for its ...

3 Give impressions or opinions

It is a busy/interesting/¹ lovely place.

Most people seem to/² _____ to ...

According to ...

I thought it was great/³ _____ /a bit boring.

It (the food) was ⁴ _____!

4 Make recommendations

I would (definitely) ⁵ _____ (doing something).

For visitors, ... is a must.

6 **SPEAKING** Complete these sentences to describe your own town or region. Then compare your answers with a partner.

- 1 _____ is famous for _____.
- 2 For visitors, _____ is a must.
- 3 _____ is probably the most popular attraction.
- 4 One of the local specialities is _____.
- 5 I would recommend _____.

7 Read the **LANGUAGE FOCUS**. Complete with examples of comma use in the blog.

LANGUAGE FOCUS

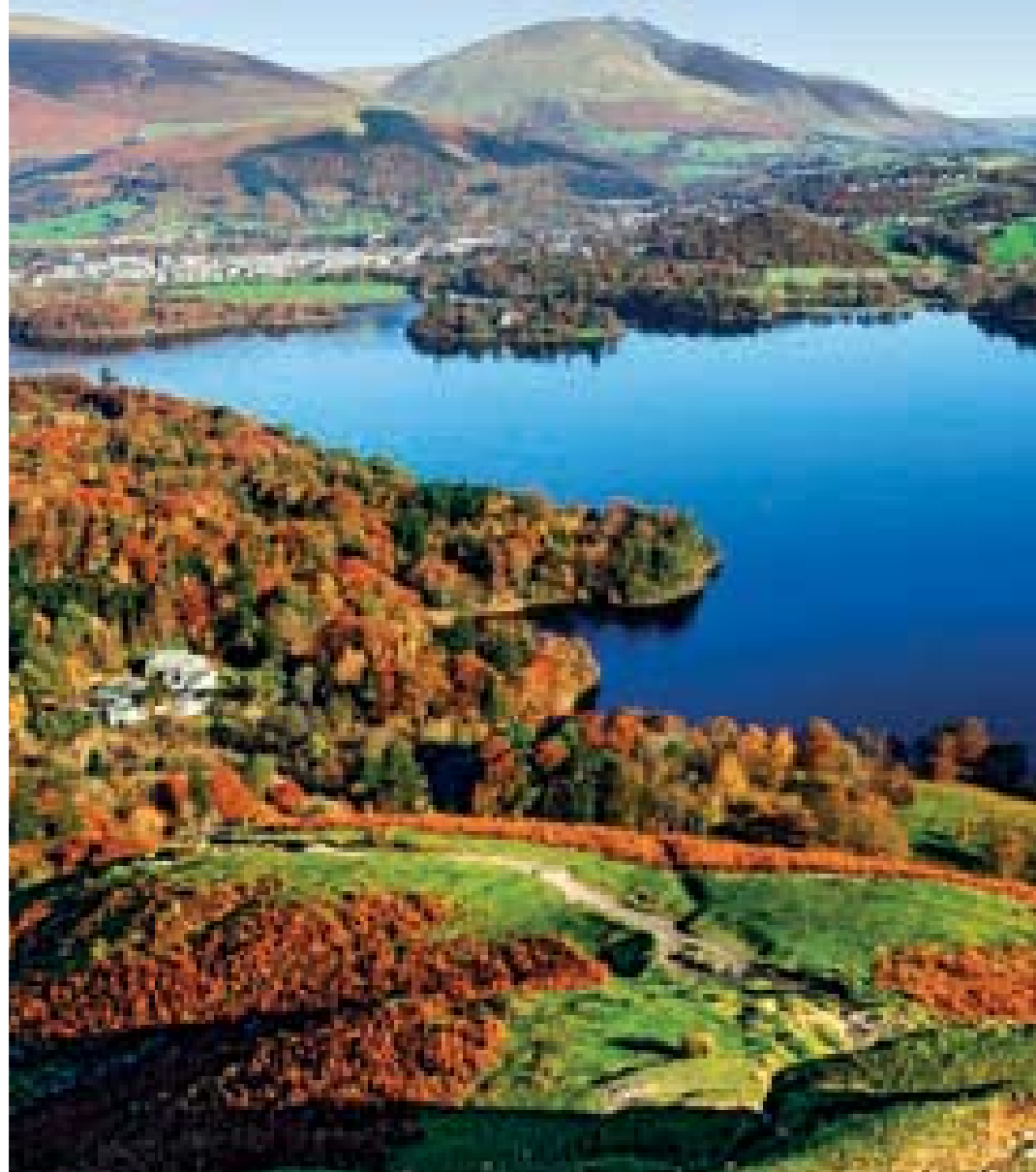
Punctuation – commas

- Put a comma between the names of cities and states or countries: ¹ Bath, Somerset
- Use commas to separate three or more nouns in a list
→2 _____
- Use commas to separate clauses in a sentence when they are joined by *but* or *so*: ³ _____
- Use a comma to separate an *if*-clause from the main clause when the *if*-clause is the first one in a sentence: ⁴ _____
- Use a comma after time expressions at the beginning of a sentence: ⁵ _____

8 Add commas to the text about the Lake District.

The Lake District

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



SHOW WHAT YOU'VE LEARNT

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

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

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

A few months ago, I visited ...

4.8

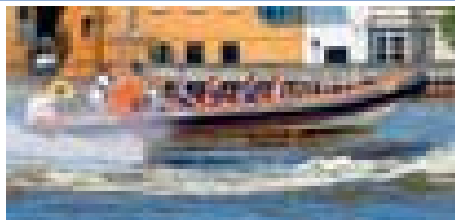
SPEAKING

Making suggestions

I can make suggestions and respond to them politely.

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

SIX OF THE BEST THINGS TO DO IN LONDON

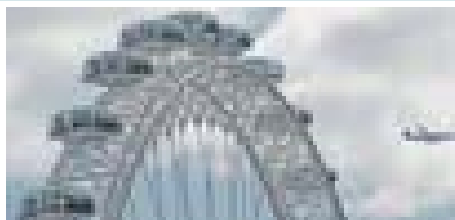


London by speedboat

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

Shopping

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



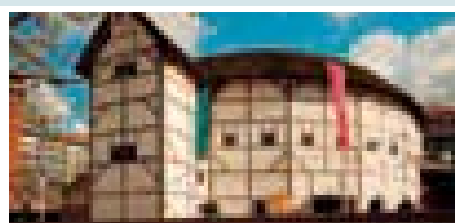
The London Eye

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

The London Dungeon

Prepare to be scared!

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



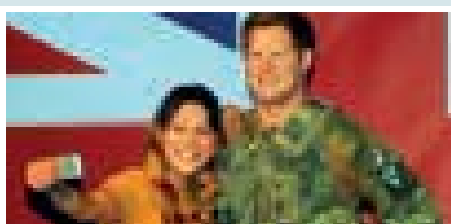
Shakespeare's Globe Theatre

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

Madame Tussauds

Come and see the Royal Family!

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



- 2 **2.20** Listen to Marcus and Ann. What do they decide to do? Which activities do they reject and why?

- 3 **2.20** Listen again and tick the expressions you hear.

SPEAKING FOCUS

Making suggestions

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

Agreeing with suggestions

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

Disagreeing with suggestions

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

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

A: Do you fancy ¹ _____ to the cinema tonight?

B: That's a good ² _____! What do you want to see?

A: The new film with Jennifer Aniston.

B: Oh no, I'm not ³ _____ on romantic comedy. I'd ⁴ _____ see an action film.

A: Okay, let's see the new James Bond ⁵ _____.

B: Great. How ⁶ _____ having a burger before we go?

A: Why ⁷ _____! We ⁸ _____ try that new burger bar in town.

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

A: Suggest an activity for the morning.

B: Agree and suggest something for the afternoon.

A: Disagree and suggest something different for the afternoon.

B: Disagree and suggest something else for the afternoon.

A: Agree and suggest something for the evening.

B: Agree.

National Museum of Scotland

10 a.m.–5 p.m.

Botanic Gardens

10 a.m.–6 p.m.

Climb a hill to get great views of the city

2 hours to climb up

Visit Edinburgh Castle

9.30 a.m.–5 p.m.

Comedy at 'Comedy Club'

8.30 p.m.–midnight

Ghost tour 'Dark secrets of old Edinburgh'

3 p.m.

Learn to do Scottish dancing

7 p.m.–midnight

Eat seafood in waterfront restaurants

7 p.m.–midnight



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

ROLE-PLAY 19 Making suggestions

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

4.1 Vocabulary 4.25

accommodation /ə,kɒmə'deɪʃən/
basement /'beɪsmənt/
bedside table /,bedsaɪd 'teɪbəl/
block of flats /,blɒk əv 'flæts/
bookcase /'bʊk-keɪs/
brick /brɪk/
bungalow /'bʌŋɡələʊ/
carpet /'kɑ:pət/
chest of drawers /tʃest əv 'drɔ:z/
comfortable /'kʌmfətəbəl/
concrete /'kɒŋkri:t/
cooker /'kʊkə/
cosy /'kəʊzi/
cottage /'kɒtɪdʒ/
cupboard /'kʌbəd/
desk /desk/
detached house /dɪ,tætʃt 'haus/
do the cooking /,du: ðə 'kʊkɪŋ/
do the gardening /,du: ðə 'gɑ:dɪnɪŋ/
do the housework /,du ðə 'hauswɜ:k/
do the ironing /,du: ði 'aɪənɪŋ/
do the shopping /,du: ðə 'ʃɒpɪŋ/
do the washing /,du: ðə 'wɒʃɪŋ/
do the washing-up /,du: ðə 'wɒʃɪŋ 'ʌp/
do your homework /,du: jɔ: 'həʊmwɜ:k/
downstairs /,daʊn'steəz/
fridge /frɪdʒ/
front door /frʌnt 'dɔ:/
glass /glɑ:s/
in a village /,ɪn ə 'vɪlɪdʒ/
in the city centre /,ɪn ðə 'sɪti 'sentə/
in the countryside /,ɪn ðə 'kʌntrisaɪd/
in the suburbs /,ɪn ðə 'sʌbɜ:zbz/
interior wall /ɪn,tɪəriə 'wɔ:l/
kitchen sink /,kɪtʃən 'sɪŋk/
ladder /'lædə/
make a complaint /,meɪk ə kəm'pleɪnt/
make a decision /,meɪk ə dɪ'sɪʒən/
make a mess /,meɪk ə 'mes/
make a noise /,meɪk ə 'nɔɪz/
make dinner /,meɪk 'dɪnə/
make your bed /,meɪk jɔ: 'bed/
metal /'metl/
modern /'mɒdn/
narrow /'nærəʊ/
natural light /,nætʃərəl 'laɪt/
near the sea /,nɪə ðə 'si:/
neighbour /'neɪbə/
on a housing estate /,ɒn ə 'haʊzɪŋ
 ɪ,steɪt/
on the edge of the city /,ɒn ði 'edʒ əv
 ðə 'sɪti/
on the first floor /ɒn ðə 'fɜ:st 'flɔ:/
on the ground floor /ɒn ðə ,graʊnd
 'flɔ:/
on the second floor /ɒn ðə ,sekənd
 'flɔ:/
on the top floor /ɒn ðə ,tɒp 'flɔ:/
open-plan /,əʊpən 'plæn/
radiator /'reɪdiətə/
semi-detached house /,semɪdɪ,tætʃt
 'haus/
shelf /ʃelf/
spacious /'speɪʃəs/

stairs /steəz/
stone /stəʊn/
terraced house /,terəst 'haus/
traditional /trə'dɪʃənəl/
upstairs /,ʌp'steəz/
wardrobe /'wɔ:drəʊb/
wide /waɪd/
wood /wʊd/
wooden floor /,wʊdn 'flɔ:/

4.2 Grammar 4.26

community /kə'mju:nəti/
couch /kaʊtʃ/
feel at home /,fi:l ət 'həʊm/
feel homesick /,fi:l 'həʊm,sɪk/
free /fri:/
host /həʊst/
houseboat /'hausbəʊt/
luxury /'lʌkʃəri/
member /'membə/
neighbourhood /'neɪbəhʊd/
studio apartment /'stju:diəʊ
 ə,pɑ:tmənt/

4.3 Listening 4.27

come round /,kʌm 'raʊnd/
get away from /,get ə,weɪ 'frəm/
keep sb out /,ki:p 'sʌmbədi 'aʊt/
lamp /læmp/
let sb in /,let 'sʌmbədi 'ɪn/
shell /ʃel/
show sb around /,ʃəʊ 'sʌmbədi ə'raʊnd/
souvenir /,su:və'niə/
stay in /,steɪ 'ɪn/

4.4 Reading 4.28

abandon /ə'bændən/
ancient /'eɪnʃənt/
attract /ə'trækt/
brehtaking view /,breθteɪkɪŋ 'vju:/
busy /'bɪzi/
camel /'kæməl/
cave /keɪv/
crater /'kreɪtə/
dense /dens/
desert /'dezət/
develop underwater vision /dɪ'veləp
 ,ʌndə'wɔ:tə 'vɪʒən/
dry /draɪ/
electricity /ɪ,lek'trɪsəti/
historic monument /hɪ'stɒrɪk
 'mɒnjəmənt/
hot springs /hɒt 'sprɪŋz/
humid /'hju:mɪd/
impressive /ɪm'presɪv/
island /'aɪlənd/
landscape /'lændskeɪp/
lush /lʌʃ/
mining /'maɪnɪŋ/
mountain /'maʊntən/
move (house) /,mu:v ('haus)/
nomadic tribe /nəʊ,mædɪk 'traɪb/
population /,pɒpjə'leɪʃən/
rainforest /'reɪnfɒrəst/
rock /rɒk/
ruins /'ru:ɪnz/
scorching /'skɔ:tʃɪŋ/

stilt /stɪlt/
tourist destination /'tuərɪst
 destə,neɪʃən/
trading centre /'treɪdɪŋ ,sentə/
traffic jam /'træfɪk ,dʒæm/
treehouse /'tri: haʊs/
turquoise ocean /,tɜ:kwɔ:z 'əʊʃən/
vegetation /,vedʒɪ'teɪʃən/
volcanic /vɒl'kænɪk/
volcano /vɒl'keɪnəʊ/

4.5 Grammar 4.29

ceiling /'si:lɪŋ/
house-warming party /'haʊswɔ:ɪmɪŋ
 ,pɑ:ti/
sheet /ʃi:t/
warn /wɔ:n/
dress up as /,dres 'ʌp əz/

4.6 Use of English 4.30

a little/a bit/slightly /ə 'lɪtl/ə 'bɪt/'slɑ:tlɪ/
badly /'bædli/
completely /kəm'pli:tli/
extremely /ɪk'stri:mli/
luckily /'lʌkɪli/
quite/rather/pretty /kwɑɪt/'rɑ:ðə/'prɪti/
really /'ri:əli/
stay up /,steɪ 'ʌp/
unbelievably /,ʌnbə'li:vəbli/
well /wel/

4.7 Writing 4.31

a must /ə 'mʌst/
according to /ə'kɔ:dɪŋ tə/
architecture /'ɑ:kətektʃə/
attraction /ə'trækʃən/
be famous for /bi 'feɪməs fə/
delicious /dɪ'lɪʃəs/
entertainment /,entə'teɪnmənt/
historic site /hɪ'stɒrɪk 'saɪt/
local speciality /,ləʊkəl ,speʃi'æləti/
lovely /'lʌvli/
nightlife /'naɪtlaɪf/
on foot /,ɒn 'fʊt/
recommend /,rekə'mend/
selection of /sə'lekʃən əv/
tend to /'tend tə/
tourist highlight /,tuərɪst 'haɪlaɪt/
wonderful /'wʌndəfəl/

4.8 Speaking 4.32

adult /'ædʌlt/
castle /'kɑ:səl/
daily /'deɪli/
hill /hɪl/
river /'rɪvə/
royal family /,rɔɪəl 'fæməli/
suitable /'su:təbəl/
waterfront restaurant /,wɔ:təfrʌnt
 'restərɒnt/

VOCABULARY AND GRAMMAR

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

(bungalow cupboard drawers estate
temperatures trading vegetation)

- There is a new housing _____ in the suburbs of the city. You can get there by bus.
 - Last month my family moved to a modern _____ with a large garden.
 - This chest of _____ is too small for my clothes. I need a big wardrobe.
 - Singapore is an important _____ centre in Asia. That's why the port there is so big.
 - Many popular tourist destinations have scorching _____ in summer.
- 2 Complete the sentences with the correct form of the words in capitals.
- The Eiffel Tower is probably the most popular tourist _____ in Paris. **ATTRACT**
 - This is a _____ costume worn by young men on special occasions. **TRADITION**
 - My room in the new house is much more _____ than in the old flat. **SPACE**
 - The room was cosy with _____ stairs leading up to the next floor. **WOOD**
 - Our neighbours play loud music nearly every night. We've made several _____. **COMPLAIN**
- 3 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Do not change the word in capitals.
- They moved to Venice in 2016. **LIVED**
They _____ 2016.
 - Liz started working for a coachsurfing service two years ago. **WORKED**
Liz _____ for a couchsurfing service for two years.
 - They last saw Paul in January. **SINCE**
They _____ January.
 - When did you first meet Karen? **KNOWN**
How long _____ Karen?
 - I stopped travelling abroad three years ago. **FOR**
I _____ three years.
- 4 Complete the sentences with the correct future forms of the verbs in brackets.
- Are you moving house on Saturday? I _____ you if you like. (help)
 - I'm sorry I can't come. I _____ a language course this evening. (start)
 - We _____ on Friday night, but we still don't know where exactly. (meet)
 - Hi, Jack! It's Sue. What time _____ you _____ tomorrow? (come)
 - 'Was that the doorbell?' 'Yes, I _____ it!' (answer)
 - I _____ probably _____ in tonight. I feel so tired. (stay)

USE OF ENGLISH


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

- X: What are your neighbours like?
Y: We haven't got any close neighbours. We live in a _____ house in the countryside.
A terraced
B detached
C semi-detached
- X: Do you fancy going to the cinema?
Y: I'm not sure about that. _____ go swimming.
A How about
B Let's
C I would recommend
- X: How long have you lived here?
Y: Not very long. _____ .
A For a few weeks.
B Since I was born.
C A few weeks ago.
- X: Is Tamara going to the party?
Y: No, she isn't _____ dancing and is a bit shy.
A rather
B like
C keen on
- X: Has your uncle seen your new house?
Y: I don't think so. _____ .
A I'll keep him out.
B I won't let him in.
C He's coming round tomorrow.
- X: Do most people you know tend to eat _____ ?
Y: Yes, they try to avoid fast food.
A healthy
B healthily
C unhealthily

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

- I'll _____ dinner. What would you like?
Can you tidy your room, please, and _____ your bed?
A do B make C prepare
- What ancient _____ would you like to visit?
Do you fancy walking around in the _____ centre?
A city B monument C trading
- There are a lot of places to _____ the shopping in my town.
It's best to _____ the washing-up right after the meal.
A do B go C make
- I'd _____ take a taxi to the suburbs.
Put on a coat – it's _____ cold outside.
A quite B like C rather
- We were _____ surprised when we heard the news.
There was _____ table next to the sofa.
A a little B slightly C so
- The shops aren't _____ on Sunday afternoons.
We used to live in a(n) _____-plan flat.
A working B closed C open

LISTENING

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

The speaker:

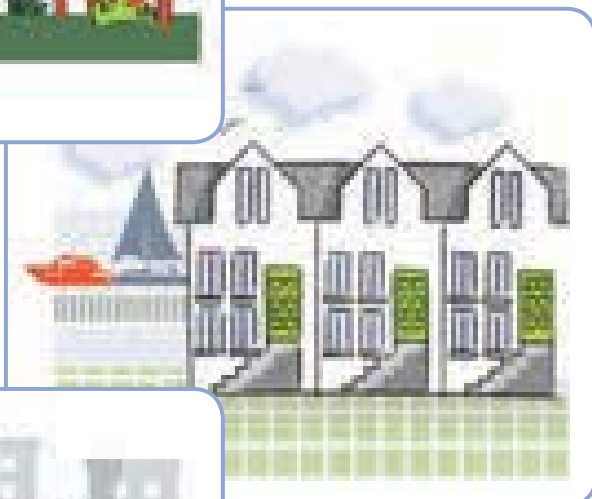
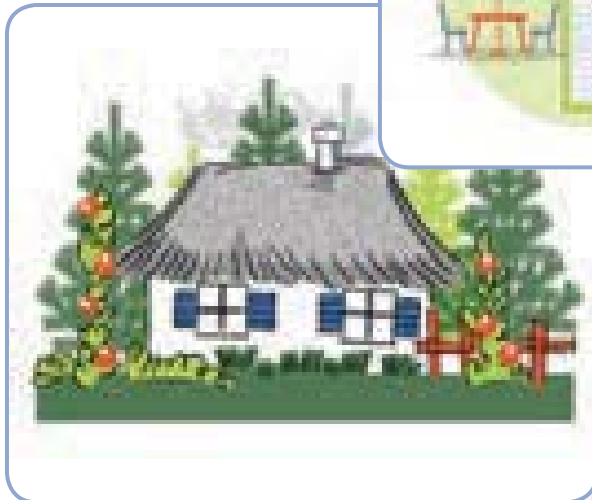
- A feels like a member of the community in the suburbs.
- B has changed his/her opinion about living in the suburbs.
- C is not going to live in the suburbs all his/her life.
- D addresses people who don't want to live in the city centre.
- E presents people's opinions about living in the suburbs.

SPEAKING

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

Think about:

- location
- surroundings
- attractions
- price



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



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

WRITING

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

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

- say what city you visited and when
- express and explain your opinion about this city
- write what you recommend seeing in the city you visited
- describe an unexpected problem you had on the trip and how it was solved.

- a Lyon is a beautiful, historic city.
- b Unfortunately, we missed our train back to Paris.
- c I would recommend visiting Parc de la Tête d'Or.
- d Last month we went on a class trip to Lyon.

- 11 Write the blog post.

5

Time to learn

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

Benjamin Franklin

BBC



SOUTH KOREAN SCHOOLS

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

5.1

VOCABULARY

Places in school • education
• phrasal verbs • collocations

I can use language related to school life and equipment.

SHOW WHAT YOU KNOW

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

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

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

School systems



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

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



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

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

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



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

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

In Brazil



WORD STORE 5A Education

- 7 **2.24** Complete WORD STORE 5A by matching the correct form of the words or phrases in red in the text with their definitions. Then listen, check and repeat.
- 8 Complete the sentences with words or phrases in WORD STORE 5A. Which sentences are true for you?
- In my school ...
- it's _____ to wear a school uniform.
 - the school year starts in September and is divided into three _____.
 - students at the same level learn together. There are no _____ classes.
 - we focus on _____. Personally, I prefer subjects like Drama and PE.
 - our English teacher gives us long lists of vocabulary to _____.
 - the History _____ only covers the twentieth century.
 - the _____ includes a break in the morning and a long break for lunch.
 - I get on really well with all my _____.

WORD STORE 5B Phrasal verbs

- 9 **2.25** Complete WORD STORE 5B with the base form of the underlined phrasal verbs in the text and in Exercise 5. Then listen, check and repeat.
- 10 Complete the sentences with the correct particle and your own ideas. Then compare your sentences with a partner.
- We break _____ for summer on [date] _____.
 - The last piece of homework I handed _____ was [subject] _____.
 - It's hard to keep up _____ all the homework in [subject] _____.
 - Next year I'll move _____ to [year/school] _____.
 - If you want to get _____ university, you have to pass [name/type of exam] _____.
 - The thing I find most difficult to cope _____ at school is [your idea] _____.

WORD STORE 5C Collocations

- 11 **2.26** Complete WORD STORE 5C with the base form of the highlighted words in the text and in Exercise 5. Then listen, check and repeat.
- 12 **SPEAKING** Complete the statements with the correct verb. Sometimes more than one answer is possible. Discuss whether you agree or disagree with the statements.
- Parents should pay a fine if their children _____ lessons.
 - It's impossible to _____ attention in class straight after lunch. 3 You shouldn't have to _____ university tuition fees. All education should be free.
 - English teachers don't _____ enough homework. We want more!
 - You have to go to university and _____ a degree if you want a good job.
 - Students should be able to _____ a subject if they are not interested in it.

GRAMMAR

5.2

First Conditional

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

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

UK TODAY

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

What do they do?

- travel abroad
- go backpacking
- do voluntary work

Where do they go?

- Africa
- Southeast Asia
- Australia and New Zealand
- South America

How much does it cost?

Usually about £4,000

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

GRAMMAR FOCUS 21

First Conditional

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

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

If he ¹ _____ to South America next year, he ² _____ to university the year after.
 If he **doesn't go** to university, he **won't get** a decent job.
- You can put the *if*-clause after the main clause.
 He'll waste a year **if** he **goes** travelling.

- 4 **2.27** Match the halves of the sentences from the conversation. Then listen again and check.

- | | |
|--|--------------------------|
| 1 If Ricky doesn't go to university this year, | <input type="checkbox"/> |
| 2 He'll get a lot out of it | <input type="checkbox"/> |
| 3 He'll do bungee jumps and get a tattoo | <input type="checkbox"/> |
| 4 If he goes away on his own, | <input type="checkbox"/> |
| 5 If he doesn't do anything on his own, | <input type="checkbox"/> |
- a if he does a gap year.
 b he'll never go.
 c he'll get into trouble.
 d he'll never be independent.
 e if he goes to South America.



- 5 **2.28** What other reasons might Ricky have for going to South America? Listen and check your ideas.
- 6 **2.28** Complete the sentences with the correct form of the verbs in brackets. Then listen again and check.
- He thinks if I _____ (go) travelling, I _____ (not go) to university when I come back.
 - If I _____ (tell) them the truth, they definitely _____ (not let) me go.
 - You _____ (not learn) any Spanish if you _____ (visit) her!
 - If my dad _____ (not agree), I _____ (not able) to go.
 - If your mum _____ (think) it's a good idea, she _____ (convince) your dad.
- 7 **SPEAKING** Work in groups of three. Look at the prompts and practise the conversation as in the example.

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

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

5.3

LISTENING

True/False

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

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

Get rid of exam stress

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

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

alone	<input checked="" type="checkbox"/>	blame Grace	<input type="checkbox"/>
enjoy himself	<input type="checkbox"/>	marks	<input type="checkbox"/>
nervous	<input type="checkbox"/>	take it easy	<input type="checkbox"/>

EXAM FOCUS True/False

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

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

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

How to get a place at University in Britain



- 1 Apply for a place at university when you're in your last year of secondary school: Year _____.
- 2 You can apply to _____ universities.
- 3 To get into university, you have to get good _____ in three or four A levels.
- 4 To get into Oxford or Cambridge University, you have to take an entrance _____.
- 5 Last year _____ students applied for 400,000 university places.
- 6 You have to pay university tuition fees up to £_____ a year.

Notes:

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

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

PRONUNCIATION FOCUS

- 8 **2.31** Listen and choose the number you hear. Then listen again and repeat.

1 15.1	50.1	4 18.18	80.18
2 170	117	5 14,440	40,414
3 13,990	30,919	6 660,000	616,000

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

WORD STORE 5D get

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

5.4

READING

Matching

I can scan a short text to locate specific information.

2 Read the text and check your ideas in Exercise 1.

EXAM FOCUS Matching

3 Read the text again. Match questions 1–6 with the people described in the text. Write MP, TG, KK or RB.

1 Which person's teacher changed his/her life in a positive way? _____

2 Who is able to concentrate on his/her strengths because of his/her learning disorder? _____

3 Who became better at something when learning about his/her favourite subject? _____

4 Who changed in a positive way thanks to getting over his/her learning difficulties? _____

5 Who did something to help others understand a learning disorder? _____

6 Which person got over his/her difficulties to have a job of his/her dreams? _____

1 **SPEAKING** Look at the photos and the title of the article. Discuss the questions.

1 What do you know about the people? What are they famous for?

2 What do you think the text is about?

3 Which of the words and phrases in the box do you expect to see in the text?

ability animals autism dyslexia food
hard work help learning disorders money
strong successful support

Different, not less

2.33

Many people have learning disorders. They suffer in school: other children **bully** them or *make fun of them* and call them 'slow'. However, people can get over their learning disorders and have successful careers ⁵ *with the help and support of family, teachers and doctors, as these examples prove.*

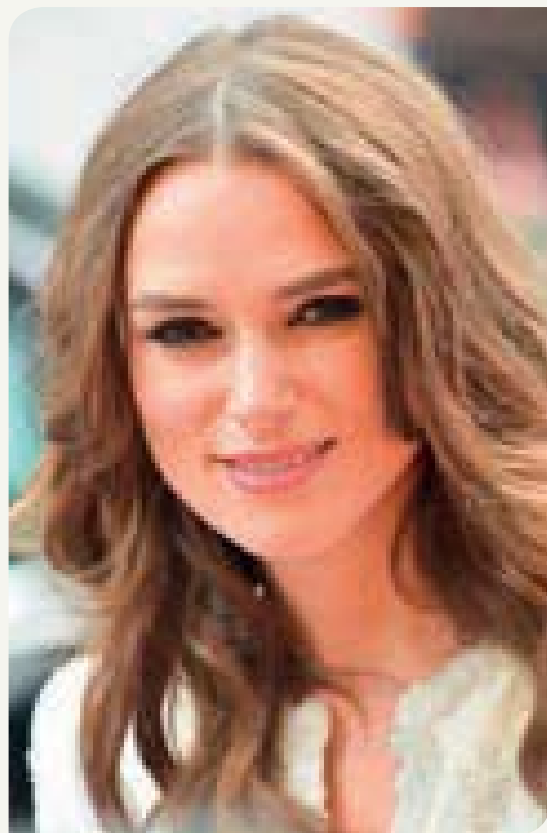
At school, **Michael Phelps** could not sit still and found it difficult to **concentrate**. His teachers said he couldn't focus on anything. But then he found his passion for sport. ¹⁰ His mother **encouraged** him and helped him to develop his swimming ability. His reading improved when he read books about sport. And his Maths improved when the problems reflected his interests, for example, 'How long will it take to swim 500 metres if you swim three metres ¹⁵ per second?' Through hard work and never missing a day's practice, Michael became an Olympic champion, winning twenty-eight medals, twenty-three of them gold.



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

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

Keira Knightley found out she had dyslexia at the age of six and she remembers other children calling her stupid. She believes that her *problems with reading and writing* made her strong. Knightley **struggled** with reading and writing, but she dreamt of being an actress, so she had to read scripts. She had to *work harder than other children* to improve her literacy, but she finished school with top grades.



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

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

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

4 **2.34** Look at the words in blue in the text and note how the phrases in italics can help you understand their meaning. Match the words with the definitions. Then listen, check and repeat.

- try to hurt or frighten someone who is weaker = bully
- a very experienced person who helps a less experienced person = _____
- think very carefully about something you are doing = _____
- someone who has special knowledge of a subject = _____
- to give someone the confidence to do something = _____
- try very hard to achieve something that is difficult = _____
- not liked by other people in a way that is unfair = _____
- someone who imagines words as pictures = _____

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

- I find it difficult to _____ when ...
- The best way of dealing with someone who _____ you is ...
- The school subject I _____ with most is ...
- A good way to _____ students to work harder is ...
- A person I know who I'd like as a _____ is ...
- I'd like to become an _____ on ...

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

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

WORD STORE 5E of and for

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

GRAMMAR

5.5

Defining relative clauses

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

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

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

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

GRAMMAR FOCUS 22

Defining relative clauses

- You use 1 or **that** for people.
- You use 2 or **that** for things.
- You use 3 to refer to a place.

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

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

The British Students' Manifesto

We, the school pupils of Britain, have a voice.

This is what we say.

The school that we'd like is:

A beautiful school ¹ *where / that* the classrooms are uncluttered and the walls are brightly coloured.

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

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



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

- An *uncluttered* classroom is a classroom which/that is tidy with no unnecessary things in it.
- A *beanbag* is a large cushion _____ forms a comfortable shape when you sit on it.
- A person _____ scrapes their knees may get small cuts.
- Chill out* is an informal expression _____ means 'to relax'.
- Blinds* are like curtains _____ you use to keep out the light.
- A *swipe card* is a plastic card _____ works like a key and lets you in or out.
- A *rigid* timetable is a timetable _____ you can't change.
- A *relevant* school is a school _____ lessons are directly connected with real life.

- 5 Tick the sentences in Exercise 4 where you can leave out the relative pronoun.

- 6 **SPEAKING** Work in groups. Prepare a manifesto about your ideas for a perfect school. Think about:

- | | |
|------------------------------|-------------------|
| 1 classrooms and study areas | 4 school uniforms |
| 2 gardens and sports grounds | 5 canteen. |
| 3 equipment and technology | |

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

FOCUS VLOG 23 About education

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

Grammar page 145



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

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

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

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

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

5.6

USE OF ENGLISH

Future time and conditional clauses

*I can use conjunctions in the Present Simple with future reference.*1 **SPEAKING** Look at the list of team sports. Discuss the questions.

- 1 Which of these sports do you play/have you played?
- 2 What other sports do you play/have you played?
- 3 How much time a week do you spend doing sport?

TOP 6 TEAM SPORTS IN UK SCHOOLS

Football

Rugby

Cricket

Netball

Hockey

Basketball

2 **2.36** Listen to Isabel and Monica discussing their hockey team and answer the questions.

- 1 How much of her free time does Isabel spend playing hockey?
- 2 How does she feel about it?
- 3 What does she agree to do?

3 **SPEAKING** Do you know anyone who spends all their free time training for something? Tell your partner.4 **2.36** Complete the sentences from the conversation with the correct form of the verbs in brackets. Then listen again and check.

- 1 **If** you _____ (leave) the team, we _____ (not win) our next match.
- 2 I _____ (not have) time to do anything else **unless** I _____ (give up) hockey.
- 3 **As soon as** I _____ (get) home tonight, I _____ (change) into my hockey kit.
- 4 I _____ (call) her **when** I _____ (have) a minute.
- 5 **Before** I _____ (decide), I _____ (discuss) it with the rest of the team.

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

LANGUAGE FOCUS

Future time and conditional clauses

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

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

- The clause with the conjunction can come before or after the main clause. When it comes before, you need a comma to separate the two clauses.

- 1 *When / If* school finishes today, I'll probably go straight home.
- 2 *As soon as / Unless* I get home, I'll change into my football kit.
- 3 I won't get into the school team *if / unless* I train hard.
- 4 *Before / If* I finish training, I'll do some shooting practice.
- 5 *After / Before* I finish training, I'll have a shower.

6 **USE OF ENGLISH** Complete the second sentence with the appropriate conjunction so that it has a similar meaning to the first.

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

7 **SPEAKING** Complete the sentences with your own ideas. Then compare your sentences with a partner.

- 1 When this term ends, ...
When this term ends, I'll be very happy!
- 2 I'll stop studying English as soon as ...
- 3 If I fail any of my end-of-school exams, ...
- 4 Unless I keep up with my schoolwork, ...
- 5 My parents will go mad unless ...

Use of English page 146



5.7

WRITING

An enquiry

I can write a formal email requesting information.

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

Paddington School Online

Paddington School Group



LIVE CHAT

CONTACT US

BOOK NOW

PADDINGTON ENGLISH SCHOOL

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

We offer English courses for all levels and all exams:

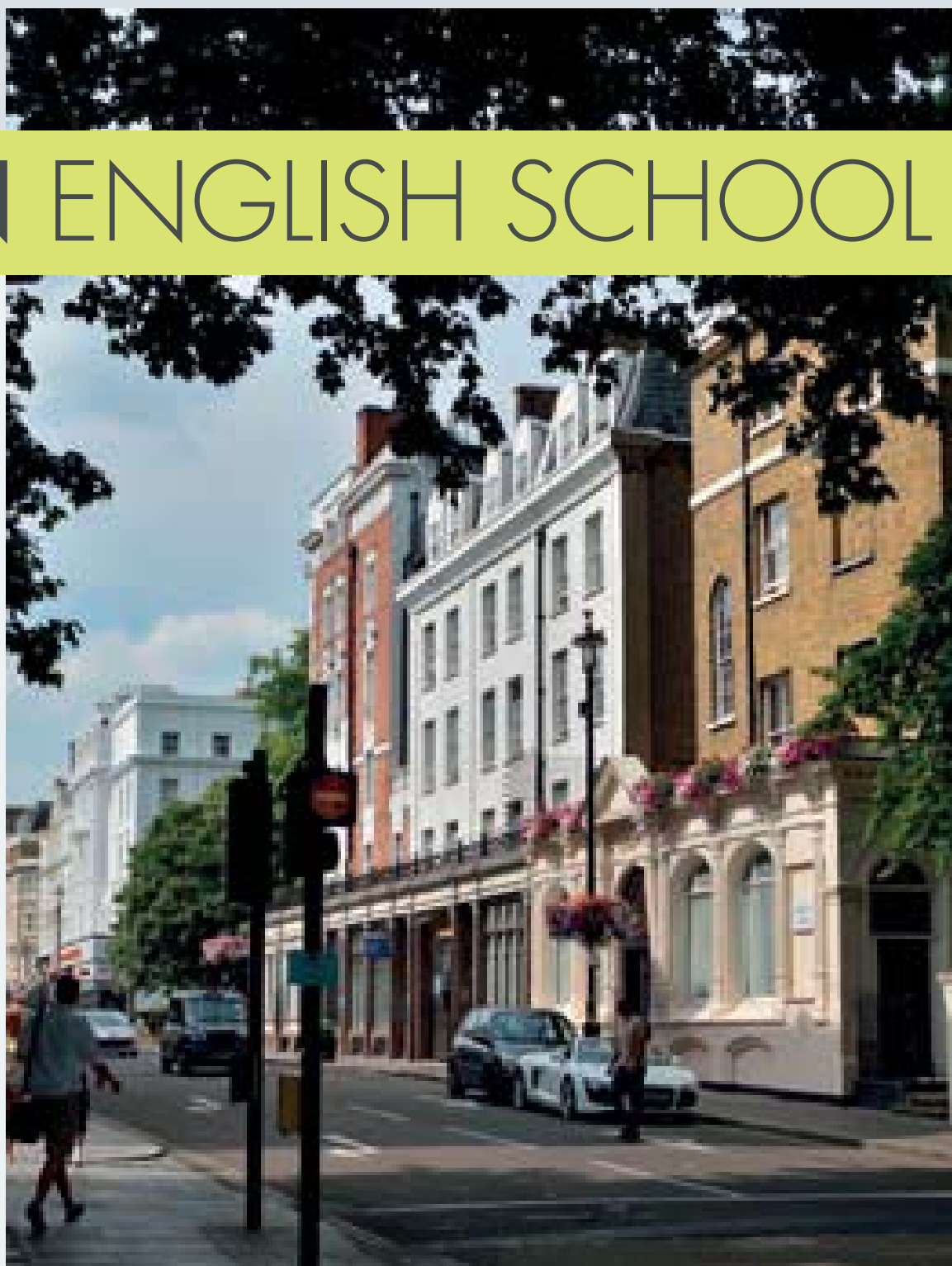
IELTS, TOEFL, CAMBRIDGE, PTE

Excellent teachers, competitive prices.

Contact us: call **00 44 208 44 44 44**

or write to

enquiry@paddingtonenglish.co.uk



Dear Sir or Madam,

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

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

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

I look forward to hearing from you.

Yours faithfully,

Analisa Bargellini

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

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

WRITING FOCUS

An enquiry

- Start the email with *Dear Mr* or *Mrs* and the person's surname. If you don't know the person's name, you use ¹*Dear Sir or Madam,*
- Don't use abbreviations or contractions. Use full forms: *I would* (NOT *I'd*)/² _____ (NOT *I'm*)
- Use formal expressions to:
 - a say why you are writing the email: ³ _____
 - b ask for information: *I would also like to know if .../* ⁴ _____
 - c ask somebody to do something for you: *I would be grateful* ⁵ _____
 - d say that you expect a reply: *I look forward to* ⁶ _____
- Finish the email with *Yours sincerely* if you know the name of the person you're writing to, or ⁷ _____ if you don't.

5 Read the **LANGUAGE FOCUS**. Complete with examples in the email in Exercise 2.

LANGUAGE FOCUS

Indirect questions

- You use indirect questions in formal letters and emails when you want to be more formal.
- Word order in indirect questions is the same as a statement: subject + verb (+object)
How long will I need to study and how much will it cost?
 → ¹*Could you tell me how long I will need to study ...*
What kind of accommodation do you provide and how much does it cost? → ² _____
- When there is no question word in a direct question, you use *if* or *whether* in the indirect question.
Can you arrange accommodation for me? → ³ _____
Could you send me details of how to book a course? → ⁴ _____

6 Complete the indirect questions.

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

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

Hi
 I'm coming to London in July and I'd like to attend your school and improve my English. Please tell me how I can register with your school.
 Do you have a space for me? I'm 17 years old and I'm from Spain. How much does it cost? I don't have anywhere to stay in London – can you help me with accommodation?
 I hope you reply soon.
 Thanks.

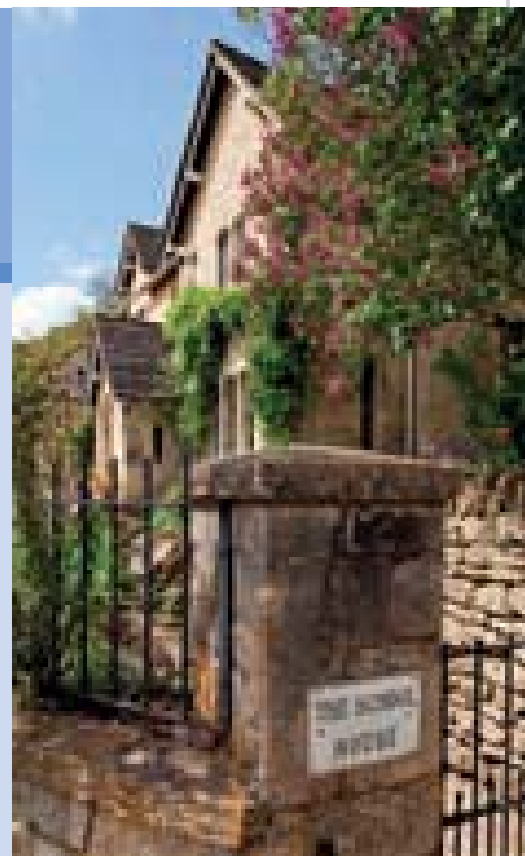
SHOW WHAT YOU'VE LEARNT

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

ST JOHN'S SCHOOL

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

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



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

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

Dear Sir or Madam,
 I am a sixteen-year-old Turkish student and I am writing ...

5.8

SPEAKING

Giving an opinion • agreeing and disagreeing

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

- 1 **SPEAKING** Why do some students choose to leave school early and not go to university? Discuss with a partner.

- 2 **2.37** Listen to a dialogue between Tom and Susie. Look at the statements. Do Tom and Susie agree (A) or disagree (D)?



	Tom	Susie
1 Robert should leave school if he wants to be an actor.		
2 He doesn't need to do A levels.		
3 He might need to get a proper job.		
4 Robert's good-looking and talented.		
5 He should do his A levels first.		

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

SPEAKING FOCUS

Giving an opinion

- I think he ...
- I don't think it's ... 1
- Personally, I think ...
- I really believe ...
- In my opinion, ...
- If you ask me, ...

Agreeing

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

Disagreeing politely

- I see what you mean, but ...
- That's true, but ...
- I'm not so sure.

Disagreeing

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

- 4 Choose the correct option.

- 1 **A:** What do you think about single-sex schools?
B: *I don't think / Personally, I think they're a good idea.* It isn't normal to separate boys and girls.
- 2 **A:** If you ask me, I think we get too much homework.
B: *I'm not so sure. / I couldn't agree more.* I never have time to do sport or relax in the evenings.
- 3 **A:** I don't think my pronunciation is very good.
B: *I really believe it, / I see what you mean, but if you practise,* I'm sure you'll improve.
- 4 **A:** I think the food in the school canteen is too expensive.
B: *Oh come on! That's nonsense. / That's a good point.* If you go to a restaurant in town, you'll pay much more.
- 5 **A:** In my opinion, it's a waste of time going to university – I want to get a job and earn some money.
B: *I totally disagree. / I couldn't agree more.* If you go to university, you'll get a much better job.

- 5 **SPEAKING** Discuss the subjects in the box.

leaving school at sixteen
having extra lessons after school
learning by heart playing sport at school
wearing a uniform doing a gap year
skipping lessons

- A:** Ask what your partner thinks.
B: Give your opinion.
A: Agree or disagree and say why.

- 6 **SPEAKING** Your school has received a donation of €5,000. Photos 1, 2 and 3 show three possible ways your school could spend the money. Follow the instructions below and present your choice to the class. Use the **SPEAKING FOCUS** to help you.



- 1 Choose the option which, in your opinion, is the best for the school.
2 Support your choice with some reasons.
3 Explain why you have rejected the other options.

I think the school should spend the money on computers because ...
I don't think the school should choose option ... because ...

ROLE-PLAY 24 Giving an opinion

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

5.1 Vocabulary  4.33

ability /ə'biləti/
 academic subject /,ækə'demɪk
 'sʌbdʒɪkt/
 after-school activity /,ɑ:ftə ,sku:l
 æk'tɪvəti/
 attend/go to school /ə'tend/,gəʊ tə
 'sku:l/
 break up /,breɪk 'ʌp/
 classmate /'klɑ:smeɪt/
 compulsory /kəm'pʌlsəri/
 cope with /,kəʊp 'wɪð/
 curriculum /kə'rɪkjʊləm/
 do a degree /,du: ə dɪ'gri:/
 do/take an exam /,du: ,teɪk ən ɪg'zæm/
 drop a subject /,drɒp ə 'sʌbdʒɪkt/
 elementary school /,elə'mentəri sku:l/
 entrance exam /'entrəns ɪg'zæm/
 fail an exam /,feɪl ən ɪg'zæm/
 finish school /,fɪnɪʃ 'sku:l/
 get a degree /,get ə dɪ'gri:/
 get into university /,get ,ɪntə
 ,ju:nə'vɜ:səti/
 get on well with /,get ɒn 'wel wɪð/
 hand in homework /,hænd ,ɪn
 'həʊmwɜ:k/
 have a degree /,hæv ə dɪ'gri:/
 keep up with /,ki:p 'ʌp wɪð/
 learn by heart, memorise /,lɜ:n baɪ
 'hɑ:t/'meməraɪz/
 learn from mistakes /,lɜ:n frəm
 mɪ'steɪks/
 leave school /,li:v 'sku:l/
 line up /,laɪn 'ʌp/
 make mistakes /,meɪk mɪ'steɪks/
 mark homework /,mɑ:k 'həʊmwɜ:k/
 miss/skip lessons /,mɪs/,skɪp 'lesənz/
 mixed-ability class /,mɪkst ə,bɪləti
 'klɑ:s/
 move up /,mu:v 'ʌp/
 Music /'mjuzɪk/
 pass an exam /,pɑ:s ən ɪg'zæm/
 pay attention /,peɪ ə'tenʃən/
 PE /,pi: 'i:/
 playground /'pleɪgraʊnd/
 revise for an exam /rɪ,vaɪz fər ən
 ɪg'zæm/
 school uniform /,sku:l 'ju:nəfɔ:m/
 secondary school /'sekəndəri sku:l/
 set homework /,set 'həʊmwɜ:k/
 start school /,stɑ:t 'sku:l/
 take a subject /,teɪk ə 'sʌbdʒɪkt/
 term /tɜ:m/
 timetable /'taɪm,tetɪbəl/
 tuition fee /tju:'ɪʃən fi:/
 university graduate /,ju:nə'vɜ:səti
 'grædʒuət/

5.2 Grammar  4.34

be in favour of /,bi ɪn 'feɪvər əv/
 decent job /,di:sənt 'dʒɒb/
 do a bungee jump /,du ə 'bʌndʒɪ
 ,dʒʌmp/
 gap year /'gæp jɪə/
 go away /,gəʊ ə'weɪ/
 go backpacking /,gəʊ 'bæk,pækɪŋ/

go/live abroad /,gəʊ/,lɪv ə'brɔ:d/
 join a band /,dʒɔɪn ə 'bænd/
 part-time job /,pɑ:t taɪm 'dʒɒb/
 schoolwork /'sku:lwɜ:k/
 waste /weɪst/

5.3 Listening  4.35

A levels /'eɪ ,levəlz/
 apply for (a place) /ə,plai fər ə 'pleɪs/
 be positive /,bi 'pɒzətɪv/
 field trip /'fi:ld trɪp/
 get a job /,get ə 'dʒɒb/
 get a lot out of sth /,get ə 'lɒt aʊt əv
 ,sʌmθɪŋ/
 get a place at university /,get ə ,pleɪs ət
 ,ju:nə'vɜ:səti/
 get a tattoo /,get ə tə'tu:/
 get exhausted /,get ɪg'zɔ:stɪd/
 get good grades /,get gʊd 'greɪdz/
 get ill /,get 'ɪl/
 get into trouble /,get ,ɪntə 'trʌbəl/
 get nervous /,get 'nɜ:vəs/
 get rid of sth /,get 'rɪd əv ,sʌmθɪŋ/
 get stressed about sth /,get 'strest
 ə,baut ,sʌmθɪŋ/
 grade/mark /greɪd/mɑ:k/
 have a good time /,hæv ə gʊd 'taɪm/
 on your own /,ɒn jɔ: 'əʊn/
 revision /rɪ'vɪʒən/
 schedule /'ʃedʒu:l/
 take a break /,teɪk ə 'breɪk/
 take it easy /,teɪk ɪt 'i:zi/
 your fault /,jɔ: 'fɔ:lt/

5.4 Reading  4.36

ability /ə'biləti/
 be an expert on /,bi ən 'ekspɜ:t ɒn/
 be/become a professor of /bi/bɪ'kɒm ə
 prə'fesər əv/
 bully /'bʊli/
 concentrate /'kɒnsəntreɪt/
 condition /kən'dɪʃən/
 dream of /'dri:m əv/
 encourage /ɪn'kʌrɪdʒ/
 get over a difficulty with the support
 of /,get ,əʊvə ə'dɪfɪkəlti wɪθ ðə sə'pɔ:t
 əv/
 have/find a passion for /,hæv/,faɪnd ə
 'pæʃən fə/
 help sb to do sth /,help ,sʌmbɒdi tə 'du:
 ,sʌmθɪŋ/
 ignore /ɪg'nɔ:/
 learning disorders /'lɜ:nɪŋ ,dɪs'ɔ:dəz/
 make fun of /,meɪk 'fʌn əv/
 make the mistake of doing sth /,meɪk
 ðə mɪ'steɪk əv 'du:ɪŋ ,sʌmθɪŋ/
 mentor /'mentɔ:/
 misunderstand /,mɪsʌndə'stænd/
 struggle with /'strʌgəl wɪð/
 visual thinker /,vɪʒuəl 'θɪŋkə/

5.5 Grammar  4.37

background /'bækgraʊnd/
 beanbag /'bi:nbæg/
 blinds /blaɪndz/
 bright /braɪt/

chill out /,tʃɪl 'aʊt/
 compete against /kəm'pi:t ə,genst/
 cushion /'kʊʃən/
 first aid /,fɜ:st 'eɪd/
 flexible /'fleksəbəl/
 follow your own interests /,fɒləʊ jɔ:ɪ
 əʊn'ɪntrəsts/
 manifesto /,mæni'festəʊ/
 nationwide /,neɪʃən'waɪd/
 relevant /'reləvənt/
 rigid /'rɪdʒəd/
 school gate /,sku:l 'geɪt/
 scrape /skreɪp/
 swipe card /'swaɪp kɑ:d/
 uncluttered /,ʌn'klʌtəd/

5.6 Use of English  4.38

cricket /'krɪkɪt/
 give up /,gɪv 'ʌp/
 hockey /'hɒki/
 kit /kɪt/
 netball /'netbɔ:l/
 rugby /'rʌgbi/

5.7 Writing  4.39

application form /,æplɪ'keɪʃən fɔ:m/
 arrange /ə'reɪndʒ/
 availability /ə'veɪlə'bɪləti/
 do a course /,du: ə 'kɔ:rs/
 enquire about /ɪn'kwaɪər ə'baut/
 grateful /'ɡreɪtfəl/
 provide /prə'vaɪd/
 register (v) /'redʒəstə/
 staff /stɑ:f/

5.8 Speaking  4.40

donation /dəʊ'neɪʃən/
 single-sex school /,sɪŋɡəl seks 'sku:l/
 waste of time /,weɪst əv 'taɪm/

VOCABULARY AND GRAMMAR

1 Choose the correct option.

- It is now harder for new college *classmates / experts / graduates* to find a good job than in the past.
- I have to attend PE classes because PE is a(n) *academic / after-school / compulsory* subject.
- You'll learn more if you pay *attention / tuition fees / the bills* in classes.
- Josh *skipped / dropped / took* the Science class again. Is he going to get into trouble?
- If they change the *curriculum / timetable / academic subjects*, we'll start lessons at 8.00 every day.
- My father used to *bully / encourage / struggle* with Maths and Physics at school, but now he is an engineer.

2 Complete the text with words which mean the same as the expressions in brackets. The first letters are given.

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

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

- If I _____ (take) a gap year, I _____ (get) a lot of experience.
- If Stella _____ (not hurry), we _____ (miss) the first lesson.
- _____ (your parents/get) angry if you _____ (not get) into university?
- He _____ (not pass) his exams if he _____ (not take) extra lessons.
- I _____ (not/help) you with Maths if you _____ (not/help) me with English.

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

- Any student ____ hasn't finished their homework, please see me after the lesson.
A who B which C where
- This is the canteen ____ we eat our lunch.
A that B which C where
- Students ____ only revise the night before an exam don't usually get good grades.
A who B which C where
- It was a gap year ____ seemed to last forever.
A who B that C where
- There are lots of schools in the world ____ don't have water or electricity.
A who B which C where
- Oxford was the university ____ she did her degree.
A who B that C where

USE OF ENGLISH

5 Choose the answer, A, B or C, which has the same meaning as the underlined phrase in each sentence.

- The head teacher will close the canteen unless the chef changes the menu.
A after the chef changes
B if the chef doesn't change
C before the chef changes
- If you ask me, I think our school doesn't spend enough money on computers.
A That's true, but
B In my opinion
C I agree that
- I have to learn these maths rules by heart for tomorrow.
A memorise
B explain
C hand in
- We will wear school uniforms when they become compulsory.
A before they become
B unless they become
C as soon as they become
- It's a single-sex school for ambitious boys that offers the best learning conditions.
A which
B where
C who
- X: I think that going to school every day is boring.
Y: That's true, but not all schools are the same.
A I see what you mean
B That's complete nonsense
C I couldn't agree more

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

Should I take a gap year?

I'll have to make an important decision ¹ ____ the academic year ends. My parents want me to continue my studies at university, but I'd rather do something more adventurous. I like the idea ² ____ a gap year. I want to study Spanish in the future, but I'd like to practise the language first, so I'm thinking of going to South America and working with children ³ ____ can't read or write. I'm tired of a rigid timetable and all the schoolwork. I feel that a gap year ⁴ ____ me some freedom. My parents know that most of my classmates are going to go to university when they ⁵ ____ school. If they accept my decision, I'll go abroad for ten months. Could you tell me ⁶ ____ to convince them?

- | | | |
|-------------------|--------------------|--------------------|
| 1 A while | B before | C unless |
| 2 A of | B on | C at |
| 3 A who | B which | C where |
| 4 A give | B gives | C will give |
| 5 A take off | B leave | C go |
| 6 A what can I do | B what should I do | C what I should do |

READING

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

A school on every doorstep

- 1 In India there are 1.4 million children aged 6–11 who do not attend any school. That is why in 1988, two passionate teachers, Ranjani Paranjpe and Bina Lashkari, started a non-formal education project, *Door Step School*, for fifty children in a small slum in Mumbai. A year later the project became an official educational programme aiming to teach children to at least read and write.
- 2 At the beginning, the teachers walked from door to door looking for children who did not go to school, speaking to parents and asking them to send the children to their school. They arranged classrooms everywhere: in marketplaces, on pavements, at railway stations and even in a bus.
- 3 The idea spread very quickly to neighbouring communities. More and more teachers as well as volunteers decided to join the programme. Now, the *Door Step School* has a team of 1,000 teachers and volunteers across eight districts in India and deals with more than 70,000 students every year.
- 4 Since 1988, the teaching conditions in the *Door Step School* have changed a lot. Now, buses called *School on Wheels* serve as libraries and mobile classrooms with computers, TVs and DVD players. Apart from learning basic skills such as reading, writing and arithmetic, children also have lessons on hygiene or health and safety.

- A Growing numbers of teachers and students
 B Trying to solve the literacy problem
 C Teaching in the slums around India
 D Modern classrooms and new subjects
 E Keeping children safe and healthy
 F Teaching in strange places

- 8 Read the text again. Complete the gaps in the email to Matthew with the correct information. Don't write more than three words in each gap.

From: Emma Clark
 To: Matthew Jones
 Subject: interesting article!

Hi Matthew,

I've just read a very interesting article. It's about the *Door Step School* – an educational initiative in India, which in 1989 became ¹ _____. The idea came from ² _____ who wanted children from a small slum in Mumbai to learn how to read and write. It started with only fifty children but now the numbers of teachers, ³ _____ involved in the project are much higher. Children also study new subjects and the teaching conditions are ⁴ _____ those in 1988.

Really interesting! I can send you a link if you like.

Love, Emma

SPEAKING

- 9 Do the task in pairs.

You are studying in a secondary school in England for six months. You are taking part in a survey about the most effective methods of learning Science subjects, such as Physics.

- Choose the photo which, in your opinion, shows the most effective method. Explain why.
- Explain why you rejected the other option.



- 10 Ask and answer the questions.

- 1 Some people say that Science should be the most important subject at school. Do you agree? Why?/ Why not?
- 2 What are the advantages of using computers for learning?

WRITING

- 11 Read the task and write the email.

During holiday you'd like to take part in a two-week-long photography course in the UK, which every year is very popular among photography students. Write an email to the organisers. Include the following information:

- introduce yourself and write what course you're interested in
- describe your photography experience
- ask to be sent information about the signing-in process and payment
- ask what types of accommodation are available and how much they cost.

6

Just the job

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

Confucius



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

VOCABULARY

6.1

Jobs • collocations • describing jobs
• phrasal verbs

I can use language related to job descriptions and types of work.

SHOW WHAT YOU KNOW

1 Complete the names of jobs below with suffixes *-er, -or, -ian, -ist* or *-ant*. Then add three more jobs.

(builder account__ doct__ electric__ flight attend__
hairdress__ shop assist __ swimming instruct __
reception__ scient__ politic__ plumb__)

2 **SPEAKING** Complete the table with the jobs in Exercise 1. Then compare your ideas with a partner.

Jobs I would be good at	Jobs I might or might not be good at	Jobs I would not be good at

What's your worst work experience?

We interviewed four people who run very successful companies. We wanted to find out about the jobs they did before they became their own bosses and we asked them about their worst work experiences.

1

EVA

- **applied for a job** during her school holidays
- **was badly paid**
- **worked long hours**
- didn't enjoy dealing with customers
- almost **got the sack** for offering a customer a bigger size



2

MARCUS

- **had a part-time job**
- **was responsible for** washing the machines
- didn't find the job challenging
- **put up with** a horrible smell



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

- A A postman/postwoman
 B A shop assistant
 C A cleaner in a factory
 D A warehouse assistant

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

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

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

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

3

CHRIS

- **worked night shifts**
- found the job boring and repetitive
- had to stand for hours
- had two managers who **came up with** different tasks at the same time



4

AMY

- had to get up very early
- couldn't **turn up** for work one minute late
- **worked outdoors**
- had to answer difficult questions and found it really stressful

**WORD STORE 6A Collocations**

7 **3.2** Complete WORD STORE 6A with the words and phrases in red in the text and in Exercise 5. Then listen, check and repeat.

8 Complete the statements with an appropriate verb in WORD STORE 6A. Sometimes more than one answer is possible.

- 1 You can _____ self-employed.
- 2 You generally _____ outdoors.
- 3 You usually _____ long hours.
- 4 You sometimes have to _____ night shifts.
- 5 You _____ responsible for lots of workers.
- 6 You need a university degree to _____ for this job.

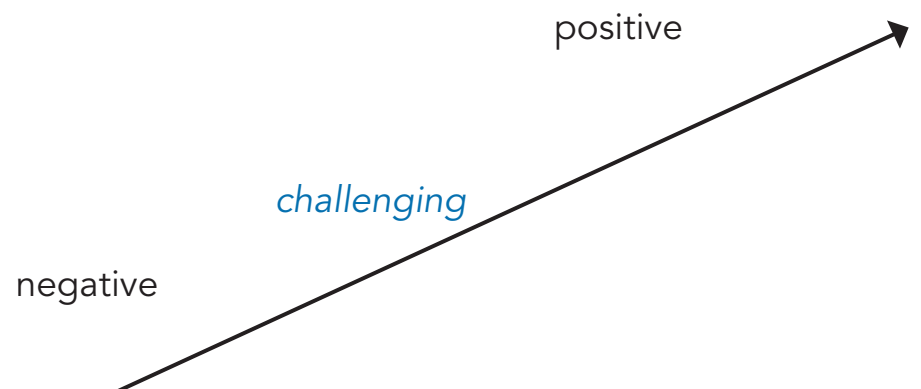
9 **SPEAKING** Discuss which statements in Exercise 8 could describe the jobs in Exercise 1.

Well, a lot of builders are self-employed. They generally work outdoors. They start work early, but I don't think they do particularly long hours ...

WORD STORE 6B Describing jobs

10 **3.3** Complete WORD STORE 6B with the underlined adjectives in the text. Then listen, check and repeat.

11 **SPEAKING** Decide where to put the adjectives in WORD STORE 6B on the line according to how positive or negative you think they are in a job.

**WORD STORE 6C Phrasal verbs**

12 **3.4** Complete WORD STORE 6C with the base form of the highlighted phrasal verbs in the text. Then listen, check and repeat.

13 **SPEAKING** Choose the correct particle. Then finish the sentences and compare your ideas with a partner.

In my ideal job ...

- 1 I turn *off* / *up* for work at ...
- 2 My employer only takes *on* / *up* people who ...
- 3 I'm not prepared to put *out* / *up* with ...
- 4 If I come *up* / *into* with a good idea, my boss ...
- 5 Nothing puts me *down* / *off* my work except ...

6.2

GRAMMAR

Second Conditional

I can use the Second Conditional to describe hypothetical results of a current action.

- SPEAKING** How can students earn money in your country? Make a list of part-time jobs. Which jobs would you like/not like to do? Why? Discuss with a partner.
- Look at the questionnaire. Choose the answer that is best for you and find out what your ideal part-time job is.

Your ideal part-time job

- If I **had** a day off tomorrow, I'd **spend** the day with a friend. We'd ...
A go swimming. **B** watch films at home. **C** go shopping.
- If I won the lottery, I'd give some money to a charity. I'd choose ...
A Free Sport for Everyone. **B** Save the Children.
C Love Eco Fashion.
- If I had to describe myself in six words, it would be easy. I'd say ...
A I love walking by the sea. **B** I want to help other people.
C I like spending time in shops.
- If I needed money, I'd get a part-time job ...
A in a sports centre. **B** at home. **C** in a shop.
- If I was super rich, I'd live in a big house ...
A near a beach. **B** with all my family. **C** in the city centre.

What your score means

Mainly As = Your ideal part-time job is outside, possibly something connected with sport, e.g. a lifeguard or a skiing instructor.

Mainly Bs = You would be good at caring for people, e.g. a babysitter or a carer for elderly people.

Mainly Cs = Your ideal part-time job is in retail, e.g. a shop assistant or a beautician.

- Read the **GRAMMAR FOCUS**. Complete the examples using the **Second Conditional** forms in blue in Exercise 2.

GRAMMAR FOCUS 26

Second Conditional

- You use the **Second Conditional** to talk about the present or future result of an imaginary situation.

imaginary situation → result
if + Past Simple **would/wouldn't + verb** *If*

I¹ _____ a day off tomorrow, I² _____ the day with a friend.

(but I don't have a day off tomorrow so I won't spend the day with a friend)

*If I **was** super rich, I'd **live** in a big house.*

Note:

- 'd = would
- If I/he/she/it were** ... is more formal than **If I/he/she/it was** ...
*If he **were** rich, he **wouldn't work**.*
*If I **were** you, I'd **get** a summer job.*

- Complete the statements with the correct **Second Conditional** form of the verbs in brackets.
 - If everybody went (go) to university, nobody would want (want) to do manual jobs.
 - There _____ (not be) so much traffic if more people _____ (work) from home.
 - Family relationships _____ (improve) if parents _____ (take) more time off work.
 - If people _____ (retire) at fifty, there _____ (be) more jobs for young people.
 - The world _____ (be) a better place if everybody _____ (have) a job.
- SPEAKING** Discuss whether you agree with the statements in Exercise 4.
- Rewrite these real situations as imaginary situations. Begin each sentence with *If*.

If I had a part-time job, I'd earn money.



- I don't have a part-time job, so I don't earn money.
- I don't earn money, so I don't go out.
- I don't go out, so I don't meet new people.
- I don't meet new people, so my life is boring.
- My life is boring, so I'm not happy.
- I'm not happy, so I need a part-time job.

- Complete the sentences with the correct form of the verbs in brackets and your own ideas.
 - If I wanted (want) advice about getting a job, I'd ask my uncle.
 - If I _____ (need) to borrow some money, I _____.
 - If I _____ (can) work anywhere in the world, I _____.
 - If I _____ (not have) a phone, I _____.
 - If I _____ (be) an animal, I _____.
 - If I _____ (not have to) study, I _____.
- SPEAKING** Write questions about the imaginary situations in Exercise 7. Then ask and answer the questions as in the example.

A: *If you wanted advice about getting a job, who would you ask?*
 B: *I'd ask ...*

FOCUS VLOG 27 About dream jobs

27 Watch the Focus Vlog. For the worksheet, go to page 127.

6.3

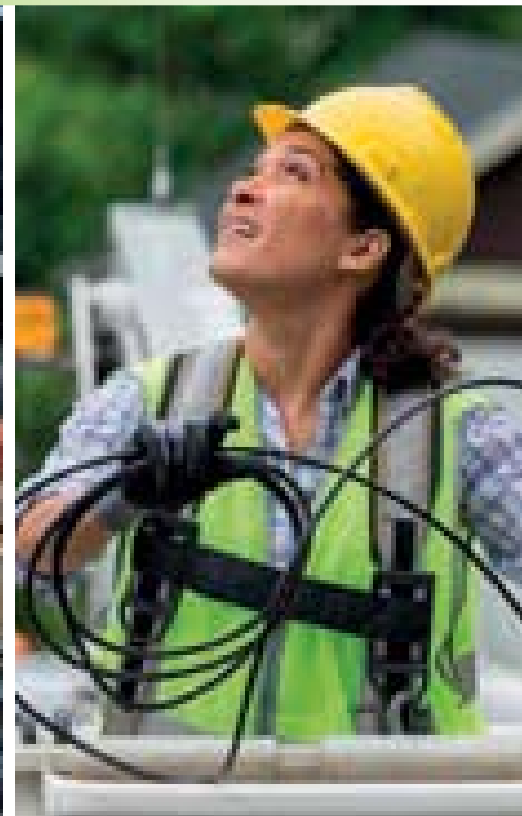
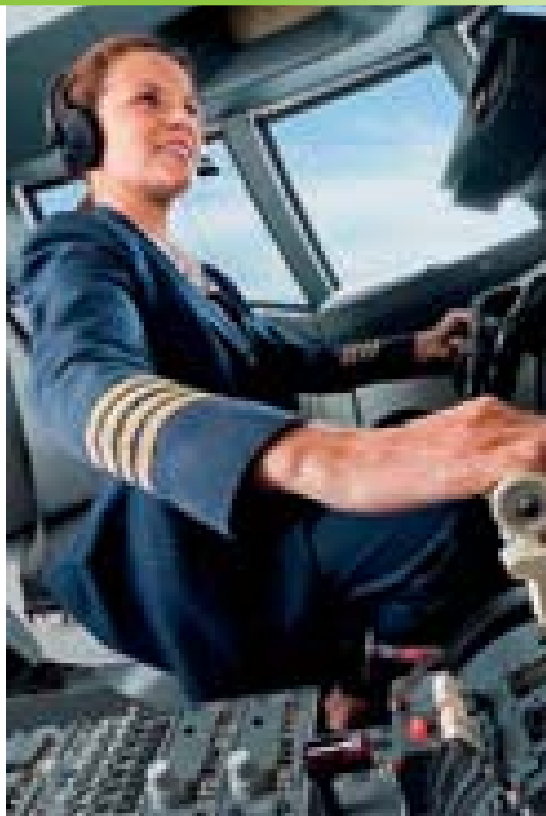
LISTENING

Multiple choice

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

1 **SPEAKING** Look at the photos. What kind of person do you have to be to do these jobs? Tell your partner. Use the adjectives below or your own ideas.

(ambitious brave caring clever energetic practical responsible sensible serious kind)



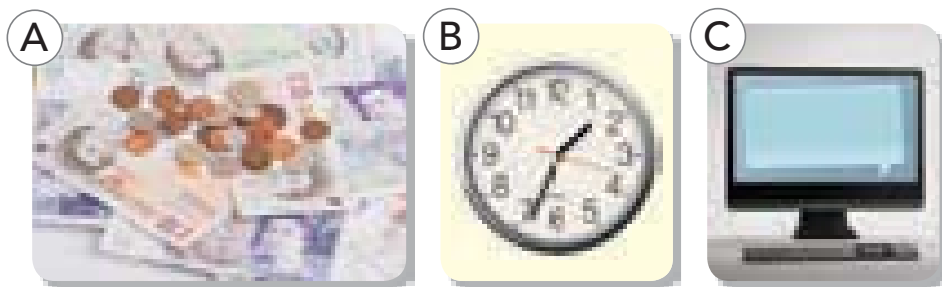
EXAM FOCUS Multiple choice

2 **3.5** Listen to three recordings. Choose the correct photo, A, B or C.

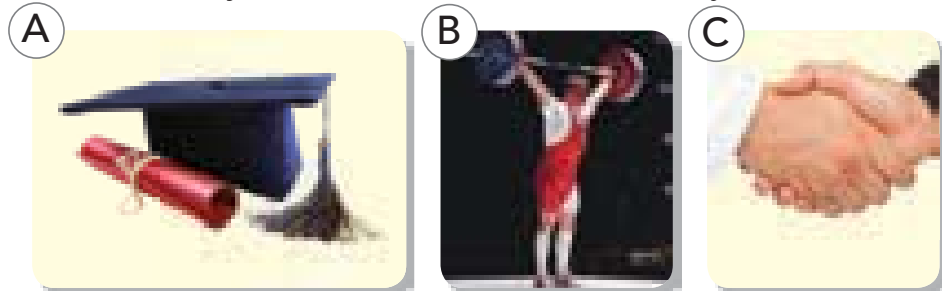
1 What is the woman's job?



2 Why did the girl's dad get a new job?



3 What do you need to do the woman's job well?



3 **3.6** Listen to a dialogue between Sophie and her aunt Mary. Are statements 1–5 true (T) or false (F)?

- 1 Aunt Mary doesn't want Sophie to become an airline pilot.
- 2 Sophie hasn't been to university yet.
- 3 Aunt Mary doesn't enjoy her job and wants to change.
- 4 Aunt Mary is already a captain.
- 5 Aunt Mary doesn't think it's an easy career for women with children.

4 **3.7** Complete the collocations with the words in the box. Then listen, check and repeat.

(degree eyesight home off people training)

Airline pilots must ...

- 1 **do** long and expensive _____.
- 2 have a **university** _____.
- 3 **get on well with** _____.
- 4 **have** excellent _____.
- 5 spend a lot of time **away from** _____.

Airline pilots can't ...

- 6 choose when they **take time** _____.



5 **SPEAKING** Discuss whether you would like to be an airline pilot. Use the collocations in Exercise 4 to help you.

*I don't think I'd like to be an airline pilot.
I'd have to spend a lot of time away from home and ...*

PRONUNCIATION FOCUS

6 **3.8** Listen and repeat the words. Mark the stress.

- | | | |
|---------------------|--------------|-------------|
| 1 <u>journalist</u> | receptionist | specialist |
| 2 beautician | electrician | musician |
| 3 carpenter | instructor | interpreter |
| 4 engineer | photographer | secretary |

7 Choose the word in each group that has one more syllable than the other words.

WORD STORE 6D Jobs

8 **3.9** Complete WORD STORE 6D with the words in the box to make job names. Then listen, check and repeat.

Multiple matching

I can make basic inferences from simple information in a short text.

1 What are you like? Use the adjectives in the box to finish the sentences.

1 I'm ... 2 I'm sometimes ... 3 I'm not ...

active adventurous caring friendly funny
hard-working independent optimistic quiet
responsible sensible sociable

2 SPEAKING Follow the instructions to complete the task.

- 1 Choose three adjectives in Exercise 1 or your own ideas to describe your partner's personality.
- 2 Read the article quickly and decide which personality type best describes your partner.
- 3 Check if your partner agrees.

3 Read the article and choose the best title.

- 1 There's more to a job than a good salary
- 2 Career choices for your personality type
- 3 Personality test: what job would make you happiest?

EXAM FOCUS Multiple matching

4 Read the text again. Match the people (1–5) with the personality types from the text (A–G) that best describe them. There are two extra personality types.

- 1 Joe is very well-organised. Doing the same thing every day doesn't scare him. People enjoy talking to him – they know he will not disappoint them.
- 2 Gena believes in herself and her abilities. But she also wants to improve all the time. She loves books because they teach her new things.
- 3 Kate cares about people and enjoys being with them and having fun. But she also tries to help them grow, to become better, to learn more. She's their motivator.
- 4 Bo feels best when he's on his own. He doesn't like people telling him how to do things. He loves analysing difficult theoretical problems. And he's definitely not an adventurous type.
- 5 Vlad is open and friendly with people he likes, but he also needs some alone-time, when he can rest, relax and think. And what he hates the most is when people fight.

1 Joe 2 Gena 3 Kate 4 Bo 5 Vlad

Are you thinking about careers and what kind of job you'd like in the future?

It will help if you ask yourself the question: 'What am I like?'. Some jobs are more suitable for you than others. We've matched jobs to seven different personality types.

3.10

(A) The Leader



When you go out with friends, you're the person who decides where to go. You're good at making decisions and people trust you. At work and in your social life, you love organising people and projects.

At work, you're a good **problem-solver** and you enjoy dealing with challenging jobs. You like to be your own boss.

JOBS: businessperson, judge, politician

(B) The Artist



You love to be creative. You're quiet, easy-going and peaceful. You don't like stressful situations and you avoid arguments. You're friendly and caring, and you like spending time with family and close friends, but you also need your personal space. You're a **nature lover** and you enjoy being outdoors.

You prefer jobs where you make things.

JOBS: musician, designer, writer

(C) The Doer



You're very sociable and you have a wide circle of friends who think you're funny, friendly and charming. You're very active and good at encouraging other people. You're always optimistic. You stay positive even when you have to deal with difficult situations. You're adventurous and competitive, and you take risks if necessary.

JOBS: police officer, sales representative, ski instructor

5 **3.11** Complete the definitions with the words in blue in the text. Then listen, check and repeat.

- 1 solves problems = _____
- 2 makes decisions = _____
- 3 develops software = _____ 4
- loves nature = _____
- 5 fights the fire = _____
- 6 works for social services = _____

6 Complete the sentences with the compound nouns in Exercise 5.

- 1 Claire's mum is the _____ in her family. She's a very quick thinker.
- 2 Dan isn't a _____. He gets bored in the country and prefers to be in the city.
- 3 Edith is a brilliant _____. No problem is too difficult for her.
- 4 Fred knows a lot about computers and the Internet. I think he'd be a good _____.
- 5 Graham wants to be a _____. He's a caring person and would be good at it.
- 6 Helen's ambition is to be a _____. She's adventurous and practical.

7 Replace the names in Exercise 6 with the names of your classmates. Then compare the sentences with a partner.

8 **SPEAKING** Make predictions about your future life and career five, ten and twenty years from now. Discuss the questions.

- 1 Where will you live?
- 2 Who will you live with?
- 3 What job will you have?

*Ten years from now I think I'll still live where I live today. I think I will work as ...
I don't think I'll ...*

WORD STORE 6E Word families

9 **3.12** Complete WORD STORE 6E with adjectives. Mark the stress. Then listen, check and repeat.

D The Thinker



You're quiet and analytical. You enjoy spending time alone and coming up with solutions to problems. You're successful in careers where you have a lot of independence. Careers in science suit your personality.

JOBS: mathematician, scientist, **software developer**

E The Mechanic



You're attracted to new experiences. You're the kind of person who goes motorcycling, bungee jumping, surfing. You enjoy having time to think alone, and you're very independent. You're logical and practical and you want to understand how things work. When there's a problem you quickly understand the causes, and solve it.

JOBS: engineer, **fire-fighter**, pilot

F The Strategist



You are the kind of person who is ambitious and you plan to achieve your goals. You're determined and self-confident. You work well under stress – you're a quick thinker and a good **decision-maker**. You never stop learning. Reading is your favourite way to learn new knowledge.

JOBS: company director, doctor, military leader

G The Carer



You're reliable, responsible and sensible. You're the person who helps friends when they have a problem, because you're caring and you're a good listener. For this reason, you often work in the healthcare sector. You're very organised, you enjoy planning and you don't mind doing repetitive jobs with long hours and a lot of responsibilities.

JOBS: nurse, **social worker**, teacher

6.5

GRAMMAR

Modal verbs for obligation and permission

I can express obligation, necessity and absence of obligation.

- 1 **SPEAKING** What is the meaning of the saying? What kind of jobs do you think it describes? Discuss with a partner.

You don't have to be
crazy
to work here ...
BUT IT HELPS!

- 2 **3.13** Listen to three people talking about their jobs. Choose the correct option.
- Jonnie is in *the food industry / IT* .
 - Erica works for *a fashion magazine / a clothes shop* .
 - Sam works *in an office / from home* .
- 3 **3.13** Choose the correct option to describe some of the working conditions of Jonnie, Erica and Sam. Then listen again and check.



1 Jonnie

- He ¹*has to / doesn't have to* wear the company T-shirt.
- He ²*can / can't* eat at his desk.
- He ³*must / mustn't* take his laptop into the canteen.



2 Erica

- She ⁴*has to / doesn't have to* work very long hours.
- She ⁵*needs to / doesn't need to* wear designer clothes or a suit.



3 Sam

- He ⁶*needs to / doesn't need to* get up early.
- He ⁷*can / can't* go for a run when he wants a break.
- He ⁸*must / mustn't* remember to have a shave before his conference call tonight.

- 4 Read the GRAMMAR FOCUS. Complete the table using the correct affirmative or negative modal in blue in the text.

GRAMMAR FOCUS 28

Modal verbs for obligation and permission

You use **must**, **need to**, **have to** and **can** to talk about obligation and permission.

Necessary	Not necessary	Permitted	Not permitted
<ul style="list-style-type: none"> • have to/ has to • need to/ _____¹ • must 	<ul style="list-style-type: none"> • don't have to/ _____² • don't need to/ doesn't need to/ needn't 	<ul style="list-style-type: none"> • _____³ 	<ul style="list-style-type: none"> • can't • _____⁴

Note: You usually use **have to** (NOT *must*) and **can't** (NOT *mustn't*) to talk about rules or arrangements:
I **have to** work very long hours. (NOT *must*) but
I **must** remember to shave. (NOT *have to*)

- 5 Complete the sentences with *mustn't* or *needn't*.

- a You needn't rush – you've got plenty of time.

b You mustn't rush – it's important to be 100 percent accurate.
- a You _____ go – you can stay if you want.

b You _____ go – we haven't finished yet.
- a You _____ tell her – it's a secret between you and me.

b You _____ tell her – she already knows everything.
- a You _____ eat that – you can leave it if you want.

b You _____ eat that – it's really bad for you.

- 6 Use **have to** or **can** with **you** to complete these questions. Then answer the questions.

- Do you have to wear a uniform?
- _____ call your teachers by their first name?
- _____ use your mobile phones in class?
- _____ take end-of-term tests in each subject?
- _____ change classrooms for each lesson?
- _____ leave school before you are eighteen?

- 7 Write a sentence with **has to** and a sentence with **doesn't have to** for each job. Use the phrases in the box or your own ideas.

(be fit be good at maths have a degree
have a driving licence have good eyesight
speak English wear a uniform work at the weekend)

- A police officer _____ .
- A secondary school teacher _____ .
- A bus driver _____ .
- An airline pilot _____ .
- An accountant _____ .
- A tourist guide _____ .

1 A police officer *has to* wear a uniform.
A police officer *doesn't have to* be good at maths.

- 8 **SPEAKING** Think of three people you know with different jobs and write similar sentences to those in Exercise 7. Tell your partner about each person.

Grammar page 148

6.6

USE OF ENGLISH

Adjectives ending in *-ed* and *-ing*

I can form adjectives from verbs and nouns with -ed and -ing.

1 SPEAKING Read UK TODAY. Discuss the questions.

- 1 What is work experience and why is it useful?
- 2 If you could do work experience, what would you do and why?

UK TODAY

Did you know that nearly all 15- or 16-year-old students in the UK do work experience before they leave school?

What is work experience?

- 1-3 weeks off school working full time for a local employer.

What are the benefits of work experience?

- It teaches useful work skills.
- It makes you think about possible careers.
- It develops self-confidence and communication skills.



2 3.14 Listen to Sharon and Adam talking to their teacher about their work experience. Then complete the table.



Who ...	Sharon	Adam
1 had a disappointing time?		
2 is excited about his/her future career?		
3 was embarrassed because he/she turned up for work in the wrong clothes?		
4 got encouraging feedback when he/she finished something?		
5 thinks you learn things if the work is challenging?		

3 Read the LANGUAGE FOCUS. Complete the adjectives with *-ed* or *-ing* in comments 1-7 in the conversation.

LANGUAGE FOCUS

Adjectives ending in *-ed* and *-ing*

- You form pairs of *-ed* and *-ing* adjectives from verbs: confuse → *I was confused*. *The situation was confusing*.
- **-ed** adjectives describe how people feel.
I'm excited about my future. I was tired all the time.
- **-ing** adjectives describe the thing (or person) that causes the feeling.
Did you do interesting jobs? He was very encouraging.

Note: Some *-ed* adjectives do not have *-ing* equivalents. e.g. *ashamed, delighted, relieved*

- 1 I'm **reliev**__ .
- 2 I had a really **reward**__ time.
- 3 That's **amaz**__ !
- 4 I was really **embarrass**__ because everyone else was in jeans.
- 5 It was very **confus**__ .
- 6 I was **bor**__ most of the time.
- 7 It sounds like you had a very **satisfy**__ experience.

4 3.14 Listen again and check your answers in Exercise 3.

5 USE OF ENGLISH Choose the correct sentence, A, B or C to complete the dialogue.

- 1 X: Why are you going to bed so early? Y: _____
A Because it's very tiring.
B Because I'm very tiring.
C Because I've had a very tiring day.
- 2 X: She always turns up late when we meet. Y: _____
A I know, it's so annoying!
B Really? I'm so relieved!
C Oh no, I feel so ashamed!
- 3 X: Did your mum like her birthday present? Y: _____
A She was encouraging.
B She was delighted.
C She was amazing.
- 4 X: I can't stand this wet weather. Y: _____
A Yes, it's really depressing.
B Yes, it's really depressed.
C Yes, I'm really depressing.

6 SPEAKING Make questions using beginnings 1 or 2 and an appropriate adjective in the box or your own ideas. Then ask and answer the questions as in the example.

bored/boring disgusted/disgusting
exhausted/exhausting inspired/inspiring
moved/moving shocked/shocking

- 1 When was the last time you were ...?
- 2 When was the last time you thought that something (someone) was ...?

A: *When was the last time you were exhausted?*

B: *I think it was after PE yesterday. We did cross-country and I hate running!*

6.7

WRITING

A job application

I can write a basic letter of application.

1 Read the job advert and answer the questions.

- 1 What kind of job is it advertising?
- 2 Is it a permanent job?
- 3 Is it a well-paid job?
- 4 How old do you have to be to apply?
- 5 What characteristics should the candidate have?
- 6 What are the working hours?

ARE YOU LOOKING FOR A SUMMER JOB?

JOHNSON'S BUILDERS REQUIRES
an office helper – €10 per hour

ARE YOU

16 or over? • reliable and hard-working?
friendly and willing to learn?



WE OFFER

excellent conditions • flexible hours
a chance to learn office skills

NO PREVIOUS EXPERIENCE NECESSARY!

2 Imagine you want to apply for the job. Tick five pieces of information you should include in your application letter.

- Say where you saw the advert.
- Say what you are doing now.
- Say how you intend to spend your salary.
- Give reasons why you are interested in the job.
- Mention any relevant work experience.
- Say why you liked or didn't like previous jobs.
- Say when you are available for interview.
- Warn them not to call you at certain times.

3 Read the letter of application. Check your ideas in Exercise 2. Cross out the three sentences that are NOT appropriate.

Dear Sir or Madam,

With **reference to** your advertisement in yesterday's *Devonshire Times*, I would like to **apply for** the position of office helper. **At the moment**, I am in my final year at school, and I will be available to start work from 1st June. I really need this job because I want to earn some money to go on holiday.

I am **particularly interested in** your company because I hope to study architecture at university. I **attach my CV** for your information. As you will see, I worked on a building site last summer. It was a bit hard, but I got a really good suntan.

I do not have much experience of office work, but I am a fast learner. I have good communication skills and I enjoy working as part of a team. **For these reasons**, I feel I would be a suitable candidate for the job you are advertising.

I can be available for interview **at any time**. I have listed my contact details on my CV. Please don't call me before ten o'clock in the morning.

I look forward to hearing from you.

Yours faithfully,

Richard Dawson

4 Read the WRITING FOCUS. Complete the examples with the phrases in purple in the letter in Exercise 3.

WRITING FOCUS

A job application

1 Say where you saw the advert

*I am writing in connection with your advertisement in .../
With ¹reference to your advertisement in ...*

2 Say why you are writing

*I am writing to express my interest in the position of .../I
would like to ² _____ the position of ...*

3 Say what you are doing now

Currently, I am .../At ³ _____, I am ...

4 Give reasons why you are interested in the job

*I found your advertisement very interesting because
.../I am ⁴ _____ your company because ...*

5 Mention your CV and any relevant work experience

*I have some experience of .../I worked for ... as .../I
⁵ _____ your information.*

6 Give reasons why you are a suitable candidate for the job

*I would be a suitable candidate for the job because .../
⁶ _____, I feel I would be a suitable candidate for the job
you are advertising.*

7 Say when you are available for interview

I can be available for interview ⁷ _____.

5 Complete the sentences from a job application with phrases in the WRITING FOCUS.

- 1 I am writing in _____ with the advertisement on your website.
- 2 I am writing to express my _____ in the position of waiter.
- 3 I have some _____ of working in a busy restaurant.
- 4 I found your _____ interesting because I would like to work outside.
- 5 I would be a _____ candidate for the job because I learn very quickly.
- 6 I can be _____ for interview after 17 July or any weekend.

6 Read the advert below and sentences 1–6 from different candidates. Are the people right (R) or wrong (W) for the job? Discuss with a partner.



REQUIRE CAMP SUPERVISORS

Do you love outdoor life and camping?

We need friendly, outgoing young people with lots of energy and some knowledge of English.

You must know how to swim.

Experience with children and knowledge of first aid an advantage.



HAVE A GREAT SUMMER, IMPROVE YOUR ENGLISH AND EARN SOME MONEY AT THE SAME TIME!

Please apply to Ross Field, ross@wwsc.net

- 1 At present I'm taking swimming lessons. I take my level 1 test in July. I'm confident that I'll succeed.
- 2 I believe I possess the right skills for the job because I worked on Wild West Summer Camps last year.
- 3 My spoken English requires some improvement, but I can sing English pop songs.
- 4 I have experience of working in summer camps, and I've had many opportunities to practise putting up tents.
- 5 I think I'm a suitable candidate for the job. I'm available for work from 15th August, after my summer holiday.
- 6 While I was working as a swimming instructor last summer, I obtained a certificate in first aid.

7 Read the LANGUAGE FOCUS. Complete the examples with the underlined phrases in Exercise 6.

LANGUAGE FOCUS

Formal language in a job application letter

Formal

- 1 I possess
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

Informal

- I've got*
the right person
free
I've worked on
plenty of chances
I got
At the moment
I'm sure
do well
needs

8 Make the sentences more formal. Then tick the ones that you could truthfully include in a letter of application.

- 1 I got top marks in my English exams at the end of last term.
- 2 I hope to have plenty of chances to travel in my future career.
- 3 At the moment I'm doing part-time work in a restaurant.
- 4 I believe that I am the right person for a job in sales and marketing.
- 5 I'm sure that I've got good communication skills and can work well in a team.

SHOW WHAT YOU'VE LEARNT

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

You've read the advertisement from Exercise 6 in *International Student Times* and you'd like to apply for the job. Write a job application and send it online to Ross Field. Include the following information:

- write where you've seen the advertisement
- explain what you do and why you are interested in the job
- mention your CV and describe your work experience
- write when you can come for an interview.

Dear Sir or Madam,
 I am a sixteen-year-old Ukrainian student and I am writing ...

6.8

SPEAKING

Asking for and giving advice

*I can ask for and give advice on jobs and solving problems.*1 **SPEAKING** Read *Modelling – Some Facts* and discuss the questions.

- 1 What does it mean to be 'scouted'?
- 2 How do you know if a model agency is a good one?
- 3 Are you tall enough to be a model?

**MODELLING** – *some facts*

- Talent scouts go out in public to look for new models for their agency.
- Famous UK model, Kate Moss, was scouted at JFK airport in New York when she was 14.
- Models aged 16–18 in the UK should work part-time and be in full-time education.
- Good model agencies belong to the AMA (Association of Modelling Agents).
- Female models are usually at least 1.73 m and male models are 1.83 m tall.

2 **3.15** Listen to Zoe asking her friend Luke about doing modelling. Are statements 1–3 true (T) or false (F)?

- 1 Luke enjoyed doing modelling.
- 2 He doesn't think Zoe should go to the agency.
- 3 Zoe is going to take Luke with her to the agency.

3 **3.15** Listen again and tick the expressions you hear.

SPEAKING FOCUS

Asking for advice

- What do you think I should do?
- Do you have any tips on what to ...?
- Do you have any ideas about how to ...?

Giving advice

- You should ...
- I think you should ...
- I don't think you should ...
- Why don't you ...?
- My best advice would be to ...
- It's a good idea to ...
- If I were you, I'd ...

Accepting advice

- Thanks, that's really helpful.
- That's great advice. Thanks!
- That's a good idea!

Rejecting advice

- I'm not sure that's a good idea.

4 Match the sentence halves to give useful advice to somebody preparing for a job interview.

- 1 I think you should
 - 2 I don't think you should
 - 3 My best advice would
 - 4 It's a good idea
 - 5 If I were you,
- a be nervous.
- b do some research.
- c be to be on time.
- d I'd just be yourself.
- e to prepare some questions.

5 **3.16** Listen, check and repeat the advice in Exercise 4.

6 Look at the statements below and think about the advice you would give in each case. Make notes.

- 1 I want to stay fit.
- 2 It's my mother's birthday soon.
- 3 I need some new clothes, but I haven't got any money.
- 4 I want to watch a good film.
- 5 I can't wake up in the mornings.

7 **SPEAKING** Follow the instructions below to make dialogues. Use your notes in Exercise 6 and the SPEAKING FOCUS to help you.

Student A: Choose a problem in Exercise 6 and tell Student B about it.

Student B: Give Student A some advice.

ROLE-PLAY **29** Asking for and giving advice

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

6.1 Vocabulary 🔊 4.41

apply for a job /əˌplai fər ə 'dʒɒb/
 be badly paid /bi ,bædli 'peɪd/
 be employed/self-employed /,bi im'plɔɪd/,self im'plɔɪd/
 be in charge of /,bi ,ɪn 'tʃɑːdʒ əf/
 be responsible for /,bi rɪ'spɒnsəbəl fɔː/
 be unemployed /,bi ʌnim'plɔɪd/
 be well paid /,bi ,wel 'peɪd/
 challenging /'tʃælɪndʒɪŋ/
 come up with /,kʌm 'ʌp wɪð/
 creative /kri'eɪtɪv/
 demanding /dɪ'mɑːndɪŋ/
 do/work long hours /,duː/,wɜːk lɒŋ 'aʊəz/
 do/work night shifts /,duː/,wɜːk 'naɪt 'ʃɪfts/
 do/work overtime /,duː/,wɜːk 'əʊvətaɪm/
 employ (v) /ɪm'plɔɪ/
 employer /ɪm'plɔɪə/
 full-time job /,fʊl ,taɪm 'dʒɒb/
 get fired/get the sack /,get 'faɪəd/,get ðə 'sæk/
 get/have/take a day off /,get/,hæv/,teɪk ə deɪ 'ɒf/
 get/have/take five weeks' paid holiday /,get/,hæv/,teɪk faɪv wɪks ,peɪd 'hɒlədi/
 have a job /,hæv ə 'dʒɒb/
 part-time job /,pɑːt taɪm 'dʒɒb/
 put sb off sth /,pʊt 'sʌmbɒdi'ɒf 'sʌmθɪŋ/
 put up with /,pʊt 'ʌp wɪð/
 repetitive /rɪ'petətɪv/
 resign from a job /rɪ,zəɪn frəm ə 'dʒɒb/
 rewarding /rɪ'wɔːdɪŋ/
 run a business/company /,rʌn ə 'bɪznəs/ 'kʌmpəni/
 stressful /'stresfəl/
 take sb on /,teɪk ,sʌmbɒdi 'ɒn/
 tiring /'taɪərɪŋ/
 turn up /,tɜːn 'ʌp/
 work experience /'wɜːk ɪk'spɪəriəns/
 work indoors/outdoors /,wɜːk ɪn'dɔːz/ aʊt'dɔːz/

6.2 Grammar 🔊 4.42

babysitter /'beɪbɪ,sɪtə/
 carer /'keərə/
 lifeguard /'laɪfgɑːd/
 retail /'riːteɪl/
 retire /rɪ'taɪə/
 work from home /,wɜːk frəm 'həʊm/
 work outside /,wɜːk aʊt'saɪd/

6.3 Listening 🔊 4.43

airline pilot /'eəlaɪn ,paɪlət/
 away from home /ə ,weɪ frəm 'həʊm/
 beautician /bjʊ:'tɪʃən/
 benefit /'benəfɪt/
 brave /breɪv/
 bus driver /'bʌs ,draɪvə/
 carpenter /'kɑːpəntə/
 clever /'klevə/
 do training /,duː 'treɪnɪŋ/

driving instructor /'draɪvɪŋ ɪn'strʌktə/
 electrician /ɪˌlek'trɪʃən/
 energetic /,enə'dʒetɪk/
 engineer /,endʒə'nɪə/
 estate agent /ɪ'steɪt ,eɪdʒənt/
 get on well with people /,get ,ɒn 'wel ,wɪθ ,piːpəl/
 have excellent eyesight /hæv 'eksələnt ,aɪsaɪt/
 interpreter /ɪn'tɜːprətə/
 journalist /'dʒɜːnəlɪst/
 lifeguard /'laɪfgɑːd/
 male-dominated job /,meɪl ,dɒmɪneɪtɪd 'dʒɒb/
 manual job /,mænjuəl 'dʒɒb/
 musician /mjuː'zɪʃən/
 office /'ɒfəs/
 office assistant /'ɒfəs ə,sɪstənt/
 personal skills /,pɜːsənəl 'skɪlz/
 practical /'præktɪkəl/
 promotion /prə'məʊʃən/
 receptionist /rɪ'sepʃənɪst/
 salary /'sæləri/
 secretary /'sekretəri/
 shop assistant /'ʃɒp ə,sɪstənt/
 skiing instructor /'skiɪŋ ɪn'strʌktə/
 specialist /'speʃjəlɪst/
 take time off /,teɪk taɪm 'ɒf/
 taxi driver /'tæksɪ ,draɪvə/
 travel agent /'trævəl ,eɪdʒənt/
 university degree /,juːnə'vɜːsəti ,di'grɪː/

6.4 Reading 🔊 4.44

active /'æktɪv/
 businessperson /'bɪznəs,pɜːsən/
 charm (n, v) /tʃɑːm/
 charming /'tʃɑːmɪŋ/
 compete /kəm'piːt/
 competition /,kɒmpə'tɪʃən/
 competitive /kəm'petətɪv/
 decision-maker /dɪ'sɪʒən ,meɪkə/
 designer /dɪ'zaɪnə/
 determination /dɪ,tɜːmɪ'neɪʃən/
 determined /dɪ'tɜːmɪnd/
 director /daɪ'rektə/
 fire-fighter /'faɪə,fɑɪtə/
 logic /'lɒdʒɪk/
 logical /'lɒdʒɪkəl/
 mechanic /mɪ'kænɪk/
 military leader /,mɪlətəri 'liːdə/
 nature lover /'neɪtʃə ,lʌvə/
 nurse /nɜːs/
 peace /piːs/
 peaceful /'piːsfəl/
 problem-solver /'prɒbləm ,sɒlvə/
 quiet /'kwaɪət/
 reliable /rɪ'laɪəbəl/
 reliance /rɪ'laɪəns/
 rely (on) /rɪ'laɪ (ɒn)/
 sales representative /'seɪlz reprɪ,zentətɪv/
 social worker /'səʊʃəl ,wɜːkə/
 software developer /'sɒftweə dɪ,veləpə/

6.5 Grammar 🔊 4.45

accountant /ə'kaʊntənt/
 accurate /'ækjərət/
 be/work in (IT) /,bi/,wɜːk ɪn (,aɪ'tiː)/
 conference call /'kɒnfərəns kɔːl/
 fashion magazine /'fæʃən ,mæɡə,zɪn/
 food industry /'fuːd ,ɪndəstri/
 have a shave /,hæv ə 'ʃeɪv/

6.6 Use of English 🔊 4.46

ashamed /ə'ʃeɪmd/
 be relieved /,bi rɪ'liːvd/
 bored /bɔːd/
 confused /kən'fjuːzd/
 confusing /kən'fjuːzɪŋ/
 delighted /dɪ'laɪtɪd/
 disgusted /dɪs'gʌstɪd/
 disgusting /dɪs'gʌstɪŋ/
 embarrassed /ɪm'bærəst/
 encouraging /ɪn'kʌrɪdʒɪŋ/
 exhausting /ɪɡ'zɔːstɪŋ/
 moved /muːvd/

6.7 Writing 🔊 4.47

at any time /ət ,eni 'taɪm/
 at present /ət 'prezənt/
 at the moment /ət ðə 'məʊmənt/
 attach /ə'tætʃ/
 available /ə'veɪləbəl/
 be a fast learner /,bi ə ,fɑːst 'lɜːnə/
 be confident that /,bi 'kɒnfɪdənt 'ðæt/
 camp supervisor /'kæmp ,suːpəvaɪzə/
 flexible hours /,fleksəbəl 'aʊəz/
 have experience of /,hæv ɪk'spɪəriəns əv/
 in connection with /ɪn kə'nekʃən wɪð/
 interview /'ɪntəvjuː/
 job advert /'dʒɒb ,ædvɜːt/
 look for a job /,lʊk fər ə 'dʒɒb/
 obtain /əb'teɪn/
 opportunity /,ɒpə'tjuːnəti/
 position /pə'zɪʃən/
 possess skills /pə,zes 'skɪlz/
 require /rɪ'kwaɪə/
 succeed /sək'sɪd/
 suitable candidate /'suːtəbəl 'kændɪdət/
 with reference to /,wɪð 'refərəns tə/

6.8 Speaking 🔊 4.48

association /ə,səʊsi'eɪʃən/
 model /'mɒdl/
 scout /skaut/

VOCABULARY AND GRAMMAR

1 Complete the sentences with the words about work.

The first letters are given.

- 1 My sister is an **o**_____ **a**_____.
She answers phones and takes messages.
- 2 Mathew is a **t**_____ **a**_____.
He arranges trips and holidays for customers.
- 3 My parents usually take two weeks' **p**_____ **h**_____ in summer so we can all go somewhere together.
- 4 I'd like to be **s**_____ **e**_____ and run my own business in the future.
- 5 My brother has started a **p**_____ **t**_____ job in the evenings to earn some extra money.

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

- 1 Grace finds her new job interesting but _____.
DEMAND
- 2 Writing the first job application was quite _____ for me. **STRESS**
- 3 The company is offering a job for ambitious and _____ people. **COMPETE**
- 4 If Chris was more _____, he'd find a summer job. **DETERMINATION**
- 5 I don't understand why he resigned from his job. His decision does not seem _____. **LOGIC**

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

- 1 If Tom _____ (have) a full-time job, he _____ (not resign) from it.
- 2 If you _____ (can) work for any company, which company _____ you _____ (like) to work for?
- 3 If I _____ (be) you, I _____ (take) this job.
- 4 She _____ (give) lots of jobs to young people if she _____ (be) a successful businessperson.
- 5 If we often _____ (come) to work late, we _____ (get) the sack.

4 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Do not change the word in capitals.

- 1 I'll let you take an extra day off. **CAN**
You _____ an extra day off.
- 2 You don't have to wear a suit. There isn't an official meeting today. **NEEDN'T**
You _____ a suit. There aren't any formal meetings today.
- 3 I mustn't forget to call my boss at 11 a.m. **REMEMBER**
I _____ my boss at 11 a.m.
- 4 I have to get to work on time this morning. **LATE**
I _____ for work this morning.
- 5 It's not a good idea to work overtime so often. **SHOULDN'T**
You _____ overtime so often.

USE OF ENGLISH

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

- 1 Alan _____ last week because he didn't get on well with people.
A got fired
B got employed
C got rid of
- 2 I'm writing _____ to the advertisement on your website.
A with reference
B to apply
C to express my interest
- 3 We could work in the garden now _____.
A if it was sunny
B if it will be sunny
C if it is sunny
- 4 My gap year was a very _____ experience.
A satisfy
B satisfying
C satisfied
- 5 John is a police officer. This summer he is going to do _____ at a survival camp.
A training
B practise
C teach
- 6 This is your desk, but you _____ come to the office every day – it's OK to work from home sometimes.
A don't have
B needn't
C don't need

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

What's my dream job?

I'm a university student, and today it is clear to me exactly what I would like to do after getting a university ¹ _____. But as a little boy I dreamt of becoming a fire-fighter or a police officer. We used to play 'cops and robbers' with other boys. Those were really ² ____ days. For a few years at primary school I wanted to become a famous sportsman, but too much physical training put me ³ _____ this idea. I have always loved working with computers, so after high school I started studying Computer Science at university. My interests in specific areas of computer technology have developed and I've come ⁴ _____ the idea of becoming a software developer. It is a very responsible and demanding job. If I worked as a software developer, I ⁵ _____ spend a lot of time in front of the computer screen, but I know I would never get ⁶ _____ with the job.

- | | | |
|-------------------|---------------|------------|
| 1 A experience | B study | C degree |
| 2 A amazing | B competitive | C reliable |
| 3 A down | B off | C up |
| 4 A up with | B down with | C in with |
| 5 A would have to | B needn't | C must |
| 6 A bore | B bored | C boring |

SPEAKING

- 7 Complete the questions with the words in the box. There are two extra words. Then, in pairs, ask and answer the questions.

(boss ever kind never office overtime)

- 1 What _____ of job do you hope to get in the future? Why?
 - 2 Have you _____ worked? Why?/Why not?
 - 3 Would you like to work in an _____? Why?/Why not?
 - 4 Do you think you could be a good _____? Why?/Why not?
- 8 The photos show people in situations at work. In pairs, take turns to say what you can see in your photo. Then discuss the questions about each photo.



- 1 How is the woman in the photo feeling? Why?
- 2 What would you do if you were late for an important exam? Why?
- 3 Tell me about a situation when you or someone you know were late for an important event.



- 1 In your opinion, why is the man in the photo sleeping?
- 2 What would you do if you suddenly felt very tired/sleepy during a lesson?
- 3 Tell me about a situation when you or someone you know felt bored during an important event.

LISTENING

- 9 3.17 Listen to a conversation between a teenage girl and her uncle. Are the statements true (T) or false (F)?

- 1 Leia only knows one male nurse.
- 2 Jon's friends have always taken his profession seriously.
- 3 Jon is satisfied with his salary.
- 4 Sometimes Jon starts work at night.
- 5 Jon has been promoted to nurse manager.

WRITING

- 10 You have an opportunity to get a holiday job in one of these places (a–c). Think what responsibilities you might have in each of the jobs. Choose the place you'd like to work at. Note down arguments you could use to persuade the business owner to employ you. Look at the example arguments below:

- a greengrocer's
- b café
- c pet hotel

- **SKILLS:** I'm very good with pets because at home we've got three dogs and a cat.
- **WORK EXPERIENCE:** Last summer I worked part-time at my uncle's shop in Valencia, Spain.
- **PERSONALITY:** People who know me say I'm very patient and responsible.

- 11 Choose one of the places (a–c) in Exercise 11. Do the writing task.

You're spending your summer holiday with your family in England. You've just found out that a local _____ is looking for a part-time employee. Write a job application to the business owner. Include the following information:

- write how you found out about the job offer
- introduce yourself and explain why you are interested in the job
- describe your work experience
- say you can meet for the interview anytime.

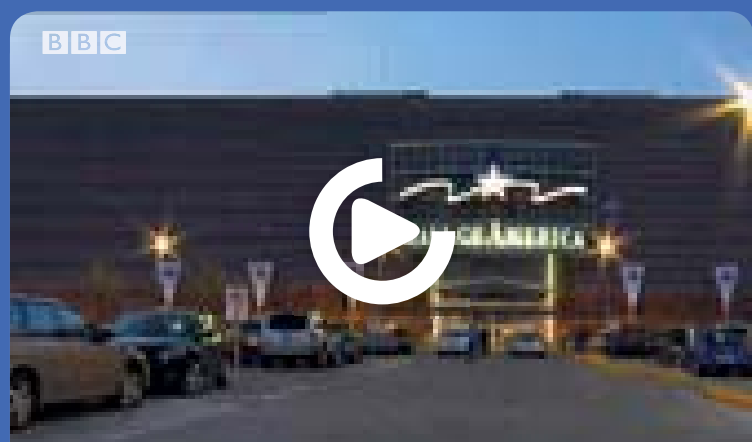
7

Consumer society

Money makes the world go round.

A proverb

BBC



CHEAP SHOPPING

30 Watch the BBC video.
For the worksheet, go to page 128.

VOCABULARY

7.1

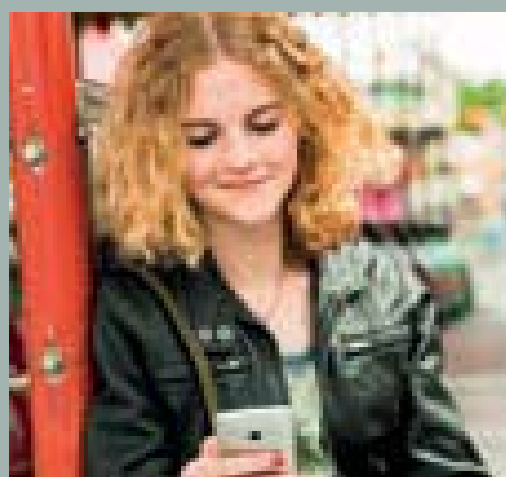
Shops and services • clothes and appearance
• collocations

I can use language related to shops and shopping experiences.

SHOW WHAT YOU KNOW

- List all the clothes and accessories you can think of in two minutes.
sunglasses, jeans, ...
- Put the words in Exercise 1 into groups 1–5. Some items can go into more than one group. Compare your lists with a partner.
 - Items you only wear outdoors
 - Items you wear for special occasions
 - Items you wear all the time
 - Items you never wear
 - Items you have bought recently

THE TRUTH ABOUT SHOPPING



BETH



MIA

1 What do you think about shopping for clothes?

I love it! But I really don't want to look the same as everyone else. So I go to **charity shops** and a second-hand **jeweller's**. I want to look original.

I'm addicted to clothes and shopping. The bad news is that I'm poor! So I can't afford to buy much, except during the sales. But I go **window shopping** – it's still fun to look.

2 How often do you go clothes shopping?

Probably once a month. Or more often if I need something for a special occasion. Sometimes I shop online too – there are some great online **vintage shops**.

Oh dear, it's bad – I go every weekend. I get bored with my clothes – I can't help it.

3 When was the last time you picked up a bargain?

I always **pick up a bargain!** Last time I went to my favourite charity shop, I found this gorgeous silk dressing gown.

Last weekend my favourite **high street store** had a sale. I got an amazing leather jacket for half price.

3 Read four people's answers to an online survey about shopping. Answer the questions.

- 1 Who doesn't have enough money to buy lots of clothes?
- 2 Who uses the Internet to look for clothes?
- 3 Who avoids shopping for clothes?
- 4 Who is willing to pay more for the right kind of clothes?

4 **SPEAKING** Which person is most like you? Why? Tell your partner.



RYAN

I really enjoy shopping. I love designer clothes. I mean, they're really expensive but I think they're worth it. Anyway, I want to look smart like my favourite celebrities.



SAM

My mum buys all my clothes! I don't care what I wear. I don't think you should judge people by the brands they wear. I hate clothes that have logos all over them.

I don't need to go shopping often because I buy good quality clothes made from nice natural materials like cotton and wool. They last for ages.

As I said, I never go shopping. I don't even know what suits me. If something fits me and it feels comfortable – like my favourite hoodie – then I'm happy.

A bargain – hmm. Oh yes, I got a really nice cashmere pullover – it was on special offer.

You'll have to ask my mum!

WORD STORE 7A Shops and services

- 5 **3.18** Complete WORD STORE 7A with the words in red in the survey. Then listen, check and repeat.
- 6 **SPEAKING** Discuss which shops you would go in to buy the items on the shopping list.

Shopping list

- Shoelaces (for trainers)
- A birthday cake
- Printer ink
- A4 paper
- A present for Alfie (cousin aged 6)
- Some aspirin
- Bird food
- Some paint
- Contact lens solution
- Bananas
- A watch battery
- Some stamps

- 7 **SPEAKING** Complete the sentences with shops and services in WORD STORE 7A. Compare your sentences with a partner.

I often go into ...

I sometimes go into ...

I rarely go into ...

I never go into ...

WORD STORE 7B Clothes and appearance

- 8 **3.19** Complete WORD STORE 7B with the underlined words in the survey. Then listen, check and repeat.
- 9 **SPEAKING** Answer the questions. Then compare your answers with a partner.

Can you name ...

- 1 a brand or logo that you like?
- 2 a person you know who often wears designer clothes?
- 3 a colour that doesn't suit you?
- 4 a natural material you like wearing?
- 5 a person you know who looks fashionable?
- 6 a shop where you can buy good quality clothes?
- 7 an item of clothing that fits you really well?
- 8 a person you know who never looks scruffy?

I think my favourite brand is Sole Soul. It's a local brand. I always buy their trainers, they're so comfortable. What about you?

WORD STORE 7C Collocations

- 10 **3.20** Complete WORD STORE 7C with the highlighted phrases in the survey. Then listen, check and repeat.
- 11 **SPEAKING** Choose the correct option. Then ask and answer the questions.
- 1 Do you ever go / look window shopping? How often?
 - 2 When do shops usually offer / have a sale in your country?
 - 3 When did you last buy something in / on special offer?
 - 4 Where can you pick up / off a bargain? Name shops.
 - 5 Do you always keep / stay your receipts? Why?
 - 6 Have you ever taken something back and got / asked a refund? What was it?

7.2

GRAMMAR

The Passive

I can use the Passive in the Present Simple, Present Perfect and Past Simple.

1 **SPEAKING** Discuss the questions.

- Who usually does the shopping in your family?
- What food products do you and your family usually buy?
- Which of the things in the box are important when you buy these kinds of products?

(the quality how it is produced
where it is produced a fair price)

2 Read the text about Fairtrade. Why is it good for farmers?



Many of the products we buy in supermarkets are grown by farmers in developing countries. But farmers **aren't paid** enough to make a living.

So the idea of 'fair trade' has been around for many years. When you see the FAIRTRADE mark on a product, you know that the farmers have been paid a fair price for their crops. You also know that they have been given extra money – the Fairtrade premium. This can be used by farmers to develop their businesses, invest in their communities or protect the environment.

In 1997, many organisations from different countries came together and one international Fairtrade organisation **was formed**. So far, the lives of approximately seven million people in developing countries **have been improved** by Fairtrade.



3 Read the GRAMMAR FOCUS. Then find all the passive verb forms in the text in Exercise 2.

GRAMMAR FOCUS 31

The Passive

You use passive forms when it isn't important (or you don't know) who performed the action. Passive verbs have the same tenses as active verbs.

The Passive: **be** + Past Participle

+	Fairtrade products are grown in developing countries.
-	Fairtrade products aren't grown in developed countries.
?	Where are Fairtrade products grown ?

4 Complete the examples in the table using the passive forms in blue in the text in Exercise 2.

Present Simple

Active

People **don't pay** farmers enough.

Passive

Farmers ¹ _____ enough.

Past Simple

Active

In 1997, somebody **formed** one international Fairtrade organisation.

Passive

In 1997, one international Fairtrade organisation ² _____.

Present Perfect

Active

Fairtrade **has improved** the lives of approximately seven million people in developing countries. **Passive**
The lives of approximately seven million people in developing countries ³ _____ by Fairtrade.

5 Choose the correct form of the verb, active or passive.

Chocolate & Fairtrade

Last year, more than one billion kilos of chocolate ¹ate / **were eaten** around the world. Chocolate ²makes / is made from the cacao plant. However, many cacao farmers ³don't earn / aren't earned enough money and ⁴can't afford / can't be afforded food, medicine or clean water. In Africa, a typical cacao grower ⁵pays / is paid less than a dollar a day. Now Fairtrade is helping farmers to get fair prices. Farming organisations ⁶have set up / have been set up in African countries and the extra money ⁷invests / is invested in projects such as drinking water.



6 Complete the passive sentences with the Present Simple, Past Simple or Present Perfect form of the verbs in brackets.

- My house **was built** (build) more than fifty years ago.
- My name **i** _____ (not pronounce) the same in English.
- My shoes _____ (make) in Italy.
- This school _____ (open) in the 1990s.
- I _____ (never/stop) by the police.
- Fairtrade products _____ (not sell) in my country.

7 **SPEAKING** Rewrite the sentences in Exercise 6 to make them true for you. Then make questions and ask your partner.

- Was your house built more than fifty years ago?*

7.3

LISTENING

Matching

I can identify key details in a simple radio interview.



A

perfume



B

a tablet



E

a purse



F

face cream



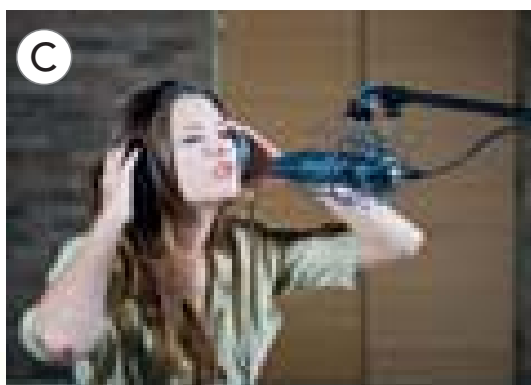
G

a bunch of flowers



D

a friendship bracelet



C

time in a recording studio



H

a game console

1 SPEAKING Discuss the questions.

- Have you ever given or received a present like the ones in the photos?
- What is the best or worst present you've ever received?

2 **3.21** Listen to a radio interview about buying presents. Which presents A–H are suggested for the three people below?

- Isabelle's mum: _____
- Alexander's girlfriend: _____, _____
- Charlotte's classmate: _____

3 Read statements 1–5 in Exercise 4. Match the underlined words and phrases with the words and phrases below.

- can buy
- cheer her up
- is a question of
- classmates
- it isn't the value of the present that matters

2

5 Complete the advice with the verbs in the box. Which piece of advice is NOT given in the interview? Which is best?

(Be Collect Do Don't spend Keep Spend)

- _____ some research.
- _____ time thinking about the person.
- _____ careful when buying women's toiletries.
- _____ lots of money. It isn't necessary.
- _____ the receipt so you can take the present back.
- _____ money from friends to buy something really good.

6 SPEAKING Tell your partner about the last time you bought a present for somebody.

- | | |
|--------------------------|-------------------------|
| 1 Who was it for? | 4 Why did you buy it? |
| 2 What was the occasion? | 5 Where did you buy it? |
| 3 What did you buy? | 6 How much did it cost? |

EXAM FOCUS Matching

4 **3.21** Listen to the radio interview again. Write A (Amy), I (Isabelle) or Ch (Charlotte).

Who ...

- doesn't think the ability to choose good presents is a matter of personality?
- thinks that both men and women are capable of buying good presents?
- thinks her mother is upset about being forty, so she wants to make her feel happier?
- wants to buy a nice expensive gift for one of her school friends?
- concludes that a successful present doesn't have to cost a lot of money?

PRONUNCIATION FOCUS

7 **3.22** Listen to the words and identify the silent letter in each case.

- | | | | |
|-----------|------------|----------|--------|
| 1 receipt | psychology | 4 island | aisle |
| 2 write | wrong | 5 know | knife |
| 3 debt | doubt | 6 listen | castle |

8 **3.22** Listen again and repeat the words.

WORD STORE 7D Word families

9 **3.23** Complete WORD STORE 7D. Add verbs or nouns to the table. Then listen, check and repeat.

7.4

READING

Multiple choice

I can identify specific information in a short article.

1 SPEAKING Discuss the questions.

- How often do you shop online?
- Which of the following have you bought online in the last three months?

(books clothes music technology tickets)

3 What would you never buy online? Why?

2 3.24 Complete the information about Amazon with the numbers in the box. Then listen and check.

(2 5 100 600 45,000 341,000)



Amazon's logo has a smile that goes from A to Z. It shows that the company is ready to deliver anything to anywhere in the world.

AMAZON IN NUMBERS

- Amazon employs ¹ _____ people and ² _____ robots.
- Every employee at Amazon has to spend ³ _____ days a year dealing with **customers'** complaints (including Jeff Bezos, the Company Director).
- At Amazon ⁴ _____ items are **shipped** every second.
- One new book is added to Amazon's site every ⁵ _____ minutes.
- Amazon delivery drones fly at up to ⁶ _____ metres high and up to 100 kilometres per hour.

3 Complete the headings in the text with the words in the box. Then read the text and check your answers.

(biological company future helicopter
space technology)

EXAM FOCUS Multiple choice

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

- Miguel Bezos adopted Jeff
 - when he was a baby.
 - when he was a teenager.
 - when he was four years old.
 - when he was ten years old.
- Jeff Bezos started Amazon because
 - he was a university graduate.
 - he wanted to leave New York.
 - he had a well-paid job.
 - he saw that the Internet was growing.
- The name *Cadabra* wasn't used because
 - it means 'dead body'.
 - it's difficult to pronounce correctly.
 - another online site had a similar name.
 - it didn't go to the top of website lists.
- Bezos's company Blue Origin
 - is producing drones to deliver orders.
 - is building a human space station.
 - is developing space travel for everyone.
 - is selling space travel on Amazon.
- At Amazon Go
 - you pay at a checkout desk.
 - you don't have to pay.
 - you use your smartphone to pay.
 - you can only use cash.

WORD STORE 7E

5 3.26 Complete WORD STORE 7E with the words or phrases in blue in both texts. Then listen, check and repeat.

6 Read some facts about eBay. Complete the sentences with the words and phrases in WORD STORE 7E. Which is the most interesting fact?

- The first thing that was _____ from eBay was a broken laser pointer.
- 800 million items are _____ on eBay at any one time.
- Most eBay _____ do their shopping at weekends, especially Sunday afternoons.
- On Christmas day, there's always _____ of 300 percent in sales of perfume as people sell their unwanted Christmas presents.
- There are more _____ on eBay from British customers than any other nationality.
- The big advantage of online stores like eBay and Amazon is that you never have to _____ at the _____.

THE BRAINS BEHIND AMAZON.COM

3.25

Amazon.com is a household name, but what do you know about the billionaire entrepreneur, Jeff Bezos, who started it in a garage in 1994?

His ¹ _____ father was a unicyclist

Bezos was born in 1964 when both his parents were still teenagers, and his father was a unicyclist in the circus. They divorced after a year. When Bezos was four, his mother remarried and he was adopted by his stepfather, Miguel Bezos, a Cuban immigrant to the United States. Jeff learnt that he was adopted when he was ten.

He showed an early interest in science and _____ ²

When he was a schoolboy, Bezos made an electrical alarm to keep his younger brother and sister out of his room. Later, he graduated in electrical engineering and computer science. He was working in a well-paid job in New York when he heard about the rise of Internet use by 2,300% in one year. It was 1994, and he decided to start his own Internet business.

His ³ _____ wasn't called Amazon at first

Amazon started as a bookstore in a garage, and grew fast. In its first month of business, orders came in from forty-five countries around the world. At first, the online bookstore was named Cadabra, but it was hard to say, and some people thought it was similar to 'cadaver' (dead body). Instead he chose the name Amazon: firstly, it appeared at the top of lists of website addresses because it begins with 'A'; secondly, Bezos could see the similarity between the world's largest river and the world's largest bookshop.

He survived a _____ ⁴ accident

A helicopter Bezos was travelling in crashed. Bezos and the other passengers were not badly hurt, but the accident put him off helicopters. However, flying objects are still a passion for him. Amazon is working on drones that can deliver orders in thirty minutes.

He's passionate about exploring _____ ⁵

Bezos has dreamt about space travel since he was a child. At high school he said he wanted '... to build space hotels, amusement parks and colonies for two or three million people.' He started a company, Blue Origin, to make space travel more widely available. With Amazon he made shopping easy, and now he wants to do the same for space travel.



He has big ideas for the _____ ⁶ of Amazon

Jeff Bezos is always trying to improve the customer experience. His latest innovation is Amazon Go, or the 'just walk out' store. Amazon Go is a supermarket where you take food off the shelf, put it in your bag and leave. No credit cards, no queues at the checkout desk. All you need is a smartphone and an Amazon account. Bezos sees this as the future of shopping.

7 SPEAKING Discuss the questions.

- 1 How many online shopping stores can you think of?
- 2 Do you like the idea of Amazon Go? Why?/Why not?
- 3 What do you think the future is for the following forms of payment: cash; debit/credit card; smartphone?

8 SPEAKING Complete the sentences with the words in the box to make them true for you. Then compare your sentences with a partner.

billionaire brother businessperson company
customer director employee entrepreneur
immigrant passenger schoolboy sister
stepfather teenager unicyclist wife

- 1 I was/I am a(n) ...
- 2 I will possibly be a(n) ...
- 3 I will never be a(n) ...

GRAMMAR

7.5

Quantifiers

I can use a wide range of quantifiers with countable and uncountable nouns.

1 SPEAKING Discuss the questions.

1 Which of these types of shoes have you got?

ballet flats knee-high boots flip-flops
high heels sandals trainers

2 Where is the best shoe shop in your city?

3 When was the last time you bought a pair of shoes?

2 Read the text. What happens when you buy a pair of TOMS shoes?



Do you have too many pairs of shoes? How many pairs do you need? Most people have a few pairs of trainers, some smart shoes, a pair of boots and some sandals. But can you imagine living without any shoes at all?

Blake Mycoskie was shocked when he found out that a lot of children around the world were growing up without any shoes.

So he set up a company called

Shoes for Tomorrow (TOMS). Every time he sells a pair, he gives a free pair to a child in need. He doesn't have to do much advertising – when people hear about TOMS, they tell one another. Over the years, he's given away lots of shoes to people in need – more than a million, in fact. TOMS has become the One for One™ company who give eyewear as well as shoes to people around the world. With a little imagination and a lot of hard work, Mycoskie has transformed the lives of a lot of people.

3 Look at the examples of nouns and quantifiers in blue in the text. Which of the underlined nouns are countable and which are uncountable?

4 Read the GRAMMAR FOCUS. Complete the rules using countable and uncountable.

GRAMMAR FOCUS 32

Quantifiers

You can use different expressions to talk about quantity:

- With ¹ _____ nouns you use:
very few/a few/too many/How many?
- With ² _____ nouns you use:
very little/a little/too much/How much?
- With both ³ _____ and ⁴ _____ nouns you use:
any/some/a lot of/lots of

Note: Usually, you use **a few**, **a little** or **some** in affirmative sentences and **many**, **much** or **any** in negative sentences and questions.

5 Read the text and choose the correct quantifiers.

FAQ

How did TOMS begin?

When Blake Mycoskie was twenty-nine, he took ¹ *a little / a few* time off work to go travelling. He met a charity worker, and she told him how ² *much / many* children in developing countries were without shoes. This gave Mycoskie an idea for a shoe company, and a way to help ³ *some / any* of these children.

How ⁴ *much / many* difference can a simple pair of shoes make to so ⁵ *much / many* children's lives?

A pair of shoes can make ⁶ *many / a lot of* difference to a child. Firstly, there are ⁷ *lots of / a little* diseases in the soil, and shoes protect children's feet. Secondly, ⁸ *very few / very little* schools allow children to attend classes without shoes. So shoes help children to get an education.

6 Complete the sentences with the correct Present Simple form of the verbs in brackets.

- There are (be) lots of shoe shops near here.
- A lot of people _____ (do) their shopping online.
- There _____ (be) a lot of pollution in our city.
- A lot of fast food _____ (be) bad for you.
- Lots of department stores _____ (be) closed on Sundays.
- A lot of people in my country _____ (know) about TOMS.

7 Read REMEMBER THIS. Then rewrite the sentences in Exercise 6, replacing a lot of/lots of with little or few. Which sentences from Exercises 6 and 7 are true?

1 *There are few shoe shops near here.*

REMEMBER THIS

little = not much BUT a little = some
few = not many a few = some

8 Make the sentences negative using not much or not many. Which sentences are true for you?

- I eat a lot of bread. → I don't eat much bread.
- I send a lot of texts. → _____.
- I drink a lot of water. → _____.
- I do a lot of homework. → _____.
- I talk to a lot of people. → _____.

9 SPEAKING What's your typical school day? Use How much ...? or How many ...? with the activities in Exercise 8 and the activities in the box. Ask and answer the questions as in the example.

watch/television spend/time online do/exercise
spend/money listen to/music get/sleep

- A: *How much bread do you eat?*
B: *Lots. How about you?*
A: *Very little. I don't like bread.*

FOCUS VLOG 33 About clothes

33 Watch the Focus Vlog. For the worksheet, go to page 129.

7.6

USE OF ENGLISH

Indefinite pronouns: *someone, anything, nowhere, everybody, none, etc.*

I can use a range of indefinite pronouns.

1 SPEAKING Discuss the questions.

- Are there any street markets near you?
- What kind of things can you do and buy there?
- When was the last time you went to a market and what did you buy?

2 3.27 Listen to two people at Camden Market in London. Number the photos in the order in which they visit the shops. What do they buy?

3 3.27 Choose the correct option. Then listen again and check.

- Are you doing *anything* / *nothing* tomorrow?
- Who told you that? *Anybody* / *Nobody*.
- How many pairs of Dr Martens have you got? *None* / *Any*.
- Everybody *has* / *have* a pair of Dr Martens!
- Are you kidding? *No one* / *None* would wear that!
- Nothing* / *None* of them fit.
- Let's have *something* / *anything* to eat first.
- I haven't eaten *something* / *anything* since breakfast.

LANGUAGE FOCUS

Indefinite pronouns

- You use indefinite pronouns to talk about people, things or places when you don't know who, what or where they are, or it is not important.

People	Things	Places	Examples
someone/ somebody	something	somewhere	Affirmative sentences: <i>Let's find somewhere to eat.</i> Requests/Offers: <i>Would you like something on your pancake?</i>
anybody/ anyone	anything	anywhere	Negative sentences or questions: <i>Is anyone at home?</i>
no one/ nobody	nothing	nowhere	Affirmative sentences (negative meaning): <i>Nobody knows.</i>
everyone/ everybody	everything	everywhere	All people/things/ places: <i>Is everything ready?</i>

- You use a singular verb: *Everybody has a pair of Dr Martens!*
- You can give extra information with ...
 - to + infinitive: *I need something to wear.*
 - an adjective: *We have something similar.*
 - a relative clause: *It's somebody who serves customers.*
- None* means 0 (zero). NOT *nothing* or *anything*
None of my friends. NOT *No one of my friends.*



4 Read the LANGUAGE FOCUS. Choose an appropriate indefinite pronoun to replace the underlined phrases in sentences 1–7.

- I know I put my bag down in a place in this shop.
- There is not one item of clothes in this shop that fits me!
- All the things I wanted to buy cost a fortune.
- Not one of the shop assistants offered to help.
- My girlfriend says she hasn't got one single thing to wear.
- Not one of the people knew who I was.
- Not one place in this town sells TOMS shoes.

5 USE OF ENGLISH Write a second sentence so that it has a similar meaning to the first. Use the word in brackets.

- There is nothing to see here. (anything)
- There wasn't anybody to talk to. (nobody)
- I met a person who knows you. (somebody)
- Is there a quiet place where we can talk? (anywhere)
- I wanted some flip-flops but there weren't any in stock. (none)
- We all know what you're thinking. (everyone)
- Let's go to a hot place for our next holiday. (somewhere)
- He doesn't have any friends who like window shopping. (none)

6 Complete the sentences with an appropriate indefinite pronoun. Which sentences are true for you?

- There is nothing to do in my town. It's so boring!
- I didn't go _____ last night. I stayed in.
- I'd like _____ to eat. I'm really hungry!
- I can't find my sunglasses. I've looked _____.
- I bought my mum _____ expensive for her last birthday.
- None of my old jeans fit me any more.
- I don't think anybody in the class enjoys doing the shopping.
- I love vintage shops, but there are none in my city.

7.7

WRITING

A formal written complaint

I can write a basic email of complaint requesting action.

1 SPEAKING Tick any problems that you, your family or your friends have had when buying something. Tell your partner.

- 1 It was past its sell-by date.
- 2 It didn't work.
- 3 It was broken or damaged.
- 4 Some parts were missing.
- 5 The service was bad.
- 6 The delivery was late.
- 7 It was different from the description.
- 8 It was the wrong product.

2 Read Email 1 and answer the questions.

- 1 Which problems in Exercise 1 did the customer have?
- 2 Do you think this is a formal written complaint? Why?/ Why not?



3 Read the tips in the WRITING FOCUS. Which tips does Email 1 NOT follow?

WRITING FOCUS

A formal written complaint

- 1 Open and close the email or letter formally.
- 2 Give a reason for writing.
- 3 Say what you bought and when.
- 4 Explain the problem giving details.
- 5 Tell the reader what you expect them to do.
- 6 Use formal language with no contractions.

4 Read Email 2. For WRITING FOCUS tips 1–6, underline examples of formal language in the email.

2

Dear Sir or Madam,

I am writing to complain about the service provided by your company.

I bought a pair of headphones (Model: SA-DIV-RED) from your website on 3rd March and paid for them online. They arrived the next day, but when I tried them, they did not work, so I returned them to you on 5th March and you exchanged them for a new pair. Unfortunately, the second pair you sent were the wrong model, so I emailed you again and sent them back one more time. I received a pair of headphones from you today, but when I unpacked them, I found they were damaged, and they do not work.

I am very disappointed with your service. I do not want another pair of headphones. I would be grateful if you could send me a full refund for the headphones and the cost of sending them back to you three times.

Yours faithfully,

R. Barker

1

Your company is rubbish.

I got some headphones from you online but they didn't work. So I sent them back and you swapped them for a new pair. They weren't the right ones, so I sent them back again. I got another pair from you today and they're broken and they don't work.

I'm so angry! You can keep the headphones but I want all my money back now, and I'll never use your store again.

Ronnie



5 Read the LANGUAGE FOCUS. Complete the examples with words and phrases in Email 2.

LANGUAGE FOCUS

Formal language

- You can make your language more formal by avoiding contractions and using more formal words and expressions.

Informal – Email 1

they didn't work
I got some headphones
I sent them back
You swapped them
I got another pair
I'm so angry
I want all my money back

Formal – Email 2

→ they ¹ did not work
→ I ² _____ some headphones
→ I ³ _____ them to you
→ You ⁴ _____ them
→ I ⁵ _____ another pair
→ I ⁶ _____
→ I ⁷ _____
_____ refund

Other common words and phrases

if you need more information	if you require further information
I want the chance to chat about this	I would like the opportunity to discuss this
Call us	Please contact us
We're sorry about the problem	We apologise for the problem

6 Rewrite the following exchange to make it more formal. Use the LANGUAGE FOCUS to help you.

CUSTOMER

I'm so angry. A couple of weeks ago, I got a suit from you to wear to a wedding but it was too small. You swapped it for a bigger size, but it's the wrong colour and the zip doesn't work on the trousers. I've sent them back because it's too late for the wedding. I want all my money back, including the price of postage.

I am very disappointed with ...

ONLINE CLOTHES STORE

We're sorry about the problem you've had with this order. We'll give you all your money back but we can't pay the postage. If you want the chance to chat about this, call us on 09000 999 999.

We apologise for ...



SHOW WHAT YOU'VE LEARNT

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

Look at the online music store website and read the customer's comment. Write a formal email of complaint. Include the following information:

- explain the reasons for your complaint
- describe what you bought and when
- explain the problem with the product in detail
- explain how you expect the company to solve the problem.

Contact

Customer Services

Returns

FAQ's

CONTACT US

Select a category: choose from the dropdown menu

Please tell us the type of problem you are experiencing:

• My download won't complete

- This is not the music I wanted
- My file won't play
- The quality of sound is low
- I deleted the file by mistake

Comment

I want to complain about your service. I have tried to download Adele's album 21 three times this month but every time the download has not completed. I've contacted you three times on 1st, 8th and 17th April. I've been a loyal customer for two years and I've enjoyed the music I've bought each month from your site. But now I want a refund of my last month's subscription. Please close my account.

SEND

Dear Sir or Madam,

I am writing to complain about ...

7.8

SPEAKING

Shopping

I can make a complaint.

1 **SPEAKING** Think about shopping in your city. Discuss which shop is ...

- 1 the cheapest and the most expensive.
- 2 the most and least fashionable for clothes.
- 3 the one with the most and least helpful shop assistants.

2 **Match customer comments 1–7 with situations a–e.**

- 1 Get it. It really suits you.
- 2 Oh no! They've sold out.
- 3 They're on offer – buy one and get one free.
- 4 I'm just looking, thanks.
- 5 Look, it's half price!
- 6 It's not exactly what I'm looking for.
- 7 It's reduced from £50 to £19.99.

- a The item is on special offer.
- b The colour and style are perfect.
- c The item is not quite right for you.
- d The item is out of stock.
- e You don't want the shop assistant to bother you.

3 **3.28** Look at the pictures and listen to two dialogues. Which dialogue are words a–h linked to?

- | | | | |
|------------|--------------------------|-----------|--------------------------|
| a complain | <input type="checkbox"/> | e ripped | <input type="checkbox"/> |
| b dress | <input type="checkbox"/> | f size 12 | <input type="checkbox"/> |
| c receipt | <input type="checkbox"/> | g top | <input type="checkbox"/> |
| d present | <input type="checkbox"/> | h zip | <input type="checkbox"/> |

4 Summarise what happens in each dialogue using the words in Exercise 3.



5 **3.28** Complete the SPEAKING FOCUS with the words in the box. Then listen to the dialogues again and check.

- changing help How looking
receipt refund size fit

SPEAKING FOCUS

Shopping for clothes

Shop assistant

Can I ¹help you?
Would you like to try it on?
The ²_____ rooms are over there.
³_____ would you like to pay?
Make sure you keep your receipt.

Customer

Excuse me, I'm ⁴_____ for a top.
I'm a ⁵_____ 10.
Do you have this in a size 12, please?
I'll take it.
Cash, please./By credit card.
If it doesn't ⁶_____, can we get a refund?

Making complaints

Shop assistant

What's wrong with it?
Do you have your ⁷_____?
We can exchange it for a new one.

Customer

I bought this dress last week but the zip doesn't work.
I think it's faulty./It shrank./There's a hole in it./The colour ran.
I'd like a ⁸_____ please.

6 **SPEAKING** Follow the instructions below to prepare a dialogue. Use the SPEAKING FOCUS to help you.

Student A: You are a customer returning a faulty pair of jeans. Say when you bought the jeans and explain what is wrong with them (colour ran/they shrank).

Student B: You are a shop assistant. Ask Student A if he/she has a receipt. Suggest a solution to the problem (refund/repair/new pair of jeans).

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

ROLE-PLAY 34 35 Shopping

34 35 Watch the video and practise. Then role-play your dialogue.

7.1 Vocabulary 🔊 4.49

baker's /'beɪkəz/
 bank /bæŋk/
 be worth it /,bi 'wɜːθ ɪt/
 brand (n, adj) /brænd/
 butcher's /'bʊtʃəz/
 cashmere /'kæʃmɪə/
 charity shop /'tʃærəti ʃɒp/
 chemist's /'kemɪsts/
 clothes shop /'kləʊðz ʃɒp/
 computer shop /kəm'pjʊtə ,ʃɒp/
 contact lens solution /,kɒntækt lenz sə'luːʃən/
 cotton /'kɒtn/
 denim /'denɪm/
 department store /dɪ'pɑːtmənt ,stɔː/
 designer clothes /dɪ,zɑɪnə 'kləʊðz/
 DIY store /,diː aɪ 'waɪ stɔː/
 do the shopping /,duː ðə 'ʃɒpɪŋ/
 estate agent's /ɪ'steɪt ,eɪdʒənts/
 fit /fɪt/
 florist's /'flɒrɪsts/
 get a refund /,get ə 'rɪ:fʌnd/
 go shopping /,gəʊ 'ʃɒpɪŋ/
 go window shopping /,gəʊ ,wɪndəʊ 'ʃɒpɪŋ/
 greengrocer's /'griːŋgrəʊsəz/
 hairdresser's /'heə,dresəz/
 have a sale /,hæv ə 'seɪl/
 health centre /'helθ ,sentə/
 high street store /,haɪ ,striːt 'stɔː/
 jeweller's /'dʒuːələz/
 keep the receipt /,kiːp ðə rɪ'siːt/
 last for ages /,lɑːst fɜː 'eɪdʒɪz/
 leather (n, adj) /'leðə/
 look fashionable /,lʊk 'fæʃənəbəl/
 look good /,lʊk 'gʊd/
 look gorgeous /,lʊk 'gɔːdʒəs/
 look original /,lʊk ə'rɪdʒɪnəl/
 look scruffy /,lʊk 'skrʌfi/
 look smart /,lʊk 'smɑːt/
 newsagent's /'njuːz,eɪdʒənts/
 on (special) offer /ɒn (,speʃəl) 'ɒfə/
 optician's /ɒp'tɪʃənz/
 pet shop /'pet ʃɒp/
 pick up a bargain /,pɪk ʌp ə 'bɑːgən/
 post office /'pəʊst ,ɒfəs/
 printer ink /'prɪntər ɪŋk/
 quality /'kwɒləti/
 shoe shop /'ʃuː ʃɒp/
 shoelaces /'ʃuːləɪsɪz/
 shop online /,ʃɒp ɒn'laɪn/
 silk /sɪlk/
 sports shop /'spɔːts ʃɒp/
 stationer's /'steɪʃənəz/
 store /stɔː/
 suit /suːt/
 supermarket /'suːpə,mɑːkət/
 toy shop /'tɔɪ ʃɒp/
 vintage shop /'vɪntɪdʒ ʃɒp/
 wool /wʊl/

7.2 Grammar 🔊 4.50

approximately /ə'prɒksɪmətli/
 consumer /kən'suːmə/
 crops /krɒps/
 drinking water /'drɪŋkɪŋ ,wɔːtə/

make a living /,meɪk ə 'lɪvɪŋ/
 plant /plɑːnt/
 protect the environment /prə'tekt ðɪ ɪn'veɪrənmənt/
 set up /set 'ʌp/

7.3 Listening 🔊 4.51

aisle /aɪl/
 be a matter of sth/a question of sth /,bi ə 'mætər əv/ə 'kwɛstʃən əv 'sʌmθɪŋ/
 be capable of doing sth /,bi ,keɪpəbəl əv ,duːɪŋ 'sʌmθɪŋ/
 be in debt /bi ɪn 'det/
 cheer up /,tʃɪər 'ʌp/
 debt /det/
 debtor /'detə/
 earn /ɜːn/
 earner /'ɜːnə/
 earnings /'ɜːnɪŋz/
 face cream /'feɪs kriːm/
 friendship bracelet /'frendʃɪp ,breɪslət/
 invest in /ɪn'vest ɪn/
 investment /ɪn'vestmənt/
 investor /ɪn'vestə/
 make sb feel happier /,meɪk ,sʌmbədi fiːl 'hæpiə/
 pay /peɪ/
 payer /'peɪə/
 payment /'peɪmənt/
 perfume /'pɜːfjuːm/
 produce /prə'djuːs/
 producer /prə'djuːsə/
 product /'prɒdʌkt/
 purse /pɜːs/
 recording studio /rɪ'kɔːdɪŋ ,stjuːdiəʊ/
 sale /seɪl/
 sell /sel/
 seller /'selə/
 toiletries /'tɔɪlətrɪz/
 trade (n, v) /treɪd/
 trader /'treɪdə/
 value /'væljuː/

7.4 Reading 🔊 4.52

account /ə'kaʊnt/
 available /ə'veɪləbəl/
 billionaire /,bɪljə'neə/
 bookstore /'bʊkstɔː/
 checkout desk /'tʃek-aʊt ,desk/
 complaint /kəm'pleɪnt/
 customer /'kʌstəmə/
 delivery /dɪ'lɪvəri/
 employee /ɪm'plɔɪ-iː/
 entrepreneur /,ɒntrəprə'nɜː/
 household name /,haʊshəʊld 'neɪm/
 immigrant /'ɪmɪgrənt/
 increase /'ɪnkriːs/
 order /'ɔːdə/
 passenger /'pæsɪndʒə/
 passion /'pæʃən/
 queue /kjuː/
 request /rɪ'kwest/
 rise /raɪz/
 ship /ʃɪp/
 stepfather /'step,fɑːðə/
 unicyclist /'juːni,sɑɪklist/
 wait in line /,weɪt ɪn 'laɪn/

7.5 Grammar 🔊 4.53

advertising /'ædvtəɪzɪŋ/
 ballet flats /'bæleɪ flæts/
 boots /buːts/
 broken /'brʊkən/
 disease /dɪ'ziːz/
 flip-flops /'flɪp flɒps/
 high heels /,haɪ 'hiːlz/
 imagination /ɪ,mædʒɪ'neɪʃən/
 knee-high /,niː 'haɪ/
 sandals /'sændəlz/
 slippers /'slɪpəz/
 soil /sɔɪl/
 trainers /'treɪnəz/

7.6 Use of English 🔊 4.54

be kidding /bi 'kɪdɪŋ/
 cost a fortune /,kɒst ə 'fɔːtʃən/
 street market /striːt 'mɑːkət/

7.7 Writing 🔊 4.55

apologise /ə'pɒlədʒaɪz/
 complain /kəm'pleɪn/
 damaged /'dæmɪdʒd/
 exchange sth for sth /ɪks'tʃeɪndʒ ,sʌmθɪŋ fɔː ,sʌmθɪŋ/
 headphones /'hedfəʊnz/
 postage /'pəʊstɪdʒ/
 receive /rɪ'siːv/
 return /rɪ'tɜːn/
 sell-by date /'sel baɪ deɪt/
 service /'sɜːvəs/
 some parts are missing /səm ,pɑːts ə 'mɪsɪŋ/
 subscription /səb'skrɪpʃən/
 swap /swɒp/
 wedding /'wedɪŋ/
 zip /zɪp/

7.8 Speaking 🔊 4.56

bother /'bɒðə/
 cash /kæʃ/
 changing room /'tʃeɪndʒɪŋ ruːm/
 faulty /'fɔːlti/
 out of stock /,aʊt əv 'stɒk/
 reduced /rɪ'djuːst/
 ripped /rɪpt/
 sell out /,sel 'aʊt/
 size /saɪz/
 try on /,traɪ 'ɒn/

VOCABULARY AND GRAMMAR

1 Choose the odd one out in each group.

- 1 businessperson, employee, company director, entrepreneur
- 2 trader, entrepreneur, customer, investor
- 3 scruffy, cotton, cashmere, silk
- 4 smart, fashionable, original, denim
- 5 butcher's, stationer's, baker's, greengrocer's

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

- 1 Stanley has saved half of his _____ for a new computer. **EARN**
 - 2 A modern water park was built last year, which was the best _____ in our city. **INVEST**
 - 3 I don't use any cash. All my _____ are made by credit card. **PAY**
 - 4 What company is the largest _____ of personal computers in the world? **PRODUCE**
- This shop has had a _____ for two weeks.
SELL
- 6 The factory tried to keep some _____ by offering them more money. **EMPLOY**

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

- 1 How much does the factory pay the workers?
How much _____ the factory workers _____?
- 2 Farmers have never grown rice in this field.
Rice _____ never _____ in this field.
- 3 They have sold over 1,000 bikes so far this year.
Over 1,000 bikes _____ this year.
- 4 They keep their investments secret.
Their investments _____ secret.
- 5 He painted more than 100 pictures in this studio.
More than 100 pictures _____ in this studio.
- 6 When did they open their first shop?
When _____ their first shop _____?

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

- 1 'How _____ tablets do you own?' 'Just one.'
A any B few C much D many
- 2 There are _____ people in the queue. It's too long to wait.
A a lot of B lots C a little D lot
- 3 'I'm so hungry.' 'I have _____ biscuits in my bag. Would you like one?'
A very little B a few C too much D any
- 4 I think there is _____ advertising on TV. I can't stand it.
A too many B lot of C too much D a little
- 5 _____ homework do you get every day?
A How B How long C How many D How much
- 6 She's got _____ money to buy designer clothes, but she often goes window shopping.
A very little B too many C very few D any

USE OF ENGLISH

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

- 1 There _____ supermarkets in my neighbourhood.
A is little
B aren't much
C are few
- 2 If you haven't got money for an expensive jacket, you should try to _____.
A pick up a bargain
B have a sale
C be worth it
- 3 We need to find _____ to buy food.
A somewhere
B anywhere
C everywhere
- 4 _____ of their debtors have returned the money yet.
A No one
B None
C Anyone
- 5 The T-shirt didn't fit my brother, so I sent it back and asked for a _____.
A receipt
B refund
C bonus

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

Mystery shopping – a type of market research

Kara, 19, a university student, has an unusual part-time job. She works as a mystery shopper. What does she do? One day she buys a pair of glasses at ¹____, another day she has a meal in a restaurant. She looks like an average customer, but after the visit she writes a report about the place and sends it to the company's office. This is how the shops or restaurants get information about their goods or services and whether ²____ is not satisfied.

'It's the perfect job for me', explains Kara. 'Going shopping has always been my hobby but I don't have ³____ money to buy what I like. With this job I can have a free meal in an elegant restaurant or get some designer clothes. Mystery shopping also gives me ⁴____ interesting to do at weekends and during my lunch hours.'

Market Force, the company which employs people like Kara, says: 'Mystery shoppers ⁵____ once a month. To make sure that our employees are honest and reliable, we sometimes send ⁶____ shoppers to the same place.'

- | | | |
|------------------|-----------------|---------------|
| 1 A a jeweller's | B an optician's | C a shoe shop |
| 2 A everybody | B anybody | C nobody |
| 3 A many | B much | C some |
| 4 A something | B nothing | C everything |
| 5 A pay | B paid | C are paid |
| 6 A a few | B a little | C none |

READING

- 7 Read the text and choose the correct answer, A, B, C or D.

THE HIGH STREET

Last summer I visited Britain. On the first day I needed some aspirin for my headache, so I asked the hotel owner where I could get some. She said: 'There's a *chemist's* on the high street.' I soon learned that a chemist's is what British people call a *pharmacy* and *high street* is called *main street* in America. That was a classic illustration of two nations divided by a common language.

The phrase *high street* is hardly ever explained to tourists because it is a part of everyday life in the UK. It means the main commercial street in every British town. What can be surprising is that a town's high street is not always the most important place in town and is not often called *High Street*, but has another official name.

In small villages, the high street has little more than a mail box, a newsagent's and a small supermarket. In a bigger town, you will find a chemist's, a DIY store, a pub and also traditional food shops like a butcher's or greengrocer's. In big cities, pubs, clothes shops, toy shops, banks and estate agents line up on the high street. But there are not many vintage shops or fast food bars, unless they are part of big, multinational companies. This is because high street rents are usually the highest for businesses in the town.

Another surprise is *high street fashion*, which does not refer to the clothes that are sold in the high street shops – it only describes clothes that are not too expensive but are fashionable. They are usually produced from good quality materials and you can find them everywhere, from big department stores to small local shops. Everyone can afford them.

Is the high street going to disappear from the British culture? I don't think so. Every year the competition for The Best High Street is announced. In 2016, there were 900 candidates. The title went to Blackburn, a big town in the north of England and one of my favourites.

- The writer:
 - is a British tourist to the USA.
 - is an American tourist to the UK.
 - runs a shop in the high street.
 - lives in Blackburn.
- What did the writer find out about *the high street*?
 - It is the central part of every British town.
 - Every high street looks the same.
 - Most town sellers have their shops there.
 - You can't have a fast food meal there.
- High street fashion* refers to:
 - the most popular clothes.
 - clothes on special offer.
 - good quality brands.
 - very expensive clothes.
- In the text, the writer:
 - gives the reasons for the differences between British and American English.
 - invites people to go shopping in the high street.
 - encourages towns to take part in the competition for the Best High Street.
 - shares his/her discoveries about British culture.

SPEAKING

- 8 Do the task in pairs.

Student A

You are spending the summer with your family in the UK and you have been invited to an 'end of summer' party with your cousins. You go to a clothes shop to buy some new clothes for the special occasion. Student B starts the conversation.

- Explain what you need and what the special occasion is.
- Say what size you are and ask if you can try it on.
- Say there is a problem with an item of clothing and explain what it is.
- Decide to buy an item and ask about payment.

Student B

You have a summer job at a clothes shop. A customer, Student A, enters your shop and wants to buy some clothes. Help him/her. You start the conversation.

- Suggest an item of clothing from the new collection and ask what size he/she needs.
- Say where the changing rooms are. Ask if everything is OK.
- React to the problem and offer help.
- Answer the customer's question and finish the sale.

WRITING

- 9 Match the products (1–4) with the possible problems you might have when you buy them (a–d). Then, in pairs, add one more possible problem for each of the products.

PRODUCTS

- a box of chocolates
- a book
- a pair of jeans
- an MP3 player

PROBLEMS

- Some pages are missing.
- It has bad sound quality.
- They are past their sell-by date.
- They shrank after the first wash.

- 10 Use one of the products in Exercise 9 and do the writing task.

A few weeks ago you made an online purchase. The shop promised that the parcel will be delivered within two days but you had to wait longer. When you opened the parcel, there was a problem with the product you ordered. Write an email of complaint. Include the following information:

- explain what you bought and when
- complain about the fact that the parcel was delivered late
- describe the problem with the product you received
- explain what you expect the company to do to solve the problem.

8

Well-being

A good laugh and a long sleep are the two best cures for anything.

Irish proverb

BBC



KEEPING FIT

 36 Watch the BBC video.
For the worksheet, go to page 130.

VOCABULARY

8.1

Body parts • symptoms • health
• phrasal verbs

I can use language related to wellness and illness.

SHOW WHAT YOU KNOW

- 1 Put the body parts in order from head to toe in each set of words.
1 mouth forehead ear heart → *forehead ear mouth heart*
2 shoulder nose throat eyebrows
3 hip tongue back foot
4 chest lips eyelashes knee
5 tooth finger neck leg
- 2 Point to a part of your body and ask your partner to say the word.

APPS TO KEEP YOU FIT

Feel unhealthy or unfit? Need to lose weight?
Stressed out? No worries – just get the right app!

Here are five types of apps that will help to improve your general health and levels of fitness.

1

You'll find it easier to work out if you have the right tunes. **Fit radio** lets you choose your own playlist, for Zumba®, running or aerobics.

2

Do you sometimes **feel dizzy** after doing exercise? Get an app that tells you to drink water before you pass out. Apps like **Fooducate** can also help you to make healthy food choices and cut out things that are bad for you. Scan a barcode and get nutritional information like how many calories it contains.

3

Are those exams stressing you out? Does your **head hurt**? Get a mindfulness app like **Aura** and learn how to be calm. Meditation will reduce anxiety and stress.

4

Everyone should exercise regularly. If you prefer to do your exercise outdoors, take up cycling. **Strava** can find you a route and track your distances. It can also check your pulse and heart rate.

5

You've got **a temperature**, **a headache** and you've come out in a rash! Or maybe you've got **a cough**, **a sore throat** and **a pain in your chest**. **Symptomate** will tell you what the problem is and how to get over it. You know you're allergic to nuts, or you suffer from **a runny nose** in spring? Get **Allergy Alert** to keep track of your symptoms.

3 **SPEAKING** Discuss the questions.

- 1 How many apps do you have on your phone?
- 2 What are the apps for and which ones do you use most?
- 3 What apps do you know of that help you keep fit and stay healthy?

4 **Read the article. Match headings A–E with paragraphs 1–5.**

- A Feel calmer
- B Get the right music
- C Stay well
- D Keep fit
- E Eat and drink the right things

5 **SPEAKING** Which apps would you like to use and why? Discuss with a partner.



WORD STORE 8A Symptoms

6 **3.29** Complete WORD STORE 8A with the words in red in the text. Then listen, check and repeat.

7 **SPEAKING** Choose the correct option. Then ask and answer the questions.

- 1 When was the last time you felt *ill / runny*?
- 2 Does your *back / hair* hurt sometimes?
- 3 Does anything make you feel *allergic / dizzy*?
- 4 Have you ever had a pain in your *chest / cough*?
- 5 What do you do if you have a *sore throat / chest*?
- 6 Did you have a *weight / headache* yesterday?

WORD STORE 8B Health

8 **3.30** Complete WORD STORE 8B with the base form of the verb in the underlined collocations in the text. Add a translation. Then listen and repeat.

9 **SPEAKING** Match the sentence halves. Discuss whether you agree with the statements.

- 1 The only way to lose
 - 2 Children don't know how to make
 - 3 It's important to keep
 - 4 People usually come out in
 - 5 If you are allergic
 - 6 Most people don't know how to check
- a healthy food choices.
 b to nuts, you should tell everybody.
 c weight is to eat less and exercise more!
 d a rash because of something they've eaten.
 e their pulse.
 f track of the calories you eat in a day.

WORD STORE 8C Phrasal verbs

10 **3.31** Complete WORD STORE 8C with the base form of the verb in the highlighted phrasal verbs in the text. Then listen, check and repeat.

11 **Replace the underlined verb phrases with the phrasal verbs in WORD STORE 8C.**

- 1 I like doing physical exercise to music.
- 2 I've decided to start jogging.
- 3 I don't think I've ever fainted.
- 4 Fortunately, nobody in my family has asthma.
- 5 It always takes me a while to recover from a cold.
- 6 I don't really like meat so I'm going to stop eating it.
- 7 Exams always make me feel nervous.

12 **SPEAKING** Read the sentences in Exercise 11 to each other. Are they true for you or your partner?

8.2

GRAMMAR

Past Perfect

I can use the Past Perfect in a range of common situations.

1 Read Part 1 of a story about a very lucky footballer. What happened to Fabrice Muamba?

Fabrice Muamba

Part 1



Shauna Muamba was watching her fiancé play football on television with her three-year-old son Joshua and her mother when Josh said 'Mummy, Daddy is frozen.'

Bolton footballer, Fabrice Muamba, had fallen down on the pitch. 'He's probably passed out,' Shauna's mother said.

But he hadn't fainted – he had had a heart attack.

Around the world, millions of people were watching the FA Cup match between Tottenham and Bolton. Everyone **knew** it was serious because he **had fallen** like a tree – he **hadn't put out** his arms, he'd just **dropped** to the ground. **By the time** the medical people got to him, his heart **had stopped**.

2 Read the GRAMMAR FOCUS and answer the questions.

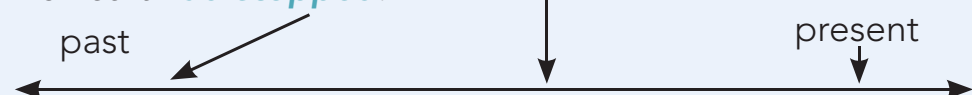
- How do you form the Past Perfect?
- When do you use the Past Perfect?
- According to the text, what things had Fabrice Muamba done/not done before the medical people got to him?

GRAMMAR FOCUS 37

Past Perfect

You use the **Past Perfect** to make it clear that one past action happened before another past action.

By the time the medical team **got** to him, his heart **had stopped**.



Note: *By the time* + Past Simple, Past Perfect.

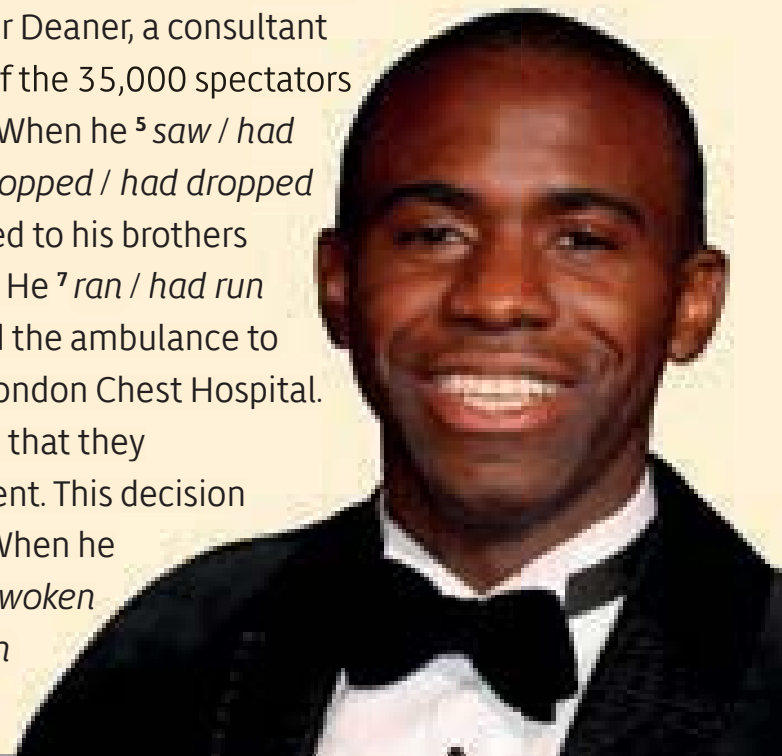
Past Perfect: **had** + Past Participle

+	I had ('d) worked.
-	He had not (hadn't) worked.
?	Had they worked? Yes, they had ./No, they hadn't .

3 Read Part 2 of the story. Choose the correct option. Who/What saved Fabrice Muamba's life?

Part 2

The Bolton physiotherapist ¹**was** / *had been* the first to notice that Muamba ²**fell down** / *had fallen down*. He screamed, 'Get on the pitch, get on the pitch!' It ³**was** / *had been* obvious that something serious ⁴**happened** / *had happened*. But Muamba was lucky. Tottenham fan Dr Deaner, a consultant cardiologist, was one of the 35,000 spectators at the match that day. When he ⁵**saw** / *had seen* that Muamba ⁶**dropped** / *had dropped* to the ground, he turned to his brothers and said 'I should help'. He ⁷**ran** / *had run* onto the pitch and told the ambulance to take Muamba to the London Chest Hospital. He ⁸**knew** / *had known* that they had specialist equipment. This decision saved Muamba's life. When he finally ⁹**woke up** / *had woken up*, he ¹⁰**was** / *had been* 'dead' for 78 minutes.



4 Compare these sentence pairs. In each sentence, decide what happened first. Which sentences are true for you?

- a When I got home yesterday, my mum had made dinner.

b When I got home yesterday, my mum made dinner.
- a When I got to school this morning, I had breakfast.

b When I got to school this morning, I'd had breakfast.
- a This lesson started when I arrived.

b This lesson had started when I arrived.
- a When the lesson began, I read about Fabrice Muamba.

b When the lesson began, I had read about Fabrice Muamba.

5 Write six Past Perfect sentences about yourself. Use **By the age of ...** and verb phrases in the box or your own ideas.

learn how to read/swim/ski
buy (or get) my first phone/laptop/bike
go to the capital city/a foreign country/a live concert

By the age of six, I had learnt how to swim.
By the age of ...

6 **SPEAKING** Read your sentences in Exercise 5 to your partner and find out how similar you are.

FOCUS VLOG 38 About achievements

38 Watch the Focus Vlog. For the worksheet, go to page 131.

Grammar page 153

LISTENING

8.3

Multiple choice

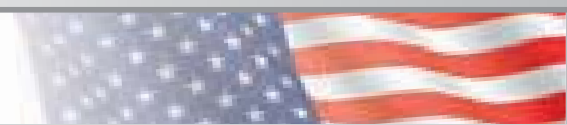
I can identify key details in a radio podcast.

- SPEAKING** Discuss what you know about Central Park in New York.
- Read **US TODAY**. Guess the missing numbers using the ones in the box. Which fact is the most interesting?
(21 26 93 9,000)
- 3.32** Listen to the introduction of a podcast about Central Park and check your ideas in Exercise 2. What other things can you do in Central Park?

EXAM FOCUS Multiple choice

- 3.33** Listen to the complete podcast. For questions 1–6, choose the correct answer, A, B or C.
 - The podcast presenter thinks Central Park is
 - the busiest place in the world.
 - like a garden for New Yorkers.
 - a good place to enjoy city life.
 - Central Park is a good place to
 - be alone.
 - go shopping.
 - keep fit.
 - The two French girls the presenter speaks to
 - only have a few hours in New York.
 - both want to spend all day in the park.
 - don't want to do the same things.
 - The 'Team Central Park' runner is
 - training for a marathon.
 - not going to do a marathon.
 - doing a 5K fun run.
 - The group of young people
 - spend a lot of time in the park in summer.
 - always bring a picnic.
 - are not allowed to use skateboards.
 - The group of young people
 - watch people playing Frisbee.
 - ride bikes fast through the park.
 - enjoy a lot of different things in the park.
- 3.33** Answer the questions. Then listen to the podcast again and check.
 - Which sporting activities do New Yorkers do in Central Park?
 - Apart from sport, what other things can you do there?
 - Why did the French girls hire bicycles?
 - Why isn't the 'Team Central Park' runner sure he can complete the marathon?
 - Why do you have to be careful when you skateboard in Central Park?

US TODAY



Central Park ...

- covers 6 percent of Manhattan
- welcomes 40 million visitors a year
- was designed by the winners of a competition in 1858
- took 20,000 workers 15 years to complete
- is six times bigger than Monaco
- has featured in over 350 movies
- includes: ¹ _____ kilometres of pathways to walk on, ² _____ benches to sit on, ³ _____ playing fields, ⁴ _____ playgrounds for children, 275 species of bird, 125 drinking fountains, and 36 bridges and arches



- SPEAKING** Discuss what the biggest public park near you is.
 - What activities can you do in the park?
 - What kind of people use the park and when is it busiest?
 - How often do you go to the park and what do you do there?

PRONUNCIATION FOCUS

- 3.34** Listen and repeat the diphthongs.

Diphthong	Example	Diphthong	Example
1 /eə/	<u>air</u>	5 /əʊ/	_____
2 /eɪ/	_____	6 /ɪə/	_____
3 /ʊə/	_____	7 /aɪ/	_____
4 /ɔɪ/	_____	8 /aʊ/	_____

- 3.35** Complete the examples in Exercise 7 with the words in the box. Then listen, check and repeat.

(air climb hear low noise out skate sure)

WORD STORE 8D Places to do sport

- 3.36** Complete WORD STORE 8D with the nouns in the box. Then listen, check and repeat.

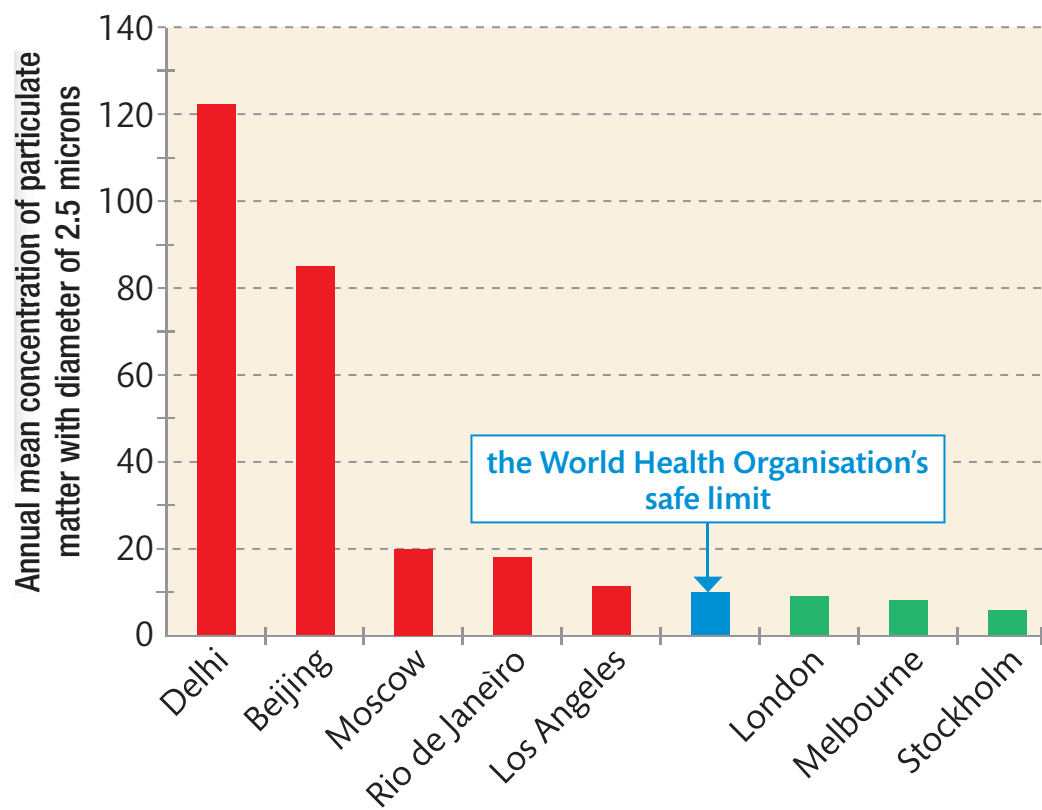
READING

8.4

Open-ended questions

I can identify specific information in a short article.

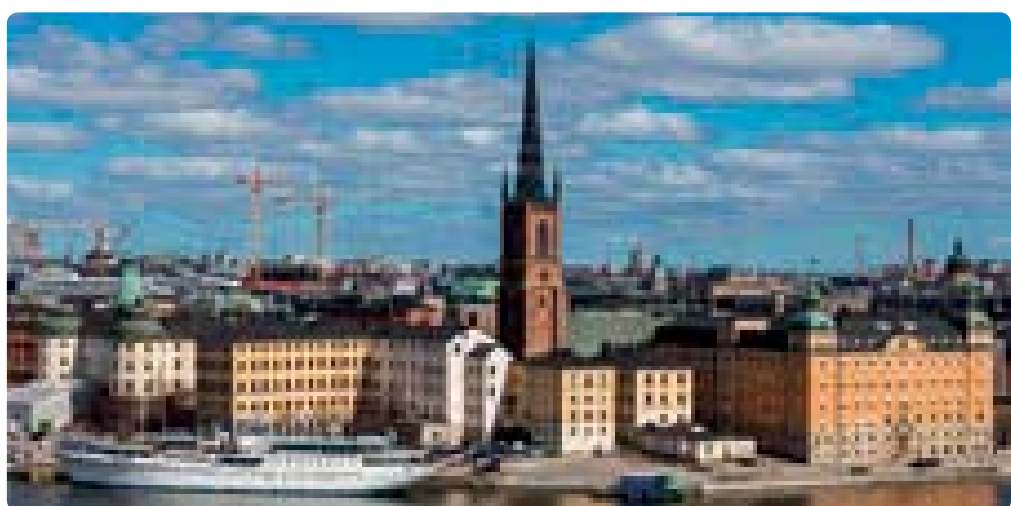
- 1 Look at the graph about air pollution and label the photos: *Los Angeles, Stockholm and Beijing.*



1 _____



2 _____



3 _____

- 2 **SPEAKING** Discuss what you know about:

- 1 the causes of air pollution.
- 2 the health problems caused by air pollution.
- 3 ways of reducing air pollution.

- 3 Read the text and check your ideas in Exercise 2. What do you think about the Smog Free Tower?

EXAM FOCUS Open-ended questions

- 4 Read the text again and answer the questions.

- 1 Who suffers most from air pollution?
- 2 What do people do to avoid polluted air?
- 3 How does a Smog Free Tower work?
- 4 What can you make with smog particles?
- 5 What motivated the designer to create the Smog Free Tower?
- 6 How does the Smog Free Tower project develop?

- 5 Read the text again and complete the notes.

Smog Free Tower Project

- 1 Number of people dying of air pollution: _____ a year
- 2 Symptoms of health problems caused by air pollution: _____ and _____
- 3 Name of the Smog Free Tower's inventor: _____
- 4 The Smog Free Tower's height: _____
- 5 Type of energy used by the tower: _____
- 6 Number of towers to be placed in China: _____

- 6 **3.38** Complete the collocations with the words in blue in the text. Then listen, check and repeat.

- | | |
|-----------------------|-----------------|
| 1 air _____ | 6 face _____ |
| 2 air _____ | 7 factory _____ |
| 3 dust _____ | 8 smog _____ |
| 4 exhaust _____ | 9 vacuum _____ |
| 5 environmental _____ | |

- 7 Answer the questions with words in Exercise 6.

- 1 What is responsible for over three million deaths every year? *Air pollution*
- 2 What are the three main causes of smog in Beijing?
- 3 What do people wear to protect themselves from air pollution?
- 4 What does the Smog Free Tower look like?
- 5 The designer says it is the biggest 'what' in the world?
- 6 What does the tower collect and store?
- 7 Which Chinese ministry wants to put towers in other cities?

- 8 **SPEAKING** Discuss which of these environmental problems affects the world, your country and you the most.

- 1 **air pollution** (smog from exhaust fumes, factory smoke etc.)
- 2 **ocean and river pollution** (chemicals from factories or plastic)
- 3 **land pollution** (chemicals used in farming)

- 9 **SPEAKING** List three things that you, your country or the world could do to solve the problem of air, water and land pollution. Discuss as a class.

You could use public transport more or walk or cycle to places ...

The Tower That Sucks in Smog and Spits Out Clean Air

3.37

The city of Beijing has such a big problem with its air quality that there are days when you can't see the buildings on the other side of the street. According to Nature Magazine, **air pollution** is responsible for three million deaths per year, and most of these deaths are in Asia. More and more people suffer from chest pain and have difficulty breathing. Children and the elderly are most at risk.

The 'Smog' – a blend of the words 'smoke' and 'fog' – is mainly caused by car **exhaust fumes**, **factory smoke** and **dust storms** from local construction projects. To protect themselves from the unhealthy effects of pollution, people wear **face masks** and children play sports indoors.

Last week, a Smog Free Tower was erected in the arts district of Beijing. It is part of an air purifying project by Daan Roosegaarde from Holland and is designed to take in smog and release clean air. The seven-metre-high tower resembles the kind of **air purifier** you may have in your house. Roosegaarde describes it as the largest smog **vacuum cleaner** in the world.

The Smog Free Tower was created by Roosegaarde and a green tech company in the Netherlands. It runs on renewable power. **Smog particles** that are dangerous to health are collected and stored inside the tower. The tower then blows out cleaner air. Roosegaarde uses the collected smog particles to make jewellery. When you buy a Smog Free Ring or a pair of cufflinks, you buy 1,000 cubic metres of clean air.

Roosegaarde got the idea for the Smog Free Project when he visited Beijing in 2013. One day he looked out of his hotel window and he simply couldn't see anything. The city had disappeared under a thick layer of smog.

Roosegaarde's project has the support of the Chinese Ministry of **Environmental Protection**, who have requested towers in four other cities. Roosegaarde is planning to set up 800 of his giant air purifiers in parks all over China to raise awareness of the huge problem of pollution. He believes that both citizens and the government need to work together to fight pollution. His dream is that in ten to fifteen years from now, we won't need his towers anymore.



WORD STORE 8E Word families

10 3.39 Complete WORD STORE 8E with the correct noun, verb or adjective in the text. Mark the stress. Then listen, check and repeat.

8.5

GRAMMAR

Reported Speech

I can make tense changes in reported speech.

1 Read the text and answer the questions.

- 1 What record has he broken?
- 2 What is his secret for a healthy life?

Stanislaw Kowalski

Stanislaw Kowalski has become the oldest person in Europe to run a 100-metre race. When he crossed the finishing line, the 104-year-old grandfather said that **he felt like a new man**. He said **he wasn't surprised that he had lived to such an old age**. He said **he had always done everything he wanted to do** and **he had never been to the doctor's**. He also said that **he had cycled or walked 10 km to work every day** of his working life. He told reporters that **he was looking forward to breaking the world record** for the 60-metre race, which he actually did half a year later.

2 Compare the Direct Speech 1–6 below with the Reported Speech in blue in the text. What changes are there to the verb forms and pronouns?

- 1 'I feel like a new man.'
- 2 'I'm not surprised that I've lived to such an old age.'
- 3 'I've always done everything I want to do.'
- 4 'I've never been to the doctor's.'
- 5 'I cycled or walked 10 km to work every day.'
- 6 'I am looking forward to breaking the world record.'

3 Read the GRAMMAR FOCUS. Complete the examples using the correct verb form.

GRAMMAR FOCUS 39

Reported Speech

In Reported Speech verb forms and pronouns change depending on the context.

Direct Speech

Present Simple

'I **work**,' she said.

Reported Speech

→ Past Simple

She said she **worked**.

Present Continuous

'He's **working**,' we said.

→ Past Continuous

We said he ¹ _____.

Present Perfect

'We've **worked**,' he said.

→ Past Perfect

He said they ² _____.

Past Simple

'She **worked**,' they said.

→ Past Perfect

They said she ³ _____.

REMEMBER THIS

Say + (that) something

He said that he felt like a new man.

Tell + somebody + (that) something

He told reporters that he was looking forward to breaking the world record.

4 Read the text. Rewrite sentences A–G in Reported Speech and use them to complete the text. Why didn't the officials believe Dharam?

- A I am 119 years old. = *He said he was 119 years old.*
 B He can't prove his age.
 C My secret is cow's milk.
 D Singh is lying about his age.
 E I am not only the oldest athlete in the world.
 F We understand that he has never known his real age.
 G I think the people who have accused me of lying are jealous.

Dharam Pal Singh

When Dharam Pal Singh, a farmer from India, entered an Australian Athletics competition, he told the officials that ¹*he was 119 years old*. He said that ² ____, but he was also the oldest man in the world. The officials told reporters that ³ ____. They said that Singh had never had a birth certificate so ⁴ ____. They said that they liked him, and ⁵ ____. Singh said that ⁶ ____ of his health and his running ability. He told reporters that ⁷ ____, herbal chutney and fruit.

5 Choose the correct verb.

- My teacher *said / told* me I wasn't concentrating.
 2 He *said / told* I looked tired.
 3 I *said / told* him that I hadn't slept very well.
 4 I *said / told* I had watched a really scary film.
 5 I *said / told* him that was why I hadn't done my homework.
 6 He *said / told* I'd used that excuse before!

6 Rewrite the sentences in Exercise 5 in Direct Speech.

- 1 *You aren't concentrating.*

7 SPEAKING Follow the instructions to complete the task.

- 1 Tell your partner five true facts about yourself. Use some of the 'facts' in the box or your own ideas.

I am/am not tired I can/can't snowboard
 I like/don't like politics
 I've been/haven't been to London
 I'm going out/not going out tonight
 I watched/didn't watch TV last night

- 2 Your partner then reports back. How many facts can your partner remember correctly?

- A: *You said you could snowboard.*
 B: *Yes, that's right.*
 A: *You said you liked politics.*
 B: *No, I said I didn't like politics.*

8.6

USE OF ENGLISH

Phrasal verbs

I can correctly use a range of common phrasal verbs.

1 **SPEAKING** Look at the photo. Jenny and her mum have just moved to a new town. Try to answer the questions.

- 1 Why is Jenny so worried/stressed?
- 2 What do you think her mum is telling her?
- 3 How would you feel if you had to start a new school now?

2 **▶▶ 3.40** Listen and check your ideas in Exercise 1. Does the conversation end positively?

3 **▶▶ 3.40** Listen again and tick 'Jenny' or 'Mum'.

Who ...	Jenny	Mum
1 says she has fallen behind ?		
2 seems negative and puts herself down ?		
3 feels that she doesn't fit in ?		
4 promises to figure things out for herself?		
5 thinks it's good to talk things over ?		
6 doesn't like the situation but says she'll get through it?		
7 needs to catch up on her work?		
8 says they have to get on with life?		

4 Read the LANGUAGE FOCUS. Decide whether the phrasal verbs in blue in Exercise 3 are type 1, type 2 or type 3.

LANGUAGE FOCUS

Phrasal verbs

A phrasal verb is a verb + particle(s). There are three basic types of phrasal verbs.

1 Verb + particle

*It's difficult to **join in**.*

2 Verb + object + particle

*I can **hand** an essay **in** and I can **hand** it **in**.*

*I can **hand in** an essay but NOT ~~I can hand in it~~*

3 Verb + particle + object

*I want to **go over** some lessons and I want to **go over** them.*

Note: A few phrasal verbs take two particles.

*We just have to **get on with** life.*

5 Put the words in brackets in the correct order to complete the sentences. Which sentences are true for you?

- 1 I often stayed with my grandparents when I was a child – they **looked after me** (after/looked/me).
- 2 I've missed several weeks of my favourite TV series – I need to _____ (it/up/on/catch).
- 3 I don't like doing after-school activities – I never _____ (for/up/sign/them).
- 4 I guessed all the answers in my last exam – I don't know how I _____ (it/got/through).
- 5 I don't like arguing with my friends – I prefer to _____ (talk/over/it).
- 6 My parents always encourage me – they never _____ (me/down/put).



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

- 1 How well do you deal ___ difficult problems?
Are you good at coping ___ extreme pain?
A with B in C out
- 2 How long does it take you to get ___ a cold?
Do you always go ___ your homework before you hand it in?
A into B over C through
- 3 How do you get ___ with your neighbours?
If you have a problem, who can you rely ___?
A off B away C on
- 4 Do you give ___ easily when things get difficult?
What time do you normally turn ___ for school?
A up B after C with

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

Use of English page 155



WRITING

8.7

A reader's comment – linkers

I can write a simple online posting giving opinions.

Newsfocus.com: Daily Discussion

Is social media making you lose sleep?

A new study has found that one in five young people wakes up in the night to send or check messages.

What is more, research has shown that teenagers need 9.5 hours of sleep each night, but on average they only get 7.5 hours. This means they don't sleep long enough or well enough. A lack of sleep can make them tired, depressed and more likely to catch colds, flu and stomach bugs.

Personally, I don't think that social media is bad in itself. It's a great way to get information and keep in touch with your friends. **However, I believe** there is too much pressure on young people to be available 24/7 on social media. If you think about it, no message is so urgent that it can't wait until morning. **For this reason** I think that young people need to learn the importance of logging off at night. Switch your phone off and get a good night's sleep!

Join the Daily Discussion and tell us what you think in our Reader's Comments section below.

daisy345 says: Thanks for a great post. It made me think about how I use my own phone ...

- 1 SPEAKING** Discuss the question on the online forum page. Then read the post and decide whether you agree or disagree with the views expressed.
- 2** Read the **WRITING FOCUS**. Complete the examples with the linkers in purple in the article in Exercise 1.

WRITING FOCUS

A reader's comment

When you give your opinion in a piece of writing such as a reader's comment, use linkers to:

- **give an opinion:** *I think .../Personally, I don't think/*
2 _____
- **add further points:** *In fact, .../I also agree that .../ I also think that .../*
3 _____
- **give an opposite opinion:** *On the other hand, I strongly disagree .../*
4 _____
- **conclude:** *Therefore .../So .../That's why .../*
5 _____

- 3** Complete the reader's comment on the post in Exercise 1 with appropriate phrases in the **WRITING FOCUS**.

daisy345 says: Thanks for a great post. It made me think about how I use my own phone. ¹*Personally*, I b_____ t_____ social media is a fantastic tool for sharing information and staying in touch with friends. I can communicate with my friends when I'm not with them. ²W_____ i_____ m_____, I never feel alone. ³H_____, sometimes I can't concentrate on my homework. If I get a message, I can't wait – I have to answer it immediately. ⁴F_____ t_____ r_____, I sometimes wake up in the night to answer a message or look at a post. Then I start looking on the Internet and I can't get back to sleep. ⁵S_____, I end up feeling really tired and bad-tempered. On the one hand I know I should ignore my phone at night, but ⁶o_____ t_____ o_____ h_____, I don't want my friends to think I'm ignoring them!

- 4** Look at a summary of opinions expressed by both writers. Then answer the questions.

SUMMARY

- Social media is a good thing and has lots of benefits
- Checking your phone at night is not good for you
- It's impossible to ignore your phone

- 1 Which two opinions do both writers agree on?
- 2 Which opinion do they disagree about?
- 3 Who do you agree with and why?

- 5** Read the **LANGUAGE FOCUS**. Complete the examples with the sentences underlined in the text in Exercise 1.

LANGUAGE FOCUS

Structures with make

Make always takes an object and either the infinitive without to, an adjective or a noun.

- **make + object + infinitive without to**
1 _____
- **make + object + adjective/noun**
2 _____

- 6** Put the object in brackets in the correct place. Which sentences are true for you?

- 1 I think smartphones make **everybody's life** easier. (everybody's life)
- 2 I like posting things that make **my friends** laugh. (my friends)
- 3 My parents make **me** switch my phone off at night. (me)
- 4 If I can't check my phone regularly, it makes **me** anxious. (me)
- 5 Teachers make **us** put our phones on silent in class. (us)
- 6 I think smartphones make **the world** a better place. (the world)

SHOW WHAT YOU'VE LEARNT

- 7** Read the text. Then do the writing task. Use the **WRITING FOCUS** and **LANGUAGE FOCUS** to help you.

Newsfocus.com: Daily Discussion

Does social media make you happy?

The answer is probably not. A recent survey found that one in five people say they feel depressed when they use social media. Academic research suggests that regular use leads to feelings of anxiety, stress and poor sleep. We use social media to present a false picture of our lives – like a movie of the life we'd like to live rather than the one we're actually living. If we post something and don't get enough 'shares' or 'likes', it makes us feel bad or unloved. What is more, teenagers are losing the ability to communicate face-to-face. Social media is addictive, and like all drugs, it is doing us more harm than good. Just say no!

Join the Daily Discussion and tell us what you think in our Reader's Comments section below.

You've read the article above on a news website. Write a reader's comment. Include the following information:

- express your opinion about the article
- write what you agree with and why
- write what you disagree with and why
- describe your conclusions.

8.8

SPEAKING

A doctor's appointment

I can describe basic symptoms to a doctor.

1 Complete the sentences with the words in the box.

- | | | | | | |
|---------|-------------------------------------|---------------|--------------------------|---------------|--------------------------|
| arm | <input checked="" type="checkbox"/> | back | <input type="checkbox"/> | chest | <input type="checkbox"/> |
| a cough | <input type="checkbox"/> | dizzy | <input type="checkbox"/> | foot | <input type="checkbox"/> |
| ill | <input type="checkbox"/> | indigestion | <input type="checkbox"/> | left leg | <input type="checkbox"/> |
| neck | <input type="checkbox"/> | a runny nose | <input type="checkbox"/> | shoulder | <input type="checkbox"/> |
| sick | <input type="checkbox"/> | a sore throat | <input type="checkbox"/> | a temperature | <input type="checkbox"/> |
| thumb | <input type="checkbox"/> | very well | <input type="checkbox"/> | | |

- I've got ...
- I've got a pain in my .../My ... hurts.
- I feel ...

2 **3.41** Read the dialogue and choose the correct option. Then listen and check.

Doctor: Hello, Andrew. What's the problem?
Andrew: I've got a ¹ *pain / sore* in my chest.
Doctor: I see. And when did it start?
Andrew: A few days ago.
Doctor: Do you have any other ² *sicknesses / symptoms*?
Andrew: Yes, sometimes my stomach ³ *hurts / is dizzy*.
Doctor: And how are you feeling now? Have you got a headache? Do you ⁴ *have / feel* dizzy?
Andrew: No, I feel okay. But when I have a stomachache I feel a bit ⁵ *sick / hurt*.
Doctor: I see. And do you have this ⁶ *illness / pain* all the time?
Andrew: No, I get it in the evening after dinner, and sometimes after lunch.
Doctor: Aha. Okay, I'm going to examine you.

3 **3.42** Read and listen to Part 2 of the dialogue and answer the questions.

- What does Andrew think the problem is?
- What does the doctor think the problem is?
- What does the doctor suggest?

Doctor: Now ... Breathe in and out for me. Good, thank you. Now, open wide – hmm, that looks fine. Right, I'm just going to take your temperature ... Okay, that seems normal. Now lie down, please. If I push here, does it hurt?
Andrew: Ow. A little bit. Do you think it's my heart, doctor?
Doctor: Your heart! Why would it be your heart? You're sixteen years old.
Andrew: My mum says I eat the wrong things and I eat too quickly and she thinks I'll have a heart attack before I'm twenty.
Doctor: I see. Well, your heart is fine. We don't need to operate just yet. I think you've got indigestion. But your mother's right – you need to eat more slowly, and you should drink more water. I'm going to give you a prescription – take one tablet after each meal. Make another appointment to see me in a month.
Andrew: Aren't you going to do a blood test?
Doctor: No, I don't think that's necessary.
Andrew: Oh good, thank you very much.



4 Complete the SPEAKING FOCUS with verbs in Part 2 of the dialogue.

SPEAKING FOCUS

Diagnosis

When did the pain start?
 I'm going to examine you/¹ *take your temperature*.
 I'm going to ² _____ a blood test ...
 Breathe in and out.
³ _____ wide.
 Lie down, please.
 If I press here, does it hurt?
 I think you've got indigestion/flu/an infection/a virus ...
 You're probably allergic to ...

Treatment

You should eat more slowly/go on a diet.
 You need to drink more water.
 I'm going to ⁴ _____ you a prescription.
 I'm going to ⁵ _____ an appointment for you (e.g. to see the specialist).
⁶ _____ one tablet after each meal.

5 SPEAKING Follow the instructions below to prepare a dialogue. Use the SPEAKING FOCUS to help you.

Student A: You're a student. You are doing a language course in the UK. You fall ill and go to see a doctor. Tell the doctor your symptoms and answer any questions.

Student B: You're a doctor. Your patient is a foreign student. Find out about his/her symptoms, ask questions and give advice.

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

ROLE-PLAY 40 41

A doctor's appointment

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

8.1 Vocabulary 🔊 4.57

barcode /'bɑːkəʊd/
 be allergic to /,bi ə'liːdʒɪk tə/
 be asthmatic /,bi əs'mætɪk/
 check your pulse/heart rate /,tʃek jɔː
 'pʌls/'hɑːt reɪt/
 come out in a rash/in spots /,kʌm ,aʊt
 ɪn ə 'ræʃ/ ɪn 'spɒts/
 cough /kɒf/
 cut sth out /,kʌt ,sʌmθɪŋ 'aʊt/
 feel dizzy /,fiːl 'dɪzi/
 feel ill /,fiːl 'ɪl/
 feel sick /,fiːl 'sɪk/
 headache /'hedɪk/
 healthy choices/decisions /,helθi
 'tʃɔɪsɪz/dɪ'sɪʒənz/
 hurt /hɜːt/
 keep fit /,kiːp 'fɪt/
 keep track of /,kiːp 'træk əv/
 lose appetite /,luːz 'æpətaɪt/
 lose weight /,luːz 'weɪt/
 make choices /,meɪk 'tʃɔɪsɪz/
 my back/head/thumb hurts /maɪ ,bæk/
 ,hed/,θʌm 'hɜːts/
 pain in the chest/leg/shoulder /,peɪn ɪn
 ðə 'tʃest/'leg/'ʃəʊldə/
 pass out, faint /,pɑːs 'aʊt, feɪnt/
 recover from / get over an illness
 /rɪ'kʌvə frəm / ,get ,əʊvər ən 'ɪlnəs/
 reduce anxiety/stress /rɪ,djuːs
 æŋ'zaiəti/'stres/
 runny nose /,rʌni 'nəʊz/
 sore throat /,sɔː 'θrəʊt/
 stomachache /'stʌmək-eɪk/
 stress out /,stres 'aʊt/
 suffer from /'sʌfə ,frəm/
 take sth up /,teɪk ,sʌmθɪŋ 'ʌp/
 temperature /'tempɪrətʃə/
 work out /,wɜːk 'aʊt/

8.2 Grammar 🔊 4.58

ambulance /'æmbjələns/
 capital city /,kæpətɪl 'sɪti/
 cardiologist /,kɑːdi'ɒlədʒɪst/
 drop /drɒp/
 equipment /ɪ'kwɪpmənt/
 fiancé /fi'ɒnsɪ/
 frozen /'frəʊzən/
 heart attack /'hɑːt ə,tæk/
 physiotherapist /,fɪziəʊ'therəpɪst/
 pitch /pɪtʃ/
 put out your arms /,pʊt ,aʊt jɔːr 'ɑːmz/
 spectator /spek'teɪtə/

8.3 Listening 🔊 4.59

arch /ɑːtʃ/
 badminton court /'bædmɪntən kɔːt/
 basketball court /'bɑːskɪtbɔːl kɔːt/
 bench /bentʃ/
 boxing ring /'bɒksɪŋ rɪŋ/
 bridge /brɪdʒ/
 climbing /'klaɪmɪŋ/
 cycling /'saɪklɪŋ/
 football pitch /'fʊtbɔːl pɪtʃ/
 fountain /'faʊntɪn/
 handball court /'hændbɔːl kɔːt/

hockey pitch /'hɒki pɪtʃ/
 horse riding /'hɔːs ,raɪdɪŋ/
 ice rink /'aɪs ,rɪŋk/
 marathon /'mærəθən/
 motor racing track /'məʊtə 'reɪsɪŋ træk/
 pathway /'pɑːθweɪ/
 playground /'pleɪgraʊnd/
 rugby pitch /'rʌŋbi pɪtʃ/
 running track /'rʌnɪŋ træk/
 sailing /'seɪlɪŋ/
 skateboard /'skeɪtbɔːd/
 skating rink /'skeɪtɪŋ ,rɪŋk/
 species /'spiːʃiːz/
 swimming pool /'swɪmɪŋ puːl/
 tennis court /'tenɪs kɔːt/
 volleyball court /'vɒlibɔːl kɔːt/

8.4 Reading 🔊 4.60

(air) pollution /'eə pə,ljuːʃən/
 air purifier /'eə ,pjʊərəfaɪə/
 at risk /ət rɪsk/
 blanket /'blæŋkɪt/
 blow out /,bləʊ 'aʊt/
 citizen /'sɪtɪzən/
 construct /kən'strʌkt/
 construction /kən'strʌkʃən/
 constructive /kən'strʌktɪv/
 create /kri'eɪt/
 creation /kri'eɪʃən/
 cufflinks /'kʌf lɪŋks/
 dust storm /'dʌst ,stɔːm/
 environmental protection /
 ɪn,vairənməntl prə'tekʃən/
 exhaust fumes /ɪg'zɔːst fjuːmz/
 face mask /'feɪs mɑːsk/
 factory smoke /'fæktəri sməʊk/
 fight /faɪt/
 government /'gʌvənmənt/
 pollute /pə'ljuːt/
 pure /pjʊə/
 purification /,pjʊərəfə'keɪʃən/
 purify /'pjʊərəfaɪ/
 smog particle /smɒg pɑːtɪkəl/
 support (n, v) /sə'pɔːt/
 supportive /sə'pɔːtɪv/
 tower /'taʊə/
 vacuum cleaner /'vækjuəm ,kliːnə/

8.5 Grammar 🔊 4.61

birth certificate /'bɜːθ sə,tɪfɪkət/
 break a record /,breɪk ə 'rekɔːd/
 chutney /'tʃʌtni/
 herbal /'hɜːbəl/
 old age /,əʊld 'eɪdʒ/

8.6 Use of English 🔊 4.62

catch up on /,kætʃ 'ʌp ɒn/
 cope with /'kəʊp wɪð/
 fall behind /,fɔːl bɪ'hɑɪnd/
 figure out /,fɪgər 'aʊt/
 fit in /,fɪt 'ɪn/
 get on with /,get 'ɒn wɪð/
 get through /,get 'θruː/
 go over /,gəʊ 'əʊvə/
 join in /,dʒɔɪn 'ɪn/
 put sb down /,pʊt ,sʌmbɒdi 'daʊn/

sign up /,saɪn 'ʌp/
 talk sth over /,tɔːk ,sʌmθɪŋ 'əʊvə/

8.7 Writing 🔊 4.63

addictive /ə'dɪktɪv/
 bad-tempered /,bæd 'tempəd/
 do harm /,duː 'hɑːm/
 importance /ɪm'pɔːtəns/
 pressure /'preʃə/
 stay in touch /,steɪ ɪn 'tʌtʃ/
 switch off /,swɪtʃ 'ɒf/
 therefore /'ðeəfɔː/
 urgent /'ɜːdʒənt/
 what is more /,wɒt ɪs 'mɔː/

8.8 Speaking 🔊 4.64

blood test /'blʌd ,test/
 breathe in /,briːð 'ɪn/
 breathe out /,briːð 'aʊt/
 examine /ɪg'zæmɪn/
 flu /fluː/
 go on a diet /,gəʊ ɒn ə 'daɪət/
 indigestion /,ɪndɪ'dʒestʃən/
 lie down /,laɪ 'daʊn/
 make an appointment /,meɪk ən
 ə'pɔɪntmənt/
 meal /miːl/
 prescription /prɪ'skrɪpʃən/
 press /pres/
 tablet /'tæblət/
 take sb's temperature /,teɪk ,sʌmbɒdɪz
 'tempɪrətʃə/
 virus /'vaɪərəs/

VOCABULARY AND GRAMMAR

1 Choose the correct options.

- I've never been *allergic / ill / dizzy* to dust.
- Tim's had an awful *sick / chest / cough* for two weeks.
- An indoor skating *ring / rink / pool* has been built in our town.
- When they saw Sarah *pass / hang / find out* during the match, they called an ambulance.
- By the time Mark *suffered from / worked out / got over* the indigestion, he hadn't eaten anything.

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

- We should use public transport to reduce air _____. **POLLUTE**
- Centuries ago people could drink _____ water from streams and rivers. **PURIFY**
- There are a lot of _____ about too much noise in the city centre. **COMPLAIN**
- My doctor has got a lot of patients because she is really _____. **SUPPORT**
- Chris has to make an important _____ about which team he wants to play for. **CHOOSE**

3 Complete the second sentence so that it has a similar meaning to the first. Use the correct forms of past tenses.

- I had a fast heart rate for three days, so I went to see my doctor.
Before I _____ to see my doctor, I _____ a fast heart rate for three days.
- The doctor advised Helen to lose weight, so she started to work out in the gym.
Helen _____ to work out in the gym after the doctor _____ her to lose weight.
- The teacher figured the problem out and then everybody arrived.
By the time everybody _____, the teacher _____ the problem out.
- Josh ate a piece of nut cake and came out in spots.
After Josh _____ a piece of nut cake, he _____ in spots.
- Gustave Eiffel created hundreds of metal constructions all around the world. He died in 1923.
Before Gustave Eiffel _____ in 1923, he _____ hundreds of metal constructions all around the world.

4 Complete the second sentence so that it has a similar meaning to the first. Use Reported Speech.

- 'I feel ill,' said Eva. Eva said _____.
- 'Every visit to the dentist makes me feel stressed', said Ann. Ann said that _____.
- 'Steve joined in the race', said Jo.
Jo told me that _____.
- 'People in the capital city are wearing face masks today', said the minister.
The minister said that _____ that day.
- 'I didn't go out last night', she said.
She said _____.

USE OF ENGLISH


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

- X: My left knee hurts and I can't walk fast.
Y: When ____?
A the knee hurt you
B you had a pain
C did the pain start
- X: Dr Willson's surgery. What can I do for you?
Y: I'd like to ____ for tomorrow morning.
A make an appointment
B see a doctor
C have a meeting
- X: Mum, can I stay at home today? I don't feel well.
Y: OK. But you'll have to ____ the schoolwork.
A fall behind
B catch up on
C get on with
- X: Jeff, do you remember that we need to make some decisions about the project?
Y: Can we ____ tomorrow? I'm in a hurry.
A talk it over
B give it up
C hand it in
- X: I'd like to know your opinion about social media.
Y: ____ social media is very powerful in influencing people's opinions.
A On the other hand
B Personally, I believe that
C Therefore
- X: Carl can't play basketball since the injury.
Y: I've heard he's going to ____ swimming. It's safe for him.
A take up
B pass out
C turn up

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

- I don't have much time to hang out with my friends.
A spend time B do sports
C discover new places
- Daria's been in our group for two weeks and she's fitted in already.
A she's made new friends B she's been accepted
C she's become the group leader
- The government figured out why there was so much air pollution.
A discussed B understood C reported
- Doing some aerobic activities will help you reduce anxiety.
A body weight B allergy C nervousness
- Exhaust fumes from vehicle engines cause great damage to the environment.
A dust storms B smog particles C waste gases

LISTENING

7  3.43 Listen to six speakers. For questions 1–6 choose the correct answers A–C. Listen to the recording twice.

- The conversation takes place:
 - at a health centre reception
 - in a hospital corridor
 - in a doctor's surgery
- The speaker is:
 - the Town Mayor
 - a doctor
 - a radio presenter
- How will the boy get home?
 - by bus
 - by car
 - on foot
- The woman is:
 - explaining something
 - supporting someone
 - asking people to do something
- How much time do young people spend on social networking sites?
 - three hours a day or more
 - fifteen hours a day
 - all day long
- The text does not mention:
 - where the place is located
 - where the visitors can stay
 - how the temperature is kept constant inside

SPEAKING

8 Match the two halves of the questions. Then, in pairs, ask and answer the questions.

- Would you like to be
 - Do you use
 - What qualities do you need
 - What would you do
- to be a doctor?
 - food apps? Why?/Why not?
 - if you wanted to lose weight?
 - a professional sportsperson? Why?/Why not?

9 Do the task in pairs.

Look at Posters A and B.

You are on a scholarship in a school in England for a few months. The authorities of the city you're staying in want to organise a campaign promoting a healthy lifestyle to accompany World Health Day. You are taking part in a survey to decide which poster is better for the campaign.

- Choose the poster which you think is more suitable for the campaign and explain why.
- Explain why you rejected the other poster.



10 Ask and answer the questions.

- Does social media help its users have an active lifestyle? Why?/Why not?
- Why are food apps so popular?
- What could you do to make your diet healthier?
- What could we do to make the air less polluted?

WRITING

11 Read the writing task. In what order should the information be presented?

You've read an article in an English-language magazine in which the author criticises young people's eating habits. Write a reader's comment on an Internet forum. Include the following information:

- present your opinion and arguments behind it
- explain what article you are referring to
- encourage other readers to join in the discussion
- present the article writer's views

12 Do the writing task in Exercise 11.

BBC Student Accommodation



BEFORE YOU WATCH

1 In pairs, match the collocation parts. Use your dictionary if necessary.

- | | | |
|---------------|--------------------------|------------------------------|
| 1 wave | <input type="checkbox"/> | a rent |
| 2 miss out | <input type="checkbox"/> | b in a project |
| 3 be involved | <input type="checkbox"/> | c in a nursing home |
| 4 live | <input type="checkbox"/> | d on the fun of student life |
| 5 pay | <input type="checkbox"/> | e somebody goodbye |
| 6 develop | <input type="checkbox"/> | f friendships |

2 **SPEAKING** Discuss what typical student accommodation is like in your country.

3 **SPEAKING** You are going to watch a video about student accommodation. Discuss which words and phrases in the box you think you will hear.

books dining room deaf elderly people
isolation loud music loud television parties
peaceful posters save money

WHILE YOU WATCH

4 **1** Watch the video and check your ideas in Exercise 3. What is unusual about student accommodation at Humanitas?

5 **1** Complete the sentences with the numbers in the box. Then watch the video again and check your answers.

5 18 30 80 160 30,000

- Most of the residents are over _____.
- The accommodation is free for Jurrien and _____ other students.
- Jurrien must spend _____ hours each month with the elderly residents.
- Jurrien can save _____ euros while he's studying.
- One of the students lived in a student house when he was _____.
- Jurrien likes having _____ grandparents waving him goodbye when he goes to college every day.

6 **1** Complete the sentences. Watch the video and check your answers.

- Jurrien is involved in a project to _____ young and older people and _____ the elderly with feelings of loneliness and isolation.
- He wanted to have the _____ of connecting with elderly people.
- 'What I've learnt here is to _____ the older residents, the older people in our society.'
- Both _____ have a lot to learn from each other.
- The friendships that _____ are important for both young and old.

AFTER YOU WATCH

7 **SPEAKING** Discuss the advantages and disadvantages of living in this kind of student accommodation. Use the KEY PHRASES to express your ideas.

The good thing about living in this kind of accommodation is that you don't have to pay rent.

KEY PHRASES

The (only) good/bad thing is that it is/ about it is ...
I would/wouldn't like to live there because ...

Focus Vlog About happiness

What makes you happy?



1 **SPEAKING** Which three things in the box are likely to make young people happiest? Discuss.

family food fresh air friends money
shopping sport sunshine

2 **3** Watch the interviews where people talk about what makes them happy. Complete the table.

	What makes him/her happy?	Why?
 Jake		
 Laura		
 Lola		

3 **3** Complete the quotes. Then watch again and check your answers.

Jake: 'You can get ¹ _____ into the countryside and ² _____ air.'

Laura: 'Money makes me happy because I've ³ _____ it, it's well-earned and then I get to spend it on _____ ⁴ I want to spend it on.'

Lola: 'Life without friends is just ⁵ _____ and sad.'

4 **SPEAKING** Discuss what makes you happy and why.

FOCUS ON LIFE SKILLS

Communication

5 Complete the profile information. Give at least one piece of information which is not true. Share your profile with your partner and guess what is not true about him/her.

I'm crazy about _____. I also like _____ and _____. I find _____ very relaxing. I think _____ can be fun, but I don't like _____ and I really hate _____.

6 **SPEAKING** Ask and answer the questions. Use the adjectives in the box. Explain why you feel these emotions in these situations.

How do you feel when ...

- you are meeting a friend and he/she is really late?
- you work really hard for something and you succeed?
- your team loses a game?
- a teacher appreciates your work?
- you do poorly in a test?
- your best friend doesn't want to help you with your homework?
- you have a house to yourself for the weekend?

angry bored excited happy irritated
lonely proud relaxed sad stressed worried

When I'm meeting a friend who is really late I usually feel irritated. I don't like when people waste my time.

BBC Urban legends



Urban legend: A modern myth, imaginary information that many people believe to be true.

BEFORE YOU WATCH

1 **SPEAKING** Only one of sentences 1–5 is a fact, the others are urban legends. Which sentence do you think is true? Discuss.

- 1 You can see the Great Wall of China from space with the naked eye.
- 2 People only use 10 percent of their brains.
- 3 An earthquake can change the length of a day.
- 4 Chewing gum stays in your body for seven years.
- 5 Elvis Presley is alive.

2 **Choose the correct option.**

- 1 You measure an earthquake on the *Richter / Weighing / Global* scale.
- 2 A crowd is a *small / large / young* group of people.
- 3 When you want to test a theory, you *make / carry / do* an experiment.

WHILE YOU WATCH

3 **Complete the presenter's introduction to the video with the correct words in the box. There are two extra words.**

(all billion entire exactly move stop)

Imagine in five minutes' time, everyone on the
 1 _____ planet was going to jump at
 2 _____ the same time. From London to
 Sydney, Delhi to New York, 6.9 ³ _____ people
 leap in the air. Could they make the earth
 4 _____ ?

4 **6** Watch the first part of the video (up to 0:53) and check your answers. What do you think is the answer to the question in Exercise 3?

5 **6** Look at the photo. What kind of event is it? Why did Greg choose this place to do the experiment? Watch the next part of the video (00:53 – 01:30) and check your ideas.

6 **6** Watch the rest of the video (01:30 – 03:13). Put the events in chronological order.

- a Greg tests Paul Denton's machine.
- b Greg arrives at Reading Festival.
- c Everybody jumps.
- d So the urban legend is completely untrue.
- e The jump measures 0.6 on the Richter Scale.
- f You can see the jump on Paul's machine.
- g Greg tells the crowd about his experiment.
- h But you need 8 on the Richter scale to move the planet.

AFTER YOU WATCH

7 **SPEAKING** Greg Foot has done a series of videos like this one. Which of the following would you be most interested in? Tick three and then compare your ideas with a partner.

- 1 Why is fire hot?
- 2 Can I escape from quicksand?
- 3 If a coin falls off the top of the Empire State Building and hits someone on the pavement, will it kill them?
- 4 Why does a boomerang come back?
- 5 Can you survive in a falling lift?

Focus Vlog About technology

When was the last time you had a problem with technology?



1 SPEAKING Ask and answer the questions.

- 1 What kind of technology do you usually use ...
 - for school?
 - in your free time?
 - to keep in touch with people?
- 2 What do you use the Internet for?
- 3 What do you use your mobile phone for?

2 Watch the interviews where people talk about problems they've had with technology. Put a tick in the correct boxes. There is one extra problem.

	a mobile phone	music loudspeakers	a desktop computer
			
			
			

3 Are sentences 1–6 true (T) or false (F)? Discuss with a partner. Then watch again and check.

- 1 Laura couldn't get on the Internet in the car.
- 2 Callum had problems listening to music on his phone.
- 3 Jake's speakers were making a strange sound.
- 4 Laura needed to get Wi-Fi to book a flight.
- 5 Callum was trying to contact his friends while he was at school.
- 6 Jake was chilling out at home when the speakers started popping.

4 SPEAKING Have you ever had any of the problems in Exercise 3? Tell your partner about the last time you had a problem with technology.

FOCUS ON LIFE SKILLS

Communication • Critical thinking

5 SPEAKING Discuss the questions. Use the phrases below to ask your partner to explain their opinion.

- 1 Do you think technology is making the world a better place to live in?
- 2 Would you say teenagers spend too much time on their mobile phones?
- 3 Are social media sites important in our lives?
- 4 Do you agree that technology is improving the way we communicate?

Use the following as examples:

- What evidence is there that ...?
- Why do you think that ...?
- How do you know that ...?
- When did people start believing that ...?
- Where did you read that ...?

A: *Do you think technology is making the world a better place to live in?*

B: *Yes, I do.*

A: *Why do you think that?*



BBC The Musketeers



BEFORE YOU WATCH

- 1 What do you know about the Four Musketeers? Discuss. Read the sentences and choose the correct option.
- 1 They are *French / Spanish* characters in a book by Alexandre Dumas.
 - 2 Dumas' book is a historical adventure story set in *nineteenth / seventeenth-century* Paris.
 - 3 The Musketeers work for the royal court and their job is to *protect / capture* Queen Anne.

WHILE YOU WATCH

- 2 **11** **SPEAKING** Watch the video without sound. What is happening? Guess the answers to the questions and compare your ideas with a partner.
- 1 Why do they stop at this place?
 - 2 What does Queen Anne do?
 - 3 How do the Musketeers feel about the food?
 - 4 Why do they set off so suddenly?
- 3 **11** Watch the video with sound and check your ideas in Exercise 2.

4 **11** Complete the dialogues. Then watch the video again and check your answers.

- 1 M: There's been no sign of them for an hour now. We're safe for a while.
M: The Queen needs to ¹ _____.
- 2 Q: Can I help?
M: Rest while you can, Your Majesty.
Q: No, I'd like to be ² _____. Really.
M: In that case, can you gut a fish?
- 3 M: Delicious, Your Majesty.
Q: It's the first time I've ever cooked.
M: That's hard to ³ _____.
Q: Would you like ⁴ _____?
M: Thank you but I'm full.
- 4 M: I'm tired of ⁵ _____ away. Perhaps we should be the ones doing the chasing.
- 5 M: The Queen's ⁶ _____ is paramount. We can't risk it by making a stand.

5 Complete a summary of the scene using words from Exercise 4 in the correct form.

Queen Anne's ¹ _____ is at risk. The Musketeers must take her back to the royal palace in Paris. In this scene, they stop so that the Queen can ² _____. The Queen wants to be ³ _____ and so she cooks fish for the Musketeers. However, the food is disgusting and the men politely refuse to eat ⁴ _____ portion after they tasted it. Suddenly Athos hears horses in the distance and they prepare to leave. Athos and Porthos have a disagreement – Porthos doesn't want to ⁵ _____ away but Athos ⁶ _____ that the Queen's life is more important than fighting.

AFTER YOU WATCH

- 6 **SPEAKING** Discuss the questions.
- 1 Would you like to watch more episodes of *The Musketeers*? Why?/Why not?
 - 2 What kind of TV series do you like watching?
 - 3 What is the best TV series you've ever watched?

Focus Vlog London attractions

Have you done anything interesting recently?



1 **SPEAKING** Imagine you can have a day out in London. Discuss the activities you would and wouldn't like to do.

visit the Science Museum see a musical
go to Notting Hill Carnival go shopping
go on a boat trip visit Buckingham Palace
go on the London Eye

2 **14** Watch Oliver, Ella and Chelsea answering the questions below. Which of the things in Exercise 1 do they mention?

- 1 Have you done anything interesting in London recently?
- 2 What did you like about it?

3 **14** Watch again and answer questions 1–3.

- 1 Who enjoyed a massive party with different kinds of people?
- 2 Who loved the general atmosphere in the theatre?
- 3 Who thought the costumes and songs in the show were good?

4 **SPEAKING** Have you done anything interesting in your city recently? What did you do and what did you like about it?



FOCUS ON LIFE SKILLS

Creativity • Teamwork • Communication

5 Ask questions to find someone who fits each description below and write their names in the first column. Collect some more information about him/her by asking further questions.

A: *Have you recently been to a concert?*

B: *Yes, I have.*

A: *What concert was it?*

B: *A famous Italian pop singer came to my city to give a concert.*

Find someone who ...	Name	Extra information
performs music in a band or solo		
likes painting and crafts		
attends drama classes		
has never watched a musical		
binge watches TV series		
likes theatre better than cinema		
has been in a play		

6 In groups, write a survey question about students' film and TV preferences beginning with *Who ...* and giving three options. (e.g *Who prefers watching sci-fi/comedy/documentary series on TV?*) Each group asks the class the question and notes down the answers. Then presents their findings using a pie chart.

What is a pie chart?

A pie chart uses 'slices' to show the proportion of things with a number or a percentage. The whole 'pie' is the total number and each segment is a part of the 'pie'.

BBC Cave houses



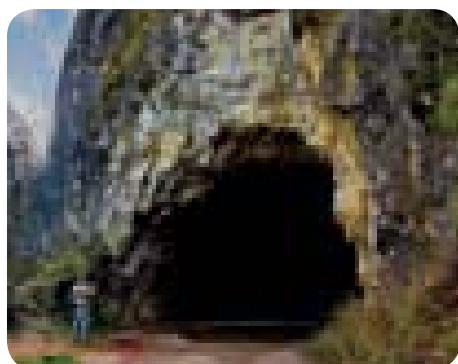
BEFORE YOU WATCH

1 Label the photos with the words and phrases in the box. There is one extra word.

hot air balloon cave volcanic rock
conical rock formations basement



1 _____



2 _____



3 _____



4 _____

2 **SPEAKING** Which adjectives in the box are appropriate to describe the landscape? Discuss. Add more adjectives to your list.

amazing crowded lonely incredible magical
modern prehistoric strange quiet unique

WHILE YOU WATCH

3 **15** Watch the video and check whether you can hear any of the adjectives in Exercise 2.

4 **15** **SPEAKING** Are sentences 1–5 true (T) or false (F)? Discuss with a partner. Then watch the first part of the video again (up to 2:00) and check your answers.

- 1 Every evening people visit the incredible landscape in hot air balloons.
- 2 The rock formations are called fairy chimneys.
- 3 Humans started living here hundreds of years ago.
- 4 Rafik owns a local restaurant.
- 5 His grandparents live in a cave.

5 **15** **SPEAKING** Watch the rest of the video (02:00 – 03:13). Then discuss the questions with a partner.

- 1 Why do Rafik and his wife live in a house now?
- 2 Does Rafik miss living in a cave? Why?/Why not?
- 3 Have you ever seen a landscape like this? Would you like to visit it by hot air balloon?

AFTER YOU WATCH

6 **SPEAKING** Discuss the questions. Use the KEY PHRASES to express your ideas.

- 1 Do your parents and grandparents still live in the place where they grew up?
- 2 Do you think you'll stay in the place where you grew up or do you think you'll move away? Why?

I think one of the disadvantages of moving away is that you are far away from the family.

KEY PHRASES

I think the advantage/disadvantage of (moving away) is that ... One of the good/bad points of (moving away) is that ...

Focus Vlog Where people live

Where do people live?



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


bedroom bathroom drive flat garden kitchen
floors/storeys in London opposite a park
terraced house

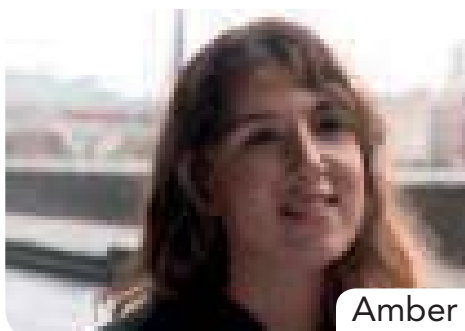
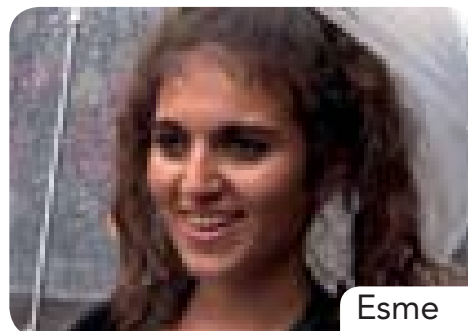
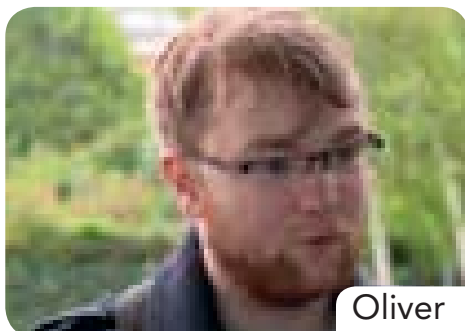
Type of house

Location

Inside

Outside

- 2  17 Watch the interviews where people talk about the places they live. Complete the sentences with the names of the speakers.



- 1 _____ lives in a house which is opposite a park.
- 2 _____ lives in a small house in London.
- 3 _____ shares his house with other university students.
- 4 _____ has chickens in the garden.
- 5 _____ lives in a four-bedroom flat.
- 6 _____ has a house full of colours.

- 3  17 Watch the video again. How long have they lived there?

Oliver _____
Esme _____
Amber _____
Millie _____

- 4 **SPEAKING** What do you like about your house or flat? How long have you lived there? Tell your partner.

FOCUS ON LIFE SKILLS

Critical thinking • Teamwork • Communication

- 5 Would you consider living in a different house from the one you are living in now? In groups, discuss which are the most important things to consider when renting or buying a house.
- location (in the centre or in the suburbs)
 - type of house (a detached house, a flat etc.)
 - price
 - neighbourhood
 - age (old/modern)
 - pets (allowed/not allowed)
 - size (number of rooms)
 - distance (from school and other important places, e.g. the railway station, the hospital etc.)
 - garden
 - garage
- 6 In pairs, decide on the top three things to consider when looking for a house. Present your opinion to the class.

In my opinion the most important thing to consider while looking for a house or flat is the neighbourhood it's in because ...



BBC South Korean schools



BEFORE YOU WATCH

1 Tick the boxes next to the words or phrases you associate with school and learning.

- | | |
|--|--|
| • test and exams <input type="checkbox"/> | • pressure <input type="checkbox"/> |
| • scores <input type="checkbox"/> | • hard work <input type="checkbox"/> |
| • creativity <input type="checkbox"/> | • extra lessons <input type="checkbox"/> |
| • long hours of study <input type="checkbox"/> | • time to relax <input type="checkbox"/> |

2 **SPEAKING** List the three things that are most important to you at school. Then compare your answers with a partner.

WHILE YOU WATCH

3 **20** Watch the first part of the video (up to 1:38) and answer the questions.

- How does Hye-Min feel about her school day?
- How many hours does she study every day?
- What time does she have dinner, go to bed and get up in the morning?
- What does her mother think about Hye-Min's daily routine?

4 **SPEAKING** Discuss the advantages and disadvantages of the South Korean education system. Think about:

- the standard of education
- young people's health

5 **20** Watch the second part of the video (01:38 – 03:11). Does anybody mention the ideas you discussed in Exercise 4?

6 Match 1–8 with a–h to make collocations.

- | | |
|--------------------------------------|-------------------|
| 1 education <input type="checkbox"/> | a her dreams |
| 2 extra <input type="checkbox"/> | b investment |
| 3 achieve <input type="checkbox"/> | c system |
| 4 huge <input type="checkbox"/> | d a high price |
| 5 suicide <input type="checkbox"/> | e lessons |
| 6 test <input type="checkbox"/> | f scores |
| 7 under <input type="checkbox"/> | g rate |
| 8 pay <input type="checkbox"/> | h a lot of stress |

7 Complete the sentences with the collocations in Exercise 6 in the correct form.

- When they finish their regular classes they go to private school in the evening for _____.
- This _____ has transformed Korea.
- It's the only thing she can do to _____.
- The _____ is the highest in developed countries.
- _____ may be important in the age of industrialisation but not any more.
- But people have been _____ and young people have _____.
- The South Korean _____ is one of the best in the world.

8 **20** Watch the whole video again. Who says the sentences in Exercise 7: Hye Min's mother, Professor Lee or the presenter?

AFTER YOU WATCH

9 **SPEAKING** Discuss the questions in small groups.

- What do you think you can learn from South Korea's education system?
- How would a South Korean student manage in your school?

I think a South Korean student would do great in my school because ...

Focus Vlog About education

Can you describe a perfect student?



1 SPEAKING Choose the qualities you would use to describe a perfect student. Discuss with a partner.

A perfect student is someone who ...

- sets goals and works hard to achieve them
- is disciplined and well-organised
- is not afraid of asking questions and making mistakes
- likes sharing his/her knowledge with others
- knows his/her strong and weak points
- can keep stress and emotions under control
- spends long hours studying.

2 **23** Watch the interviews where people describe a perfect student and a perfect place to study. Match the statements with the speakers: Callum, Oliver, Millie or Lewis.

Who says the perfect student ...

- 1 enjoys reading? _____ , _____
- 2 is a sociable person? _____
- 3 makes lots of effort to learn? _____
- 4 has the right balance between work and play? _____
- 5 is a happy person? _____
- 6 likes spending time in a library? _____

Who thinks the perfect place to study is ...

- 1 a library? _____
- 2 a place with food and drink? _____ , _____
- 3 somewhere you can also relax? _____
- 4 somewhere you feel comfortable? _____

3 SPEAKING Are you a perfect student? Discuss.

FOCUS ON LIFE SKILLS

Collaboration • Communication • Digital skills

4 In pairs, answer the questions about your study habits.

- Do you like listening to music or having the TV on when you study? Why?/Why not?
- Do you study best with low or bright lighting? Why?
- Do you prefer sitting upright in a chair when you study or lying down on the sofa? Why?
- Do you have a regular schedule or time of day when you study? If you do, what time?
- Do you study best alone, or in a group? Explain why.
- Do you ever take breaks to get up and move around while you study? How does this help you?

I love listening to music when I study because ...

5 Now organise a survey to collect data about your classmates. Use an online survey builder to organise an online survey with eight multiple-choice questions. Give out the link and collect the data over a period of time. Then present the results to the class.

Making a survey:

Surveys are a method of gathering information from individuals. They have a variety of purposes, and can be conducted in many ways, through a printed questionnaire, over the telephone, by email, in person, or on the web. Every participant is asked the same questions in the same way.



BBC Window cleaning



BEFORE YOU WATCH

1 SPEAKING Discuss the questions.

- 1 What's the highest building or structure you've ever been to the top of? How did you feel then?
- 2 What could you see when you looked down?

2 Decide whether the adjectives are positive (P), negative (N) or can be both (B).

complex disappointing excellent fascinating
 good iconic intense lovely nervous nice
 terrified scared

WHILE YOU WATCH

3 **25** Watch the video. Which words from Exercise 2 can you hear? Which words does Dallas use most?

4 SPEAKING Discuss the questions.

- 1 What is Dallas's job for the day?
- 2 How does Dallas feel before he starts working and after he has finished?

5 **25** Complete quotes 1–5. Then watch the video again and check your answers.

- 1 I was secretly hoping that it was going to be too windy today and it would all be _____ and we could all just go home and somehow the windows would just clean themselves.
- 2 I'm absolutely _____ right now. I've never been so scared in my life.
- 3 I haven't _____ down yet. Now I've _____ down.
- 4 It's hard to believe how _____ these windows are.
- 5 If Dallas dropped something it could do a lot of _____.

6 **25** Complete the email to Dallas. If necessary, watch the video again and check your answers.

Hi Dallas,
 Welcome to Dubai. Please come to the Burj Khalifa – we're proud of it because it's the ¹ _____ building in the world. When you get here, take the lift to Floor ² _____. Ask for the ³ _____-cleaning team. We need to prepare you for your day's work. When you begin your window-cleaning, try not to ⁴ _____ down – you will be more than ⁵ _____ metres above the ground – that's higher than the world's ⁶ _____ tallest building.
 Don't worry about the ⁷ _____. The Burj Khalifa has an aerodynamic design and it is not a problem. Don't ⁸ _____ anything – you could do a lot of damage. There are ⁹ _____ windows to clean. It takes three ¹⁰ _____ to clean them all. Then we start cleaning them again! See you soon,
 The Burj Khalifa window-cleaning team.

AFTER YOU WATCH

7 **SPEAKING** Discuss the most dangerous jobs in the world. Which would be the worst job for you? Why?

- Snake charmer
- Gold miner
- Deep sea fisher
- Fire-fighter
- Racing driver
- Underwater construction worker

For me, the most dangerous job is fire-fighter, because fire is uncontrollable.

Focus Vlog About dream jobs

If you could have any job in the world, what would you want to be?



1 SPEAKING Discuss the questions.

- When people talk about a dream job, what do they mean?
- What was your dream job when you were a child?
- If you could do any job in the world, what would you like to be?
- Would you refuse a job that isn't 'perfect' for you?

2 27 Watch the interviews where people talk about the jobs they'd like to have. Match the statements with the speakers: Oliver, Ethan, Esme or Freya.

Who would like to ...

- help others? _____
- do something creative? _____
- be wealthy? _____
- become a composer? _____
- work abroad? _____, _____
- work in Oxford? _____
- stay in London? _____

3 27 Are sentences 1–5 true (T) or false (F)? Discuss with a partner. Then watch again and check.

- Oliver is a teacher.
- Ethan wants to have access to the latest technology.
- Freya wants to be her own boss.
- Oliver thinks Oxford is too big.
- Ethan wants to work in Austria.

FOCUS ON LIFE SKILLS

Communication • Critical thinking

4 What three things would you consider important in a job?

- Working with your hands (e.g. in construction, with animals, doing the gardening etc.)
- Meeting people and making connections
- Travelling abroad
- Working creatively with words and images
- Working in a team
- Inventing something new or coming up with new ideas
- Achieving concrete results
- Listening and responding to people's needs
- Spending time outdoors rather than sitting in front of a screen
- Other (explain _____)

I think that achieving concrete results is important when you work, because that shows that you make progress.

5 Read the list in Exercise 4 again and decide which things you ...

- are able to do (skills)
- like doing (passions)
- dream of doing (ambitions)

6 Read about Europass CV. Start filling in your CV online. You can update it when you have new information to add, for example about a course or an exam you have taken.

Europass curriculum vitae:

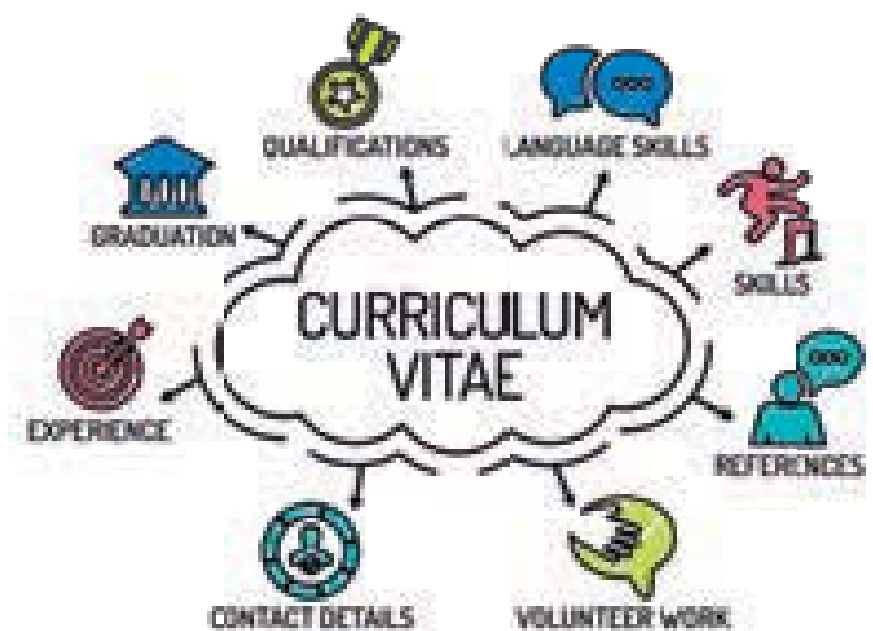
What is Europass CV?

Europass is a service started by the European Union to help people communicate their skills, qualifications and experience through a collection of documents.

In particular, the Curriculum Vitae helps you present your skills and qualifications. You can create your CV online using tutorials or download the template, examples and instructions.

If you want to learn more:

<https://europass.cedefop.europa.eu>



BBC Cheap shopping



BEFORE YOU WATCH

1 **SPEAKING** Do the mini-questionnaire. Then compare your answers with a partner. What do your answers say about you?

What kind of shopper are you?

- Do you think shopping is ...
 a a necessity? b a leisure activity? c a hardship?
- Do you prefer shopping for clothes in ...
 a small shops? b designer shops? c a shopping mall?
- When you go shopping for clothes, do you look for ...
 a bargain? b good quality? c designer style?

4 **30** Read the leaflet about the Mall of America. Then watch the next part of the video (00:33 – 01:42) and complete the sentences.

★ **The MALL OF AMERICA** ★
 THE WORLD'S BUSIEST SHOPPING MALL

It's enormous! You could put ¹ _____ jumbo jets inside.
 Shopping at the Mall of America is a ² _____ activity!
 It opened in ³ _____ and since then more than half a ⁴ _____ people have visited. It's ⁵ _____ in Bloomington, Minnesota.
 There are 520 ⁶ _____ and 40 million ⁷ _____ every year.
 That's more than Graceland, the Grand Canyon and Disneyland combined.
 There's no ⁸ _____ on apparel (clothes)!
 It's a great place to shop!

WHILE YOU WATCH

2 Try to match the prices in the box with the items 1–6 below.

(62p 75p £7.99 £15.99 £19.99 £21)

1 	_____	4 	_____
2 	_____	5 	_____
3 	_____	6 	_____

3 **30** Watch the first part of the video (up to 0:33) and check your answers in Exercise 2. What is 'weird' about the price of things?

5 **30** Watch the next part of the video (01:42 – 03:33) and answer the questions.

- 1 What did people in the video buy?
- 2 Why did they buy these items?
- 3 What is fast fashion?

6 **30** **SPEAKING** Discuss the possible disadvantages of fast fashion. Then watch the last part of the video (03:33 – 03:55) and compare with your ideas. Producing too much rubbish.

AFTER YOU WATCH

7 **SPEAKING** Work in two groups. Discuss the statement 'Fast fashion is a good thing'.

- Group 1:** Agree with the statement. Think of arguments to support your case.
- Group 2:** Disagree with the statement. Think of arguments to support your case.

Focus Vlog About clothes

How many pairs of jeans do you have?



1 **SPEAKING** Answer the questions.

- 1 How many people in your class are wearing jeans today? Count the percentage.
- 2 How many pairs of jeans do you have in your wardrobe?
- 3 How many pairs of jeans have you thrown away in the past year?
- 4 How much did your last pair of jeans cost?

2 **33** Watch the interviews where people talk about how many pairs of jeans they've got and how much they usually spend on them. Choose the correct option.

- 1 Ethan has *many* / *two* / *only a few* pairs of black jeans.
- 2 Rachel / Freya / Oliver is the one who has the most pairs of jeans of all.
- 3 Rachel has a *black* / *white* / *blue* pair of jeans with rips in them.

3 **33** Watch the interviews again and answer the questions.

- 1 How much do Ethan and Freya usually spend on a pair of jeans?
- 2 What does Rachel consider when buying a pair of jeans?
- 3 How much does Oliver usually spend on a pair of jeans?
- 4 Why is Oliver ready to spend that much on a pair of jeans?

FOCUS ON LIFE SKILLS

Collaboration • Communication • Digital skills

4 In pairs, prepare a list of five questions about fashion. For example:

- How important is fashion to you?
- How many pairs of jeans have you got?
- How much do you spend on clothes every month?

Ask the questions to other students, collect the answers and prepare an infographic with the results. Then present your findings using graphs and charts in a survey infographic. You can draw the infographics or use an online tool to create them.

Survey infographic:

What is a survey infographic?

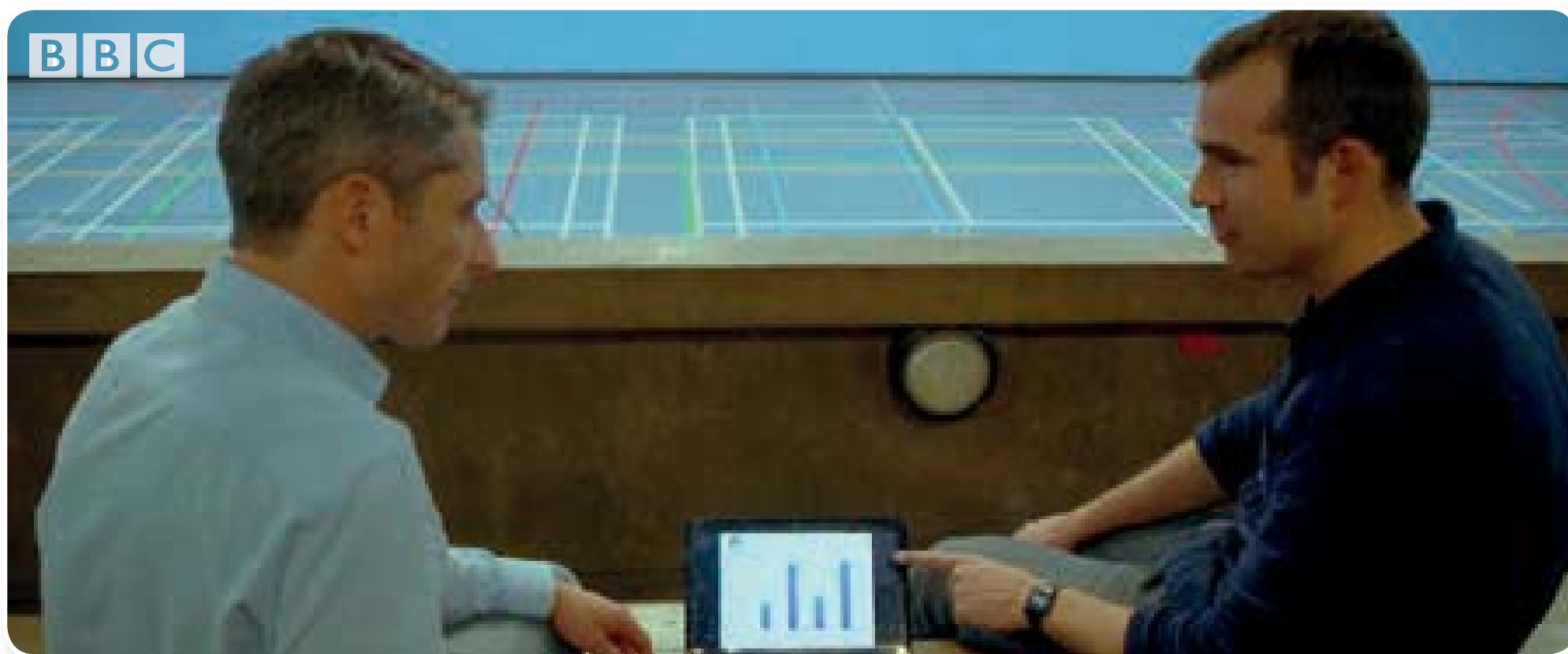
Survey infographics present survey data using a combination of graphs, charts and text.

Visual graphics are a powerful way to show survey results.

A well-designed infographic will capture the attention of your audience and engage them.



BBC Keeping fit



BEFORE YOU WATCH

1 **SPEAKING** Discuss your preferred ways of keeping fit. Refer to the activities in the box or your own ideas.

(cycling going to the gym running swimming)

2 Match the activities in the box with pictures 1–8. Which of these activities uses the most and which the least energy in your opinion?

(cleaning windows dusting gardening ironing mopping mowing the lawn vacuuming washing a car)



WHILE YOU WATCH

3 **36** Complete the doctor's recommendation. Then watch the first part of the video (up to 0:32) and check your answer.

Adults should try to get at least _____ minutes of 'moderate intensity physical exercise' per week.

4 **36** Watch the next part of the video (00:32 – 01:50). Complete the sentences.

- 1 Eight _____ are going to do some household jobs indoors and outdoors.
- 2 Activity monitors will measure the _____ they use.
- 3 Dr Andy Blannin is an _____.
- 4 He will give each activity a MET (Metabolic Equivalent of Task) _____.
- 5 A score of more than _____ shows that the activity is good enough to call it exercise.

5 **36** **SPEAKING** Tick the activities which are 'exercise' in your opinion. Then watch the next part of the video (01:50 – 03:07) and check your answers.

- | | | | |
|------------------|--------------------------|--------------------|--------------------------|
| ironing | <input type="checkbox"/> | washing the car | <input type="checkbox"/> |
| dusting | <input type="checkbox"/> | washing the window | <input type="checkbox"/> |
| mopping | <input type="checkbox"/> | mowing the lawn | <input type="checkbox"/> |
| planting flowers | <input type="checkbox"/> | vacuuming | <input type="checkbox"/> |

6 **36** Match 1–5 with a–e to make collocations. Which activity do you think uses the most/the least energy? Watch the last part of the video (03:07 – 03:34) and check.

- | | | |
|------------|--------------------------|------------------------|
| 1 Walking | <input type="checkbox"/> | a trolley |
| 2 Going | <input type="checkbox"/> | b up a shopping basket |
| 3 Picking | <input type="checkbox"/> | c shopping bags |
| 4 Using a | <input type="checkbox"/> | d briskly |
| 5 Carrying | <input type="checkbox"/> | e cycling |

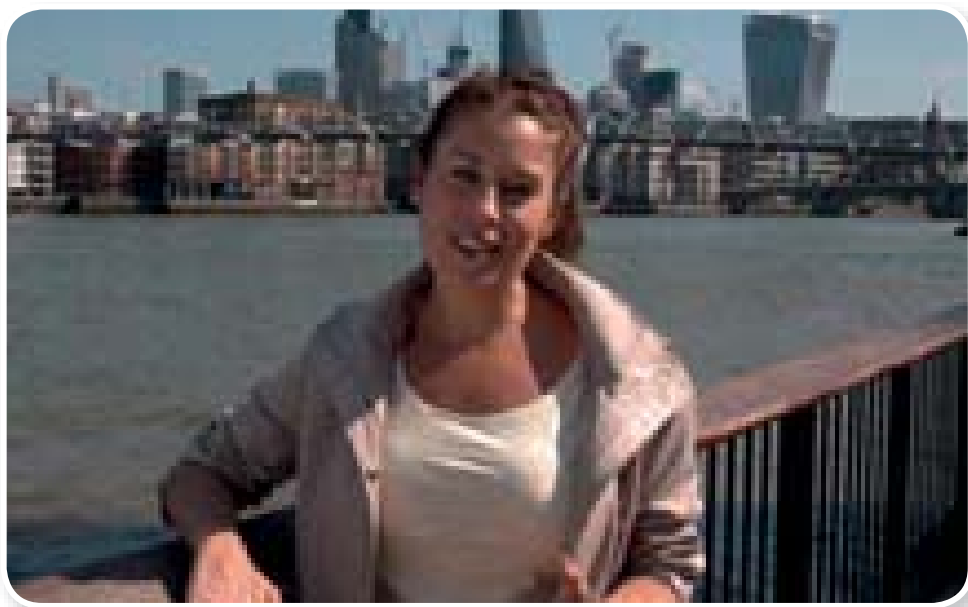
AFTER YOU WATCH

7 **SPEAKING** Make a list of activities you can do to keep fit without going to the gym. Discuss your ideas.

Instead of going to the gym, you can take the stairs every day to keep fit.

Focus Vlog About achievements

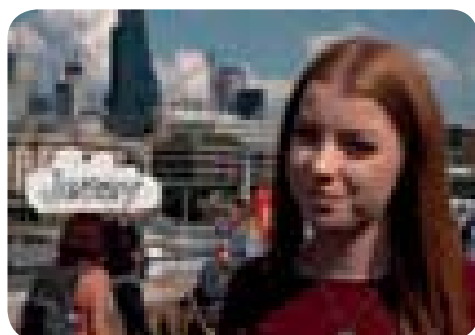
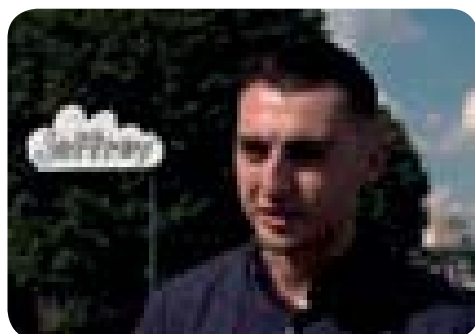
What had you learnt by the time you left school?



1 **SPEAKING** Think of a victory (in sports, school, personal life) and answer the questions.

- 1 What did you achieve?
- 2 How did you prepare?
- 3 Who helped you? How?

2 **38** Watch the interviews where people talk about what they had learnt by the time they left school or turned eighteen. Match the statements with the speakers.



What had they learnt by the time they left school?

- 1 _____ had realised how important education is.
- 2 _____ had understood the importance of family and friends.
- 3 _____ had learnt how to be independent.
- 4 _____ had acquired the skills for cooperating with others.
- 5 _____ had experienced the joy of learning languages.

What had they achieved by their eighteenth birthday?

- 1 _____ had learnt to play a musical instrument.
- 2 _____ had run several marathons.
- 3 _____ had started to study a foreign language.
- 4 _____ had had a platinum CD.
- 5 _____ and _____ had been abroad.

3 **SPEAKING** What had you learnt by the time you left primary school? Discuss with a partner.

FOCUS ON LIFE SKILLS

Communication

4 Ask three adults the following questions.

- 1 What had you learnt by the time you left school?
- 2 What had you achieved by your 18th birthday?
- 3 Who/What had helped you to achieve these goals?

5 Prepare a short presentation about the people you have interviewed.

For each of them:

- give some personal information (who they are, what they do, how you are related to each of them)
- go through the answers you have collected and explain their achievements
- say if they are a model for you and what lessons you have learnt from their examples.



1.2 Present tenses – question forms

We form *yes/no* questions, *wh-* questions and subject questions in different ways. Look at the tables below for questions in the Present Simple, the Present Continuous and the Present Perfect.

Present Simple

Yes/No questions			
Do	I/you/we/they	speak English?	
Does	he/she/it		
Wh- questions			
What languages	do	I/you/we/they	speak?
	does	he/she/it	
Subject questions			
Who	speaks	English?	

Present Continuous

Yes/No questions			
Am	I	working now?	
Are	you/we/they		
Is	he/she/it		
Wh- questions			
What	am	I	doing?
	is	he/she/it	
	are	you/we/they	
Subject questions			
Who	is working	now?	

Present Perfect

Yes/No questions			
Have	I/you/we/they	swum in a river?	
Has	he/she/it		
Wh- questions			
What	have	I/you/we/they	done?
	has	he/she/it	
Subject questions			
Who	has swum	in a river?	

Notice the position of the preposition in *wh-* questions with verbs followed by a preposition, e.g. *listen to music*.

What does Emily listen **to**?

In subject questions in the Present Simple, we do not use an auxiliary verb (*do/does*).

Julia gives money to charity.

Who gives money to charity?

What does Julia give to charity?

1 Choose the correct option.

- Who *sits* / *does sit* next to you in class?
- Where *does your best friend live* / *lives your best friend*?
- Which capital cities *has visited your best friend* / *has your best friend visited*?
- You *are watching* / *Are you watching* the news now?
- Why *Jamie and Toni have been* / *have Jamie and Toni been* so quiet today?
- What you *do* / *do you do* at the weekends?

2 Write questions about the underlined information.

- My grandparents give money to a charity.

- Tina has tried Japanese food.

- I'm dreaming about my winter holiday in Austria.

- My best friend lives in Frankfurt.

- Jo has visited Poland, Russia and Slovakia.

- Jim is watching a comedy at the moment.

3 Ask questions for the following answers.

- No, I haven't. I've never met an important person.
_____?
- No, she hasn't. She has never worked in an office.
_____?
- My Dad usually cooks dinner in our family.
_____?
- Yes, I am. I am studying at the moment.
_____?
- I love reading books in my free time.
_____?

4 Complete the questions with the correct forms of the auxiliary verbs *do, be* or *have*. One question does not need an auxiliary verb.

- What music _____ you like, Sebastian? I like hip-hop.
- Who _____ your parents talking to in the kitchen?
- _____ you seen my laptop? I can't find it anywhere.
- Why _____ Asia always so serious? She never looks happy.
- What _____ Martin eaten this afternoon?
- _____ Jane looking for her glasses? They're over here.
- Who _____ wants to help me bake dad's birthday cake?
- _____ you like apples? These ones are really juicy.

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

English sentence clauses often contain two consecutive verbs. After some verbs we use the *-ing* form, after others *to* + infinitive.

We use the *-ing* form after:

- verbs expressing emotions, e.g. *enjoy, hate, like, love, (not) mind*
I hate wearing a suit and a tie.
- particular verbs and verb phrases: *avoid, consider, can't stand, prefer, spend time*
Laura prefers texting to sending emails.

We use the *to* + infinitive after:

- most verbs expressing plans, decisions, intentions and willingness, e.g. *hope, want, decide, choose*
Tim wants to study Law.
- verbs such as: *agree, can't afford, manage, need, pretend, refuse*
Why do you refuse to lend me your shoes?
- verbs expressing preferences: *would like, would love, would prefer*
I like going out with my friends, but today I would like to stay at home.

1 Complete the sentences with the correct forms of the verbs in brackets.

- 1 I don't mind _____ (get up) early.
- 2 Karen spends a lot of time _____ (chat) online.
- 3 I refuse _____ (wear) this skirt – it is too short!
- 4 I always agree _____ (help) my brother at home.
- 5 They hope _____ (meet) Sting after the concert.
- 6 I can't stand _____ (shop). It's so boring!
- 7 Peter wants _____ (be) like Steve Jobs.
- 8 Sue has decided _____ (lend) me her new dress.
- 9 Does Angela enjoy _____ (work) as a volunteer?
- 10 Ben prefers _____ (swim) to running.

2 Choose the correct option.

- 1 Karen really enjoys *reading / to read* poetry.
- 2 Would you like *going / to go* to the cinema?
- 3 Pete can't stand *wearing / to wear* formal clothes.
- 4 We can't avoid *telling / to tell* him.
- 5 I've decided *going / to go* abroad.
- 6 He would like *spending / to spend* more time with me.
- 7 I really hate *getting / to get* up early in the winter.
- 8 Did she manage *completing / to complete* her work?
- 9 We don't mind *waiting / to wait* for you.
- 10 I can't afford *buying / to buy* a new computer.

3 Complete the sentences using the prompts in brackets. Add any necessary words. Do not change the order of the words given.

- 1 I can't _____ (stand/spend) the holidays at home. I'd like to go somewhere exotic!
- 2 Why does Peter _____ (pretend/worry) Sarah? He clearly doesn't like her.
- 3 It's a good idea to _____ (avoid/depend) people that you don't know very well.
- 4 I finally _____ (manage/focus) my homework.
- 5 We _____ (hope/see) you both at the party.
- 6 Roger _____ (not/mind/talk) his ex-girlfriend. They're still very good friends.
- 7 I _____ (miss/spend/time) my best friend from primary school.
- 8 Edgar _____ (hate/listen) heavy metal music. He prefers hip-hop.

4 Complete the second sentence so that it means the same as the first. Use no more than five words including the word in capitals.

- 1 I don't want to wear the same clothes every day. **REFUSE**
I _____ the same clothes every day.
- 2 It's not a problem for me to get up early in the morning. **MIND**
I _____ early in the morning.
- 3 He didn't want to see me, so he stayed at home. **AVOID**
He stayed at home to _____ me.
- 4 It's my choice to study Art at university next year. **CHOSEN**
I _____ Art at university next year.
- 5 Karen doesn't want to go to the theatre, she wants to go to the cinema. **PREFERS**
Karen doesn't want to go to the theatre, she _____ cinema.
- 6 It is really fun for me to play football with my team. **ENJOY**
I really _____ with my team.

5 Complete the text with the correct form of the verbs in the box.

change do go join play practise
spend tell win

Last month I decided ¹ _____ my lifestyle. Why? Well, I don't mind ² _____ you that I was a bit worried about my size and my weight. I spent too much time ³ _____ computer games and I refused ⁴ _____ any kind of exercise as well. Firstly, I considered ⁵ _____ to the gym. But this is expensive and I can't afford ⁶ _____ much money. Plus, it's a little boring and unsociable, I think. So, I chose ⁷ _____ a badminton club, instead. I wasn't very good at first, but I managed ⁸ _____ my first game yesterday so I'm really happy. Of course, I need ⁹ _____ more, but I'm really passionate about my ^{new} hobby.

1.6 so and such

We use the pronouns **so** and **such** when we want to stress the noun they precede.

We use **so** before:

- adjectives without nouns:
*I love talking with my aunt Tanya. She is **so inspiring**.*
- quantifying expressions (e.g. **many/much**) followed by a noun:
*I'm very happy that **so many friends** are coming to the party.*
*Teenagers don't spend **so much time** watching TV these days.*

We use **such** before:

- adjectives followed by nouns:
*Greg has got **such a comfortable sofa** in his bedroom.*
- nouns:
***Such people** will always help you in need.*
*Angela always has **such luck** – she is always in the right place, at the right time.*

Notice that with **such**:

- we use the indefinite article **a/an**, if it precedes a countable singular noun:
*Moving to the UK was **such a good decision** because we live closer to my family now.*
*Uncle Tom has **such an interesting life** – he travels a lot.*
- we do not use any article if it precedes a plural or uncountable noun:
*Bob works as a police officer and he often gives people **such bad news** that they feel upset.*
*Every morning Josh goes for **such long walks** with his dogs.*

So and **such** may be also used in expressions **such ... that** and **so ... that**, when we want to stress an adjective or noun and focus on the consequences of events described in the main sentence clause:

- Luckily, my parents bought **such a cheap house** that we've got some money for new furniture.*
*My younger sister has got **so many toys** that my parents want to give some away.*

1 Choose the correct option.

- 1 He's *so / such* adventurous and loves extreme sports.
- 2 That was *so / such an* irresponsible thing to do!
- 3 There were *so / such* many people at the restaurant – we couldn't get a table.
- 4 They're never at home because they're *so / such* busy people.
- 5 The book was *so / such an* interesting – I read it in one day.
- 6 It's *so / such a* lovely day today – let's go to the park.
- 7 I had *so / such* much work to do yesterday.
- 8 Becky made *so / such a* good impression when she met my parents.

2 Complete the sentences with **so**, **such**, or **such a(n)**.

- 1 You really shouldn't spend _____ much time playing games.
- 2 My sister is _____ friendly and caring person!
- 3 My neighbours are _____ outgoing people and love having garden parties.
- 4 You've got _____ many clothes that you must have something I can borrow.
- 5 It was _____ amazing idea to have a family picnic in the park.
- 6 I won't ask Ann because she gave me _____ irresponsible advice last time.

3 Join the two sentences to make one. Use **so**, **such** and **that**.

- 1 My brother is a cheerful person. He says hello to everybody. _____
- 2 It was a wonderful holiday. We want to go back next year. _____
- 3 My father was inexperienced at cooking. He burned our breakfast. _____
- 4 It was a comfortable armchair. I fell asleep. _____
- 5 The shirt was inexpensive. I bought one for you too. _____
- 6 The weather was bad. We decided to stay at home. _____

4 UNIT REVIEW Choose the correct answer, **A**, **B** or **C** to complete the text.

My favourite cousin is the son of my dad's brother. His name is Jack and he's the same age as me. We don't have any brothers or sisters but we spend ¹_____ time together that we are like brothers. We have ²_____ fun together and do all kinds of adventurous things like going climbing and visiting new places. We are different in many ways, however. For example, I think that Jack is ³_____ hard-working person. He always gets good grades at school and is able to really focus ⁴_____ one thing and does the best he can at everything. I can be rather lazy, to be honest. On the other hand, Jack can be rather shy – not like me. I also think he's a little too ⁵_____ because sometimes I have to tell him not to worry ⁶_____ what other people think or say. Despite these differences, he's still my best friend.

- | | | |
|--------------|-----------|-------------|
| 1 A so much | B so many | C such a |
| 2 A so | B such | C such an |
| 3 A such | B such a | C so |
| 4 A at | B with | C on |
| 5 A sensible | B selfish | C sensitive |
| 6 A on | B about | C at |

2.2 Past Continuous and Past Simple

We use the Past Continuous:

- to describe a longer background scene in a story, during which other main events (described in the Past Simple) took place:

At 7 p.m. Doug **was working** on his computer. He **was sitting** at his desk and **downloading** some photos when the lights **went out**.

- to talk about an action that was in progress when another action took place (for the shorter action, which happened while the longer one was in progress, we use the Past Simple):

While Meg **was texting** a message to her friend, she **dropped** her phone.

- to talk about actions in progress at the same time:

While Ann **was doing** some experiments, Terry **was taking** some measurements.

Affirmative			Negative		
I/He/ She/It	was	watching TV.	I/He/ She/It	wasn't (was not)	watching TV.
You/ We/ They	were		You/ We/ They	weren't (were not)	
Yes/No questions			Short answers		
Was	I/he/ she/it	watching TV?	Yes, I/he/she/it was .		
			No, I/he/she/it wasn't .		
Were	you/ we/ they		Yes, you/we/they were .		
			No, you/we/they weren't .		

Wh- questions				Subject questions		
	was	I/he/ she/it	watching?	Who	was	watching TV?
What	were	you/ we/ they				

1 Choose the correct option.

- I lay / was lying on the beach when suddenly it started / was starting raining.
- I read / was reading a book when you called me / were calling me at 4 o'clock yesterday.
- The first time I was seeing / saw my boyfriend, he danced / was dancing at a party.
- We were having / had lunch when the door opened.
- It was a sunny day. I left / was leaving home. Suddenly the postman was knocking / knocked on the door.
- When my mum drove / was driving to work yesterday, she saw / was seeing her old friend from school.
- Molly was breaking / broke her leg when she climbed / was climbing a tree.
- Was Ben studying / Did Ben study yesterday at 8 p.m.?

2 Write questions for the following answers.

- Sally was doing her homework when the phone rang.
(What) _____ ?
- Clare was wearing a fantastic dress at the party.
(What) _____ ?
- We played tennis from five to eight.
(How long) _____ ?
- At 7:30 yesterday morning, Sophie was driving to the airport.
(Where) _____ ?
- They were having dinner at seven.
(When) _____ ?
- We saw Mark at the café.
(Who) _____ ?
- Alice was crying during the film because it was a drama.
(Why) _____ ?
- Chris bought a sandwich for lunch.
(What) _____ ?

3 Complete the sentences with the correct form of the verbs in brackets. Use the Past Simple or the Past Continuous.

- Mum _____ (work) on her laptop while dad _____ (listen) to music on his new MP3 player.
- Margaret _____ (talk) on her smartphone when she _____ (start) crying.
- Adam _____ (not/watch) the film so I _____ (change) TV channels.
- Tony _____ (not/take) any photos with his phone at the party because he _____ (send) text messages to Jessica all the time.
- I _____ (drop) my memory stick when I _____ (run) for the tram.
- Alan and I _____ (play) on the games console when my dad _____ (come) home.

4 Write sentences from the prompts.

- I / run / in the park / when / Joanna / telephone / me.

- while / Gareth / update / social media profile / his wife / do / yoga. _____

- what / you / eat / when / I / get / back home?

- you / sleep / when / the teacher / explain / the task to us?

- Jo / use / computer / when / it / crash.

- I / cook / dinner / then / visit / favourite website.

- while / Jane / study / Dan / play / video games.

- Jim / get up / and then / get ready / for school.

2.5 used to

We use **used to** to talk about past states or actions which happened regularly in the past but do not happen anymore.

*I **used to play** tennis a lot. (I don't play anymore or I don't play very often.)*

*He **didn't use to be** so unkind. (But he's different now.)*

***Did you use to study** astronomy? (You don't study anymore.)*

When we talk about single actions that happened only once or that did not happen regularly, we use the Past Simple, not **used to**.

*In high school we **went** to the mountains two or three times.*

*Kim **bought** a new mobile phone yesterday.*

Affirmative				Negative			
I/You/ He/She/ It/We/ They	used to	swim.		I/You/ He/She/ It/ We/ They	didn't (did not) use to	swim.	
Yes/No questions				Short answers			
Did	I/you/ he/she/ it/we/ they	use to	swim?	Yes, I/you/he/she/it/we/they did . No, I/you/he/she/it/we/they didn't .			

Wh- questions				Subject questions			
Where	did	I/you/ he/ she/ it/we/ they	use to	swim?	Who	used to	swim?

1 Complete the sentences with **used to** and the verbs in brackets.

- Kim _____ (be) much more confident about herself.
- _____ (our neighbours/live) abroad before they moved here?
- My boyfriend's friends _____ (not like) me.
- Who _____ (cook) you dinner when you were ten years old?
- _____ (you/have) a mobile phone when you were very little?

2 Write sentences from the prompts. Use **used to** where possible. If not, use the Past Simple.

- I / go to the cinema / with my grandparents / every week

- we / not have / mobile phones or computers

- my family / move / to San Francisco

- I / get / a digital watch / for my seventh birthday

- he / eat / sweets / every day

3 Complete the sentences with **used to** or **didn't use to** and the verbs in brackets.

- Ten years ago I _____ (love) cycling in the park. Now I don't even have a bike.
- I _____ (use) my old phone much, but then I got a smartphone and I use it all the time now.
- My grandfather _____ (be) an astronomer, but now he's stopped working.
- We _____ (take) measurements using a really big computer. Now we use an app on a tablet.
- Paulina got an MP3 player for her birthday. Before then, she _____ (listen) to music very often.
- Did Antek really _____ (have) the same password for everything? How silly!

4 Complete the dialogue between Ben and his dad with **used to** or **didn't use to** and the verbs in the box.

{ do find go meet use write }

- B:** Dad, where did you¹ _____ information before somebody invented the Internet?
- D:** Good question. I² _____ to the library, of course. I know this might sound strange to you but some people still use libraries.
- B:** Really? Nooo. Only joking. And what about your schoolwork? Probably you³ _____ everything with a pen.
- D:** In school, yes. But at home I⁴ _____ a pen or a pencil very much. In fact, I⁵ _____ everything on a typewriter. You know, it has a keyboard like a desktop computer but you put paper in the top of it.
- B:** Yes, dad. I know what a typewriter is. And where did you⁶ _____ your friends before they invented coffee shops?
- D:** Very funny. Haven't you got any homework to do?

5 Write positive sentences (✓), negative sentences (X) and a question (?) from the prompts. Use the correct forms of **used to**.

When I was a child ...

- mobile phones / be really big. (✓)

- people / use phones as alarm clocks. (X)

- children / play on the streets. (✓)

- people / need passwords (?)

- Richard / like me, but now we're very good friends. (X)

- people / drive electric cars (X)

- you / live in a big house (?)

- teenagers / spend much time online (?)

2.6 Linkers and time expressions

Linkers and time expressions are followed by full sentences (i.e. linker + subject + main verb).

While and **when** are used to link two sentences describing events taking place at the same time:

While the astronauts were collecting specimens on the Moon, they found some interesting rocks.

David became interested in psychology **when** he was in high school.

After, as soon as, before and **when** are used to link two sentences describing events taking place one after another:

After Mark spent hours observing the work of archaeologists, he realised how important their job is.

I checked the price of the new smartphone **before** I bought it.

As soon as Ann published the photos of her new experiments on social media, she got a lot of positive comments.

When Sarah received text messages asking for the password to her account, she deleted them straight away.

Linkers and time expressions are followed by nouns or noun phrases: *during the holidays, for twenty-two days, until (till) late evening, by the end of the century.*

During refers to a period of time:

The linguist explored several languages **during** his stay in India.

Until and **till** refer to a point in time:

We didn't do many experiments in Chemistry classes **until (till)** last year.

By, when used with a noun, refers to an event which is happening or which happened before a particular point in time:

By the time we got home, we were tired and hungry.

1 Choose the correct option.

- 1 Bill Gates became interested in computers *when / during* he was a kid.
- 2 My sister always buys the latest gadget *until / as soon as* it is available.
- 3 Computers had smaller memories than smartphones *during / while* my childhood.
- 4 We completed all of the chemistry reports *by / till* twelve o'clock.
- 5 I learned how to analyse data *during / while* I was working in Silicon Valley.
- 6 Text me *after / until* you get home tonight, OK?
- 7 You need to enter a password *until / before* you can use the computer.
- 8 I didn't know how to use the printer *as soon as / till* you showed me.

2 Complete the second sentence so that it means the same as the first. Use no more than five words including the word in capitals. Do not change the word given.

- 1 The chemist developed a theory at the same time she analysed the data. **WHILE**
_____ the data, she developed a theory.
- 2 We finished the biology class and then immediately went home. **SOON**
We _____ we finished the biology class.
- 3 I collected the evidence and then started writing this report. **AFTER**
I started writing this report _____ the evidence.
- 4 I became an optician last year, in December. **UNTIL**
I didn't _____ December last year.
- 5 When David was doing the experiment, he discovered something interesting. **DURING**
David _____ the experiment.
- 6 He washed his hands and then he prepared lunch. **BEFORE**
_____, he washed his hands.
- 7 Everyone was in the classroom when I arrived. **BY**
_____ everyone was in the classroom.
- 8 Lisa began to panic when she saw the Maths test. **AS**
_____ the Maths test, she began to panic.

3 UNIT REVIEW Choose the correct answer, A, B or C to complete the text.

Steven Jobs (1955–2011) was an American businessman and ¹___ who changed the world. He grew up with an adoptive family ²___ his biological parents decided not to keep him. As a child, he helped his father fix things in their garage, and in this way, he developed an early love for engineering. At college he studied Physics, literature and poetry, but after some time he quit and decided to travel through India instead. ³___ he was there, he became interested in Zen Buddhism. Perhaps he was inspired by this Eastern philosophy, because Jobs later became famous for producing simple and minimalist devices. What's more, he did not ⁴___ research on these gadgets but designed them by using only his intuition. Many of these products ⁵___ a big effect on modern life and Jobs' company became successful and iconic.

- | | | | |
|---|-------------|---|----------------|
| 1 | A invention | 4 | A have |
| | B inventor | | B make |
| | C invented | | C do |
| 2 | A while | 5 | A used to have |
| | B by | | B were having |
| | C after | | C had |
| 3 | A While | | |
| | B Till | | |
| | C During | | |

3.2 Comparative and superlative adjectives

- We use the comparative form of adjectives and the word *than* to compare two people or things:
*Daniel Craig is **taller than** Zac Efron.*
- To compare two people or things, we can also use the structure: (not) *as* + adjective + *as*:
*Rupert Grint is **not as famous as** Daniel Radcliffe.*
- We use the superlative form of adjectives to show that a person or thing has the highest degree of a certain quality (compared to at least two other people or things):
*Sean Connery is **the tallest** of the three James Bond actors.*

Adjectives		Comparative	Superlative
one-syllable	young	younger	the youngest
	nice	nicer	the nicest
	hot	hotter	the hottest
one- and two-syllable ending in -y	pretty	prettier	the prettiest
	dry	drier	the driest
two-syllable or longer	attractive	more attractive	the most attractive
	difficult	more difficult	the most difficult
irregular	good	better	the best
	bad	worse	the worst
	far	further	the furthest

To compare two people or things, we can also use the following structures:

- (just) as** + adjective + **as**, when two things or people are the same:
*The plot of Angela's latest novel is **as complex as** her previous one.*
- not as** + adjective + **as**, when two things or people are different:
*For me, talent shows **aren't as interesting as** game shows.*

Comparative adjectives may also be used with *a bit* or *much/far*:

- a bit**: *Reading an e-book is **a bit easier**.*
- much/far**:
*This television is **much more expensive** because it has a better screen.*

1 Choose the correct option.

- This is the *longer* / *longest* film I've ever seen.
- He's not as clever *than* / *as* his sister.
- The Po is *more short* / *shorter* than the Nile.
- The *taller* / *tallest* building in the world is in Dubai.
- Is this car *more cheap* / *cheaper* than that one?
- Which is the *worse* / *worst* play you've ever seen?
- Can I use your smartphone camera? It's *better* / *best* than mine.
- A restaurant is usually *more expensive* / *most expensive* than a pub.
- My school friends are *more friendly* / *friendlier* than my cousins.
- Jane is the *prettier* / *prettiest* girl in the class.

2 Complete the sentences with *as*, *more* or *than*.

- E-books are often a bit cheaper _____ paper books.
- Watching documentaries is _____ engaging than watching sitcoms.
- The soundtrack to this movie is just as moving _____ the script.
- This romantic comedy is much funnier _____ I expected.
- Reality TV shows aren't as imaginative today _____ they used to be.
- The plots of thrillers are usually far _____ complex than the plots in horrors.
- A wide-screen TV is better _____ one with a small screen.
- Classical music isn't _____ popular as hip hop with teenagers.
- Do you think poems are _____ difficult to write than stories?
- This film is worse _____ the first one in the series.

3 Complete the second sentence so that it has the same meaning as the first.

1 *The Hunger Games* series was more popular than *the Maze Runner* films.

The Maze Runner films weren't _____ as *The Hunger Games* series.

2 In my opinion, no actor is funnier than Will Ferrell.
In my opinion, Will Ferrell is _____ of all.

3 Reading an e-book isn't as enjoyable as reading a paper book.

Reading a paper book is _____ reading an e-book.

4 Gaming computers used to be more expensive.
Gaming computers aren't as _____ used to be.

5 She doesn't think any writer is as good as J.K. Rowling.
She thinks J.K. Rowling is _____ writer in the world.

6 Ariana Grande isn't as old as Katy Perry.
Katy Perry is _____ Ariana Grande.

4 Complete the text with the adjectives in brackets in the comparative or superlative form.

The first *Maze Runner* film, based on a series of books by James Dashner, came out in 2014. It wasn't

¹ _____ (popular) as other teen series like *The Hunger Games*, but the producers decided to make more. There have been three films up to now, and for me

² _____ (interesting) of them is the second one, *The Scorch Trials*. The plot is³ _____

(crazy) than I expected. There are so many different things happening that I sometimes thought it was a bit

⁴ _____ (complicated) than it needed to be.

But the action scenes and the sets are so amazing that in the end I decided I enjoyed watching this movie. The last film, *The Death Cure*, is definitely

⁵ _____ (long) of the three, probably because it included so many details from the book. Still, there are good things in all three films, so give them a try!

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

We use the Present Perfect:

- to talk about actions which happened and finished in the past, but we do not know when exactly or it is not important:
*I **have read** a lot of biographies and autobiographies.*
- to talk about actions which happened in the past and the result is visible in the present:
*Eddie **has painted** his first portrait.*

Common time expressions used with the Present Perfect:

- ever** – used in questions:
*Have you **ever** been to an art gallery?*
- never** – used in negative sentences:
*My grandparents have **never** left England.*
- since then:**
*She won The X Factor in 2006. **Since then** she has sold millions of albums.*
- already** and **just** – used mainly in affirmative sentences between *have* and the Past Participle verb form:
*I have **already** seen it.*
*They have **just** left.*
- yet** – used in negative sentences and questions and always at the end of the sentence:
*I haven't seen her **yet**.*
*Has she written any songs **yet**?*

If we want to say when something happened, we use the Past Simple. We also use the Past Simple in questions with *when*.
*She **won** a Grammy in 2016.*
*When **did** you **see** Blur play live?*

1 Write questions, positive (✓) and negative (X) answers from the prompts. Use the Present Perfect and *already* or *yet*.

- Leonardo DiCaprio / win / an Oscar
_____ ?
(✓) _____ .
- Katy Perry / write / her autobiography
_____ ?
(X) _____ .
- Madonna / play concerts / in Poland
_____ ?
(✓) _____ .
- E-books / replace / paper books
_____ ?
(X) _____ .
- Harry / buy / his concert ticket
_____ ?
(✓) _____ .
- the play / start _____ ?
(X) _____ .
- Rihanna / release / a new album
_____ ?
(✓) _____ .
- the shops / open _____ ?
(X) _____ .

2 Complete the sentences with the words in brackets in the correct tense.

- A:** _____ (you/ever/be) to the opera?
B: Yes. I _____ (go) to the opera last month. I _____ (see) *Madame Butterfly* by Puccini.
- Camilla Läckberg _____ (write) a lot of crime stories. She _____ (write) *The Witch* in 2017.
- Look, Pierre _____ (just/upload) some videos.
- My favourite singer _____ (release) his new single last week, but I _____ (not hear it/yet).
- Emily _____ (already/buy) a birthday present for her mum.

3 Choose the correct option.

AN OPERA TO REMEMBER

I ¹*just came / have just come* back from the opera house where I watched a new production of *The Magic Flute* and I have to say it is one of the best operas I ²*have ever seen / ever saw*! It is a famous opera which Wolfgang Amadeus Mozart ³*wrote / has written* around 1790. It is a magical romantic comedy. The audiences in the eighteenth century ⁴*thought / have thought* it was a bit silly, but the music and the characters are so interesting that it is still popular three centuries later. The latest film version of the opera ⁵*has come / came* out in 2006, but it ⁶*didn't receive / hasn't received* very good reviews at the time. In my opinion, you can't really understand the beauty of *The Magic Flute* if you ⁷*haven't had / didn't have* a chance to see it in one of the great opera houses, where all of its magic comes to life.

4 Choose the best option from the brackets and add it to the sentence in the correct position.

- I haven't seen the new *Star Wars* film . (yet / just)
- James has been to a rock concert, so he's got a bit of a headache at the moment. (just / already)
- You can have your book back now because I've finished it. (already / yet)
- Oliver hasn't been in a film , but he acted in a TV show last year. (already / yet)
- I've been to Hollywood, but I've never been to Miami. (already / yet)
- Hannah is tired because she has got home from the theatre and the play was over four hours long. (just / already)

3.6 too and not enough

We use **too** and **(not) enough** to make comparisons and talk about a degree of a quality. **Too** means 'more than you need or want'. **Enough** means 'the amount you need'. **Not enough** means 'less than you need or want'.

We use **too**:

- before adjectives:

*The painting is **too dark** and I can't see what's in it.*

Too has a negative meaning when used in an affirmative sentence. When used with negation, it has a positive meaning:

*The plot **is too complex** – I can't understand it.*

*The plot **isn't too complex** – it's easy to follow it.*

- with nouns, in expressions **too many/much**:

*There are **too many horror films** at the cinema these days.*

*The artist didn't give **too much advice** to the kids so they painted how they liked.*

We use **(not) enough**:

- after adjectives:

*The special effects weren't **realistic enough** so the film wasn't very popular.*

- before nouns:

*I think there are **enough cooking programmes** on TV nowadays.*

Enough has a positive meaning when used in an affirmative sentence. When used with negation, it has a negative meaning:

*We had **enough photos** to prepare the exhibition.*

*We **didn't have enough** photos to prepare the exhibition.*

1 Complete the sentences with **too** or **enough** and the adjectives in the box.

chilly complex dishonest embarrassing
generous good imaginative outgoing

- 1 I think Angela is _____ to trust with the money for our concert tickets.
- 2 Do you think Adam is _____ to write a fantasy novel?
- 3 Sarah isn't _____ to take part in a live TV show.
- 4 It's much _____ to go painting outside, so we'll stay in the art studio today.
- 5 John thinks it's _____ to walk through the streets in his Batman costume.
- 6 Do you think the company is _____ to buy us new cameras?
- 7 Tom's grades aren't _____ to get into a better school.
- 8 I didn't enjoy that thriller – the plot was _____ for me.

2 Complete the dialogues with **too** or **enough** and the word(s) in brackets.

- 1 **A:** Are you going to watch the new *Star Wars* film at the cinema?
B: The tickets are _____, so I'll wait for the DVD. (expensive)
- 2 **A:** Why was the exhibition cancelled?
B: In the end, there weren't _____ (paintings)
- 3 **A:** Do you still want to learn how to play the guitar?
B: No. I think there are _____, so I'll learn the drums. (guitar players)
- 4 **A:** Do you want to watch this new science fiction series?
B: No. TV series are _____ and a waste of time. (addictive)
- 5 **A:** This thriller isn't very good, is it?
B: Yes, it isn't _____ to continue watching. (gripping)
- 6 **A:** I don't know what's happening in this period drama.
B: Yeah, the plot is much _____ to understand. (complex)

3 UNIT REVIEW Choose the answer, A, B or C, that is closest in meaning to the words in bold.

- 1 I think **the concert won't be too popular**.
A a lot of people will go to the concert
B not many people will go to the concert
C nobody will go to the concert
- 2 There **shouldn't be more** game shows on TV.
A are enough
B aren't enough
C aren't many
- 3 I think **there should be more** art in public spaces.
A there is enough
B there isn't enough
C there is too much
- 4 At the end of this film, the bad character **shows his support for** the hero.
A takes on
B gives up
C stands up for
- 5 This sculpture is **smaller than** I thought it would be.
A as big as
B as small as
C not as big as
- 6 I love **books with creative plots set in famous periods in the past**.
A fantasy novels
B historical fiction books
C biographies

4.2 Present Perfect with *for* and *since*

We use the Present Perfect to talk about states and actions that started in the past and still continue. We often use the words *since* and *for* when we use the Present Perfect in this way.

- **Since** refers to a moment or point in time when the activity started:

since 2000 / Monday / last summer / my birthday / I was born

- **For** refers to a time period between a time in the past and now:

for five minutes / two weeks / a long time / ages

Notice the example sentences:

My parents **have had** this house **since** 1990.

I **have known** Carol **for** ten years.

Questions about duration are formed using *How long ...?*

How long have you lived in this house?

- 1 Look at today's date and time and complete the table with the correct time expressions.

since	=	for
1 since December	=	
2 since Saturday	=	
3	=	for 45 minutes
4 since breakfast	=	
5	=	for 27 years
6	=	for five weeks
7 since I started school	=	

- 2 Write questions with *How long ...?* Then write two answers to each question with *since* and *for*.

- you / live in your house or flat?
 _____?

- you / know your best friend?
 _____?

- you / be at this school?
 _____?

- you / have a mobile phone?
 _____?

- 3 Complete the sentences with the Present Perfect form of the verbs in brackets. Then choose *for* or *since*.

- We _____ (live) in this house *for / since* 2005.
- I _____ (not/see) Rob *for / since* my birthday six weeks ago.
- Birgit _____ (work) in Paris *for / since* ages.
- We _____ (not/visit) grandma *for / since* last winter.
- It looks like you _____ (not/clean) this kitchen *for / since* several weeks.
- My family _____ (stay) in this holiday villa in Spain every year *for / since* I was born.
- John and Magda _____ (not/speak) to each other *for / since* five days.
- Karen _____ (not/be) near the sea *for / since* a long time.

- 4 Correct the mistakes.

- How long has Marta and Ania owned this cottage?
- I have lived in the suburbs since three weeks.
- I love the countryside. How long you have been here?
- Charlie, have you did the ironing?
- Bob, look! Monica has came round to visit us.
- I haven't spent Christmas with my family for 2015.
- I have known her from ten years.
- Sarah hasn't got any money left because she has buy a new flat.

- 5 Complete the second sentence so that it means the same as the first. Use no more than five words including the word in capitals.

- We moved to Ankara two years ago. **FOR**
We _____ two years.
- I last saw Mark in February. **SINCE**
I _____ February.
- Annette bought the cooker last week. **HAD**
Annette _____ last week.
- Dad stopped making furniture about five years ago. **NOT**
Dad _____ about 2015.
- I met my neighbour a long time ago. **KNOWN**
I _____ ages.

- 6 Complete the text with the correct form of the verbs in the box. There are two extra gaps. Use *for* or *since* in the extra gaps.

{ invite make move plan promise show }

I'm really happy because my family has just ¹ _____ near the sea. In fact, we've lived here ² _____ one month. Of course, I was sad to leave my friends back in Manchester, but I've ³ _____ them to stay with me next summer and I've ⁴ _____ to write to them often. I've been at my new school ⁵ _____ last Monday and I have already ⁶ _____ some new friends. They're really nice and have ⁷ _____ me the best places to see. I'm sure they've ⁸ _____ something interesting for this weekend too. I think I'm going to really enjoy living here.

4.5 Future forms: Present Continuous, be going to and will

- We use the Present Continuous for fixed future arrangements, which have already been planned and prepared:
I can't go shopping tomorrow at five. I'm playing tennis with Joy. (I've already made an arrangement with Joy.)
- We use *be going to* + infinitive to talk about future intentions or plans, which may still be changed:
Are you going to invite your aunt to the party?
- We use *will* + infinitive for spontaneous decisions made at the moment of speaking, often in reaction to a new situation. We often use *will* with:
I think I'll ..., I'll probably ..., Don't worry, I'll ...
I think I'll ask Luke for help.

Affirmative			Negative		
I	am ('m)		I	am not ('m not)	
You/We/They	are ('re)	going to sleep.	You/We/They	are not (aren't)	going to study.
He/She/It	is ('s)		He/She/It	is not (isn't)	
Yes/No questions			Short answers		
Am	I		Yes, I am . No, I am not ('m not) .		
Are	you/we/they	going to study?	Yes, you/we/they are . No you/we/they are not (aren't) .		
Is	he/she/it		Yes, he/she/it is . No, he/she/it is not (isn't) .		
Wh- questions					
When	am	I	going to study?		
	are	you/we/they			
	is	he/she/it			
Subject questions					
Who	is	going to study?			

Affirmative			Negative		
I/You/He/She/It/We/They	will	drop biology.	I/You/He/She/It/We/They	will not (won't)	drop biology.
Yes/No questions			Short answers		
Will	I/you/he/she/it/we/they	drop biology?	Yes, I/you/he/she/it/we/they will . No, I/you/he/she/it/we/they will not (won't) .		
Wh- questions					
What	will	I/you/he/she/it/we/they	drop?		
Subject questions					
Who	will	drop biology?			

1 Choose the correct option.

- We had a discussion and we've decided we *are not going to / will not* attend the meeting next week.
- Don't worry. *I'll phone / I'm phoning* you to tell you the news.
- What time *are you meeting / will you meet* Dr Stevens tomorrow?
- Who do you think *will / is going to* win the next World Cup?

2 Complete the sentences with the appropriate future forms of the verbs in brackets.

- Mum _____ (see) the dentist at four o'clock this afternoon.
- It's my birthday next month but I _____ (not have) a party.
- Brrr, it's cold in here. I think I _____ (turn) the heating on.
- What _____ (you / do) later? Do you want to go for a coffee?
- My cousin _____ (get married) in May.
- Sorry, I can't talk now. I _____ (call) you back later.
- These bags are so heavy, I _____ (carry) them for you.

3 What will these people say in the following situations? Choose the best option.

- A customer at a café:
I'll have / I'm going to have / I'm having a big glass of orange juice, please.
- Someone who's just heard about his uncle's problem:
What? Uncle Bob *will paint / is going to paint* his house all by himself on Saturday? *I'm going to help / I'll help* him!
- A businesswoman talking about her plans for the new year:
I'm going to help / I'll help / I'm helping some African charities this year.
- Someone talking to his/her friend on the phone:
I'm having / I'll have / I'm going to have a house party on Saturday. I've already bought the food and drink but can you bring the music?
- Someone talking to his/her friend:
I'll buy / I'm going to buy / I'm buying Matt a desk lamp for his birthday. Do you think that's a good idea?

4 Complete the text with the appropriate future forms of the verbs in brackets.

Next weekend we ¹ _____ (have) a school disco in the main hall. I ² _____ (wear) my favourite shirt with my new jeans and brown shoes. I ³ _____ (work) in the afternoon in my mum's shop, but after that I ⁴ _____ (return) home to have a shower and get dressed. I'm quite excited. But who do I invite? I know! I ⁵ _____ (ask) Sarah in my Maths class. She's really nice.

4.6 Adverbs

We use adverbs with:

- verbs:
Are you **sitting comfortably**?
- adjectives:
The living room is **really beautiful**.
- other adverbs:
We drove **incredibly slowly** because of the traffic jams.

Adverbs are usually formed by adding **-ly** to an adjective (soft – *softly*).

In other cases:

- for adjectives ending in **-le**: the **-e** changes into **-y** (*possible* – *possibly*),
- for adjectives ending in a consonant + **-y**: **-y** changes into **-i** and we add **-ly** (*happy* – *happily*).

Some adverbs take the same form as adjectives: *hard* – *hard*, *fast* – *fast*, *late* – *late*, *early* – *early*.

We use adverbs to define verbs:

- directly after the verb:
She **dances beautifully**.
- after an object, if it is directly after the verb:
We **ate our breakfast quickly** and left for our holidays.

We form the comparative for most adverbs with **more** and the superlative with **the most**:

beautifully – *more beautifully* – *the most beautifully*.

Adverbs with the same form as adjectives take the same comparative and superlative forms as the adjectives: *low* – *lower* – *the lowest*.

Some adverbs take irregular comparative and superlative forms:

- *well* – *better* – *the best*
- *badly* – *worse* – *the worst*

We can use **adverbs of degree** before both adjectives and adverbs to modify their meaning:

- *a little/a bit/slightly*:
Sue says that living in the suburbs is **slightly better** now because there are more shops.
- *quite/rather/pretty*:
Since we redecorated the room, it looks **pretty good**.
- *really/extremely/completely*:
You need to move this chest of drawers **extremely carefully** because it is an antique.

1 Choose the correct option.

- 1 This town is *well* / *extremely* crowded in the summer.
- 2 You've looked after your garden *good* / *well*.
- 3 The dates in this book are *historic* / *historically* incorrect.
- 4 Nick works *hard* / *hardly* to make his home beautiful.
- 5 The men painted the outside of the house *bad* / *badly*.
- 6 He got up *late* / *lately* this morning and missed the bus.
- 7 It's *completely* / *a bit* too dark to read in here.
- 8 The children are playing surprisingly *quiet* / *quietly* in the garden.

2 Put the words in the correct order to make sentences.

- 1 father / the / my / cleans / rather / house / quickly

- 2 you've / beautifully / your / decorated / room

- 3 pancakes / makes / pretty / good / Janice

- 4 your / mine / bigger / is / slightly / wardrobe / than

- 5 the / carefully / door / close / extremely / front

- 6 loudly / Laura / the / housework / does / really

3 Make adverbs from the adjectives in the box. Then complete the sentences with the correct adverbs.

{ careful easy fast good lucky slow }

- 1 You can _____ have a party in this cosy cottage.
- 2 How _____ do you play the piano, Bjorn?
- 3 Please do the washing-up _____. I don't want you to break my expensive plates.
- 4 Never drive _____ in a small village – even when you are in a hurry.
- 5 I love walking _____ through the city centre when I have lots of time.
- 6 I missed the bus, but _____ there was another one in twenty minutes.

4 UNIT REVIEW Choose the correct answer, A, B or C, to complete the text.

Moving from the city centre and living in the countryside was very strange for me at the beginning. To start with, it is ¹___ quiet compared to living in the city as there is almost no traffic on the roads. We live in a small village and there aren't too many terraced or semi-detached houses. There are beautiful, ²___ designed stone cottages – most of them with only one or two floors. We live in a bungalow which is ³___ spacious. My room, however, is small – but it is very cosy. It's not very entertaining here – there aren't many shops or cafés but there are some amazing ⁴___ monuments nearby. I especially like the ruins of the old castle. We walk there sometimes at the weekends and it's such a fascinating place with lots of gripping stories about it from the past. There are ⁵___ views there too, and this Sunday my family and I ⁶___ a picnic there. I don't miss life in the city at all!

- | | | | |
|---|-------------|---------------|--------------------|
| 1 | A a bit | B extremely | C the most |
| 2 | A tradition | B traditional | C traditionally |
| 3 | A pretty | B a little | C slightly |
| 4 | A history | B historic | C historical |
| 5 | A lush | B scorching | C breathtaking |
| 6 | A will have | B are having | C am going to have |

5.2 First Conditional

We use First Conditional sentences to talk about the possible results of an action. First Conditional sentences refer to the future:

If I tell them the truth, they **won't believe** me.

He **won't pass** his exams **if he doesn't work** hard.

Will he pass his exams **if he works** hard?

We use the Present Simple in the *if*-clause, which describes the condition. We use *will/won't* in the clause describing the result. Either clause may come first in the sentence. We put a comma at the end of the *if*-clause if it comes first in the sentence.

If Vicky pays attention in class, she will do her homework well.

Vicky will do her homework well if she pays attention in class.

If + Present Simple (condition),	will/won't + infinitive (result)
If he works hard, If George is late again,	he will pass his exams. the teacher will send him to the head teacher.
will/won't + infinitive (result)	if + Present Simple (condition)
He will pass his exams The teacher will send George to the head teacher	if he works hard. if he is late again.

1 Choose the correct option.

- If Joe *passes / will pass* all his exams, his parents *buy / will buy* him a car.
- My teacher *doesn't / won't* mind if I *finish / will finish* my essay tomorrow.
- If Ella *doesn't / won't* find a paid job this year, she *does / will do* voluntary work to get experience.
- They *miss / will miss* all their friends if they *choose / will choose* to go abroad.
- If the school uniform *is / will be* compulsory next year, we *have / will have* to wear it.
- If John *drops / will drop* PE and Art, he *has / will have* more time for academic subjects.
- Will you help / Do you help* me with my homework if I *will have / have* a problem?
- Sandra *doesn't do / won't do* a gap year if she *doesn't save / won't save* some money.

2 Complete the sentences to make them true for you.

- I will get a place at university if _____
- If I don't get a place at university, I _____
- If my timetable is very demanding next year, _____
- I won't get good marks if _____
- If I don't get a good job, _____
- I will move house if _____
- I will travel round the world if _____
- If I get stressed about my exams, I _____
- I will do voluntary work if _____
- If I have more free time, I _____

3 Put the words in the correct order to make beginnings of sentences. Then match the beginnings (1–5) with the endings (a–e).

- Andy / carry / will / bag / if / it's / your
- If / show / watch / you / carefully, / I'll
- I / you / don't / won't / understand / you / if
- If / we'll / now, / don't / we / be / leave
- I / you / help / if / don't / you / won't

- you what to do.
- speak more slowly.
- help me.
- too heavy.
- late for the exam.

4 Write sentences from the prompts. Use the First Conditional.

- You / not / make friends / if / not speak / new people

- If / Adam / study / London / improve / English

- If / I / not / fall asleep / I / finish / my homework

- We / take / Sociology / next year / if / on the timetable

- Mum / not happy / if / not pass / my exams

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

- If you _____ (not go) abroad, you _____ (not learn) a foreign language.
- If you _____ (not take) it easy, you _____ (get) sick.
- Sue _____ (waste) her time if she _____ (go) travelling.
- _____ (you/phone) me if you _____ (have) time?
- If it _____ (cost) too much, I _____ (buy) a smaller one.
- If he _____ (go) backpacking, he _____ (spend) less.
- She _____ (do) voluntary work if she _____ (go) to Africa.
- You _____ (miss) the train if you _____ (get up) late.

5.5 Defining relative clauses

In defining relative clauses (which give essential information about a person, thing or place) we use the following relative pronouns:

- **who** and **that** to talk about people:
*This is the teacher **who/that** teaches my class.*
*Do you know the girls **who/that** are talking to the PE teacher?*
- **which** and **that** to talk about things:
*Is this the laptop **which/that** you ordered?*
*I'll visit you during the term break **which/that** begins next week.*
- **where** to talk about places:
*We're going to visit the school **where** my mum taught for twenty years.*
*Ella went to a school **where** most pupils were girls.*

The relative pronouns *who*, *which* and *that* usually come after the noun (i.e. the people, thing or place) they refer to. We can omit the relative pronouns *who*, *which* and *that* if they are followed by a personal pronoun or noun.

*We have a timetable **(which/that)** we can change.*

We **cannot** omit the relative pronoun if it is **not followed** by a personal pronoun or noun.

*We have a gym **which** has a lot of modern equipment.*

1 Join the pairs of sentences using relative pronouns.

- 1 There is a nice café. We can go there.
_____.
- 2 I know a boy. He speaks perfect Chinese.
_____.
- 3 McDonald's is a restaurant. It sells hamburgers and chips.
_____.
- 4 I'm sure you'll find a job. You're going to love it.
_____.
- 5 My son knows lots of websites. You can play online games there. _____.
- 6 Tina is a great sportswoman. She never gives up.
_____.
- 7 *Titanic* is a film. I've seen it about ten times.
_____.
- 8 This is the man. I saw him in front of the jeweller's.
_____.

2 Complete the sentences with relative pronouns *who*, *where* or *which* where necessary.

- 1 We live in a town _____ doesn't have a university.
- 2 Do you know the boy _____ is dancing with Molly?
- 3 Sam used to live in a country _____ the schools are free.
- 4 This is the _____ teaches my sister.
- 5 Bath is a small town _____ has many historic sites.
- 6 What is the school subject you like best?
- 7 I go to a school _____ uniforms are compulsory.
- 8 Is this the girl _____ lives in the house opposite yours?
- 9 France is the country _____ Susan loves the most.

3 Choose the correct option. More than one answer may be correct.

- 1 She's the teacher *who / which* lost my homework.
- 2 That's the library *where / which* has lots of good DVDs.
- 3 That's the dog *who / which* stole my bag.
- 4 There's the staffroom *where / which* the teachers go after class.
- 5 Is this the biography *who / which* you wanted to borrow from me?
- 6 There's Jim. He's the person *who / that* can help you.

4 Complete the sentences with *who*, *which*, *where*. Use no pronoun where possible.

- 1 Can you tell me _____ Mr Smith is? I can't find him anywhere.
- 2 PE is the subject _____ Adrian loves the most.
- 3 She's the professor of Maths _____ Anna admires a lot.
- 4 Does Jon know _____ room we need to go to next?
- 5 I can't show you _____ Brian is because I've never seen him.
- 6 That's the school _____ got the best exam results.

5 Correct the mistakes.

- 1 Ms Armstrong is the teacher *which* teaches French.
- 2 Do you know the boys *which* are waiting in the hall?
- 3 This is the lab we do science experiments.
- 4 The playground *where* is behind the school is the biggest one.
- 5 That's the girl *isn't* keeping up with her studies.
- 6 I know a shop *you* can get cheap books.
- 7 Amanda is a girl *which* never makes mistakes.
- 8 It's the elementary school *where* my sister goes to.

6 Rewrite the sentences without using *who*, *which*, *that*.

- 1 The book is very interesting. I bought it yesterday.
_____.
- 2 The school is very well organised. We visited it last week.
_____.
- 3 The library didn't have the book. I wanted the book.
_____.
- 4 You've spoken to the man just now. Is the man a friend of yours?
_____.
- 5 The exam was difficult. We did it yesterday.
_____.
- 6 You borrowed a book from me. Can I have the book?
_____.

5.6 Future time and conditional clauses

Conditional clauses are introduced with:

- **if:** *If Mark doesn't hand in his homework today, his Maths teacher will get really angry.*
- **unless:** *Amy will not make any progress unless she works systematically.*

Time clauses are introduced with:

- **when:** *When the new term starts, the teachers will attend a conference.*
- **before:** *Before I take Chemistry and Physics for my A levels, I will talk to my teachers.*
- **after:** *After you mark your students' homework, you will know where they tend to make most mistakes.*
- **as soon as:** *The kids will feel better as soon as the school breaks up for holiday.*

We use the Present Simple in future time and conditional clauses.

Subordinate clause		Main clause
<i>if</i> <i>unless</i> <i>when</i> <i>before</i> <i>after</i> <i>as soon as</i>	+ Present Simple,	<i>will/won't + verb</i>

My sister will never succeed unless she learns from her mistakes.

Either clause may come first in the sentence. We put a comma at the end of the subordinate clause if it comes first in the sentence, but we don't use a comma if the main clause comes first:

I will let you know about the time of our meeting as soon as I get my new timetable.

As soon as I get my new timetable, I will let you know about the time of our meeting.

1 Choose the correct option.

- I like to take it easy *after / unless* I finish football training.
- Sarah gets into trouble *when / unless* she skips lessons.
- I'll pay for your tuition fees *if / before* you promise to work hard.
- As soon as / Unless* I pass this exam, I'm going to start revising for the next one.
- Jan won't get good grades *if / unless* he learns how to cope with exam stress.
- You should always arrive at least fifteen minutes *before / when* an important exam.
- If / Unless* you work hard, I'm sure you'll succeed.
- You should check your homework *while / before* you hand it in.

2 Complete the text with the correct form of the verbs in brackets. Use the First Conditional.

As soon as I ¹ _____ (finish) school today, I ² _____ (go) home and have something to eat. If my mother ³ _____ (be) still at work, I ⁴ _____ (eat) a cheese and onion sandwich. Before I ⁵ _____ (watch) my favourite TV series, I ⁶ _____ (do) my Physics homework.

3 UNIT REVIEW Choose the correct answer, A, B or C to complete the sentences.

- When the new term starts next month, we _____ such a busy timetable.
 - aren't having
 - don't have
 - won't have
- We will have more free time _____ our Biology projects.
 - before we complete
 - as soon as we'll finish
 - as soon as we hand in
- Robert won't keep up with other students _____ in class.
 - unless he pays attention
 - if he won't pay attention
 - if he pays attention
- You won't fail your exam _____ everything by heart.
 - if you will learn
 - if you learn
 - if you learned
- As soon as I see my Science teacher today, I _____ her about our next project.
 - ask
 - am asking
 - will ask
- He'll go to the cinema tomorrow _____ he has too much homework to do.
 - if
 - unless
 - when
- _____ of other people is very immature.
 - Having fun
 - Laughing
 - Making fun
- You should _____ these old notebooks. You don't need them.
 - get rid of
 - break up
 - struggle with

6.2 Second Conditional

We use Second Conditional sentences to talk about:

- imaginary situations in the present:
*If I **were** rich, I **would** live in a huge house.*
*If Kate **didn't** leave home before rush hour, she **wouldn't** arrive at the office on time.*
- improbable events in the future:
*If he **left** home earlier, he **would never be** late for work.*
*If I **weren't** so tall, I **would become** a figure skater.*

We use the Past Simple in the *if*-clause and *would/wouldn't* in the clause describing the result.

As in First Conditional sentences, the clauses can be in either order. We put a comma at the end of the *if*-clause if it comes first in the sentence.

If + Past Simple (condition),	would / wouldn't + infinitive (result).
---	---

If Sue knew Italian,	she'd apply for this job.
-----------------------------	----------------------------------

would / wouldn't + infinitive (result)	if + Past Simple (condition).
--	--------------------------------------

Sue would apply for this job	if she knew Italian.
-------------------------------------	------------------------------------

In Second Conditional sentences we use *was* or *were* after *I*, *he*, *she* and *it*. *Were* is more formal.

Remember to use *were* in **If I were you**:

If I were you, I would tell him the truth.

1 Match the sentence halves.

- If I were a bit taller,
 - Would your uncle know what to do
 - They'd get access to your computer
 - Of course I would take a car to work
 - If we didn't have to look for a summer job,
- if they knew the password.
 - we would be on a sunny beach now.
 - I could be a fashion model.
 - if I had one.
 - if he lost his job?

2 Choose the correct option.

What would you do if you ¹*are / were / be* me? I'm a shop assistant, but if I ²*hadn't / wouldn't have / didn't have* a job, I ³*like / liked / would like* to go travelling all year round. But of course, no work means no money. If somebody ⁴*offered / would offer / did offer* me a job in which I could earn money and travel, however, I ⁵*would take / took / had taken* it without thinking! Maybe I should apply for a job as a flight attendant?

3 Choose three to five words from each set to complete the sentence below it.

- were, would, for, a, be, apply, she, applied*
If she were older, she _____ a job in a clothes shop.
- brother, did, would, I, when, a, have, had*
I would never be lonely if _____ or sister.
- afford, afforded, will, could, house, a, can, big*
If we _____, we'd have lots of parties.
- time, didn't, she, have, hadn't, any, wouldn't*
If Sue worked long hours, _____ to go out with friends.

4 Complete the sentences with the correct form of the verbs in brackets. Use the Second Conditional.

- If everybody _____ (go) to university, nobody _____ (want) to do hard physical work.
- Buses _____ (not be) so crowded if more people _____ (work) from home.
- If people _____ (not apply) for low-paid jobs, salaries _____ (go) up.
- Family relationships _____ (improve) if parents _____ (spend) more time with their children.
- You _____ (be) happier if you _____ (have) an interesting and well-paid job.
- You _____ (get) the sack if you _____ (go) to work late every day.
- If he _____ (not have) a full-time job, he _____ (spend) more time on his hobbies.
- If I _____ (work) overtime, I _____ (earn) more money.

5 Rewrite the sentences using the Second Conditional.

- I don't earn money because I am unemployed.

- Sue doesn't have a boss because she's self-employed.

- Ian sleeps during the day because he works night shifts.

- We have to work outdoors because we're builders.

- Jim isn't happy because he is badly paid.

- Abigail has eight weeks of holiday because she is a teacher.

- Max comes up with good ideas because he's creative.

- I won't apply for the job because I don't have enough experience.

6.5 Modal verbs for obligation and permission

To express obligation or necessity, we use:

- **must**, especially when we refer to something the speaker feels is necessary:
*I **must** talk to her right now.* (I feel this is necessary.)
- **have to**, especially when we refer to something that is necessary because of a rule or law:
*My brother **has to** wear a suit to work.* (These are the rules.)
- **need to**:
*Neil often **needs to** do overtime.*

To express lack of obligation or necessity, we use:

- **don't have to**:
*A tourist guide **doesn't have to** do physical work.*
- **don't need to/needn't**:
*You **needn't** come to the office. You can work from home.*
*You **don't need to** write the essay again.*

To say what is allowed, we use **can**:

*Journalists **can** work flexible hours.*

To say what is not allowed, we use:

- **can't**, especially when the speaker feels something is not allowed:
*I **can't** leave the office during office hours.*
- **mustn't**, if we want to express strong prohibition:
*You **mustn't** check your private email at work.*

Obligation/necessity	Lack of obligation	Allowed	Not allowed/forbidden
have to / has to need to / needs to must	don't have to / doesn't have to don't need to / doesn't need to / needn't	can	can't mustn't

1 Choose the correct answer, a, b or c.

- You ___ be physically fit to be a fire-fighter.
a can b have to c need
- A doctor ___ often work long hours and night shifts.
a must b can c can't
- A teacher ___ look smart or wear a suit to work.
a mustn't b doesn't need to c can't
- Self-employed people ___ take a holiday any time they choose.
a need to b have to c can
- A journalist ___ write things which are not true.
a needn't b doesn't have to c mustn't
- Office workers usually ___ take many breaks during the day.
a can't b don't have to c needn't
- You ___ take a taxi. I can drive you to work.
a can't b needn't c mustn't
- Airline pilots ___ have excellent eyesight.
a must b need c can

2 Choose the correct option.

- A:** Is it a formal meeting?
B: No, you *must / don't need to / can* wear a tie.
- A:** Can I smoke in here?
B: I'm afraid not. You *need to / needn't / mustn't* smoke anywhere inside this building.
- A:** What's wrong? You look stressed.
B: I am. I *can / needn't / have to* finish all this work before the end of the week. There's so much of it!
- A:** Mr Long, I'd like to take a day off tomorrow.
B: Sorry, I'm afraid you *don't need to / must / can't*.
- A:** You look worried. What's wrong?
B: I have a meeting with my boss today. I *needn't / need to / don't need to* get to work on time. Otherwise, I'll lose my job.
- A:** Why can't Sarah come with us?
B: She *mustn't / has to / can* prepare a presentation for her boss.
- A:** *Do I have to / Must I* pay in cash?
B: No, you *needn't / mustn't* pay in cash. Your credit

3 Complete the second sentence so that it has the same meaning as the first. Use no more than five words including the word in capitals.

- The company expects you to wear a uniform at work.
HAVE
You _____ a uniform at work.
- It's not necessary for you to work long hours. **NEED**
You _____ long hours.
- It's forbidden to bring dogs into the laboratory. **MUST**
You _____ into the laboratory.
- It isn't necessary for Mike to bring his laptop today. **HAVE**
Mike _____ bring his laptop today.
- It's not OK for you to be smoking cigarettes in the office. **CAN'T**
You _____ in the office.

4 Rewrite the parts of sentences in italics with **mustn't** or **don't have to**.

- You *are not obliged* to work on Sundays.

- It's forbidden* to smoke in here.

- You're *not allowed* to wait here.

- It's unnecessary* for you to wait here.

- It's forbidden* to walk on the lawn.

- It isn't necessary* for them to work on Sunday.

6.6 Adjectives ending in -ed and -ing

Pairs of **-ed/-ing** adjectives are formed from the same verb:

amuse – **amusing** – **amused**

motivate – **motivating** – **motivated**

terrify – **terrifying** – **terrified**

Some **-ed** adjectives do not have an **-ing** equivalent:

ashamed, delighted, relieved.

We use **-ing** adjectives to describe:

- people: A **growing child** needs to eat a lot.
- objects/places: **My new office** is rather **depressing**. It's very small and dark.
- events: **The first job interview** is usually **challenging**, especially if the candidates aren't very well prepared.

We use **-ed** adjectives to describe:

- states (of people or objects): **The instructor** was a **determined** person, who wanted to teach us some new skiing techniques.
- emotions and feelings: **Maria** looked rather **confused** when she first arrived in our office.

1 Choose the correct option.

- 1 It's *disappointing* / *disappointed* that my first job is so badly paid.
- 2 Working and studying at the same time is often quite *challenged* / *challenging*.
- 3 Kasia is quite *excited* / *exciting* about the idea of being self-employed.
- 4 Getting the sack can be *depressed* / *depressing* and stressful.
- 5 It's *disgusted* / *disgusting* that Elizabeth had to resign from her job after twenty-five years.
- 6 I'm really *encouraging* / *encouraged* by the fact that I won the competition.

2 Complete the sentences with the correct form of the words in the box. Use -ed or -ing endings to make adjectives.

(confuse demand encourage move
relieve reward)

- 1 The documentary film about social workers was so _____ that I almost cried.
- 2 I had trouble finding the keys for the office, so I was _____ when I finally found them in my car.
- 3 Working for a foreign company is sometimes _____ because they do things differently.
- 4 The job of a ski instructor is quite _____ – it's not all fun in the snow!
- 5 Margot felt _____ after she read her boss's positive report on her work.
- 6 Teachers have a really hard but _____ job. Would you like to be a teacher?

3 UNIT REVIEW Choose the correct answer, A, B or C, to complete the dialogue.

- 1 **X:** How did your job interview go?
Y: They asked me a lot of personal questions and it wasn't very nice.
X: ____
A How embarrassing! **B** I'm so relieved!
C It sounds like a satisfying experience.
- 2 **X:** I'm determined to become a police officer.
Y: ____
X: I know. But I don't want to do anything too easy or repetitive.
A It's a charming job. **B** It's a rewarding job.
C It's a challenging job.
- 3 **X:** The financial situation at Paul's company does not look good.
Y: ____
A Yes, it is worrying. **B** Yes, it is worried.
C Yes, they worried.
- 4 **X:** What does your dad do?
Y: He drives a taxi all day. When he gets home, ____ .
A it's exhausted
B he's exhausting
C he's exhausted
- 5 **X:** I don't understand these instructions. They're terrible!
Y: I agree. ____
A They're confusing.
B I'm confusing.
C They're confused.
- 6 **X:** There's a lot of competition in advertising.
Y: ____
X: Then you should be fine.
A Well, I like to compete.
B Well, it is a good competition.
C Well, I'm not very competitive.
- 7 **X:** You never have any free time.
Y: ____
A I know. I work night shifts.
B I know. I work long hours.
C I know. I work part-time.
- 8 **X:** Why do you want to be a taxi driver?
Y: ____
X: That's not a very good reason!
A Because I have to wear a uniform.
B Because I mustn't wear a uniform.
C Because I needn't wear a uniform.

7.2 The Passive

We use the Passive when the action is more important than the person who performs it. If we want to add information about the person (the agent), we use the word **by**:

*This shopping mall **is visited by** about 50,000 people every day.*

*How many languages **are spoken** in the USA?*

We form the Passive for different tenses with the correct form of *be* and the Past Participle. In modal clauses, we use a modal verb before *be*.

*Designer clothes **can be found** in high street shops.*

Present Simple Passive	<i>Tea is grown in India. Cars are not repaired here. Where are the tickets sold?</i>
Past Simple Passive	<i>I was offered a job. These tablets were not produced in China. Where was our car made?</i>
Present Perfect Passive	<i>The house in Green Street has been sold. We have not been informed about the change. Has he been invited to Emma's wedding?</i>
Modal verbs	<i>Conditions must be improved. Parcels can be sent at the post office. Do the rooms need to be cleaned every day?</i>

1 Put the words in the correct order to make sentences.

- 1 be / music / iTunes store / downloaded / from / can / the

- 2 organically / plants / farm / on / are / our / grown

- 3 uniforms / are / by / England / all schoolchildren / worn / in ?

- 4 have / since 1988 / been / these shoes / produced

- 5 son / month / is / given / presents / their / every

2 Choose the correct option.

- 1 Movie stars *pay* / *are paid* a lot of money to advertise products.
- 2 The factory *mustn't sell* / *mustn't be sold* to an American company because people will lose their jobs.
- 3 Francis *taught* / *was taught* English in Thailand for two years and he really loved the job.
- 4 The play *has performed* / *has been performed* in over 200 theatres worldwide.
- 5 Fairtrade food *has produced* / *has been produced* for many years now in developing countries.
- 6 The musicians *gave* / *were given* their money from the concert to charity.
- 7 England's prestige football matches *played* / *have been played* at Wembley since 1923.
- 8 Jenny *surprised* / *was surprised* I bought her some flowers.

3 Complete the second sentence so that it has the same meaning as the first. Use the passive.

- 1 We must protect the environment.
The environment _____.
- 2 Department stores sell many different things.
Many different things _____ in department stores.
- 3 These days, you can do all your shopping online.
These days, all your shopping _____.
- 4 You mustn't eat food in the clothes shop.
Food _____ in the clothes shop.
- 5 Martin didn't set up the company.
The company _____ Martin.
- 6 Does your aunt own that shop?
_____ your aunt?
- 7 We can't refund your money.
Your money _____.
- 8 They don't make these shoes in England.
These shoes _____ in England.

4 Complete the text with the correct form (active or passive) of the verbs in brackets.

Post offices ¹ _____ (use) to deliver letters and packages for over 300 years. In fact, the term 'post office' ² _____ (exist) even in the 1650s in the UK. Early mail ³ _____ (deliver) on horses, and 'post houses' ⁴ _____ (build) every few miles between major cities. Here, postmen could feed their horses and rest for a while. These post houses, or 'post stations' in the US, ⁵ _____ (disappear) when trains and trucks ⁶ _____ (become) a more popular way of transporting mail.

Today, post offices are very different. Of course, they still ⁷ _____ (send) our mail. But other services like banking ⁸ _____ (offer) there too. Since the invention of the Internet, however, the post office has become less important in our lives and, because of modern technology, the transfer of information is now quicker and cheaper than ever before.

5 Correct the mistakes.

- 1 My car has stolen from the shopping centre car park.
- 2 Was that email send this morning?
- 3 Is it true that Aston Martin cars made by hand?
- 4 We have repaired your computer and it can collect this afternoon.
- 5 The new greengrocer's on the corner run by my mum.
- 6 Some great clothes can find at vintage shops.
- 7 The book I ordered online wasn't delivered yet.
- 8 Did you give a refund by the shop manager?

7.5 Quantifiers

To talk or ask about quantities, we use the following quantifiers:

Countable nouns	Uncountable nouns
How many? How many friends have you got?	How much? How much money have you got?
(very) few I've got (very) few friends.	(very) little I've got (very) little money.
a few I've got a few friends.	a little I've got a little money.
some I've got some friends. I've got some money.	
many Have you got many friends? I haven't got many friends.	much Have you got much money? I haven't got much money.
a lot of / lots of I've got a lot of/lots of friends. I've got a lot of/lots of money.	
too many I've got too many friends.	too much I've got too much money.
any Have you got any friends? Have you got any money?	
any I haven't got any friends. I haven't got any money.	

1 Complete the dialogue with quantifiers in the box.

[any (x2) how many little lot of some too much]

Pia: Thanks for inviting me to your party, Sam. You've got a ¹ _____ presents! ² _____ do you think you've got?

Sam: Maybe ten or twelve. And my parents gave me ³ _____ money. Have you had ⁴ _____ birthday cake? It's really delicious. Here, try some.

Pia: Oh, thanks, I'll have just a ⁵ _____, please. I've already eaten quite a lot. Have you got ⁶ _____ orange juice?

Sam: Yes, I bought 20 litres. I think we have ⁷ _____

2 Complete the sentences with **few, little, a few or a little**.

- 'Have you read any books by Stevenson?' 'Yes, I've read _____.'
- He's got very _____ friends.
- There were very _____ people at the party.
- The teacher gave us _____ extra time for the exercise, so I could complete it.
- The teacher gave us _____ time for the exercise. I couldn't complete it.
- He had _____ soup for supper.
- He always has very _____ sugar in his coffee.
- Buy _____ bananas when you go to the supermarket, please.

3 Complete the sentences with **a, an, some, any, how much or how many**.

- 'Have you got _____ orange juice?' 'There's _____ in the fridge.'
- 'Did you buy _____ milk?' 'No, I forgot. But there is _____ carton left in the fridge.'
- Would you like _____ apple? There are _____ in the fruit bowl.
- 'Would you like _____ water?' 'Yes, please. I'll have _____ glass.'
- '_____ cola do we need?' 'I don't know. There'll be twenty people at the party.' 'Will _____ can each be enough?'
- Would you like _____ chocolate? There's a bar on the table. Have some!
- _____ pieces of cake have you eaten? Didn't you say you were on a diet?
- I'd like _____ egg and some toast for breakfast, but there aren't _____ eggs.
- '_____ cola do you want?' 'I don't want _____.'
- '_____ bottles of water do we need for the picnic?' ... 'Just one. Our friends are bringing _____ too.'

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

- There are a _____ shopping centres in this town.
A lots B lots of C lot of
- I don't like this shop because there are _____ products to choose from.
A very few B very little C a few
- In tourist areas, there are _____ many of exactly the same shops.
A a bit B too C far
- Ellen got _____ money for her birthday, so she's going shopping.
A a little B a few C little
- I haven't bought _____ new clothes this year.
A much B some C any
- Julie, _____ online shopping sites do you use?
A any B how many C how much

7.6 Indefinite pronouns

We use indefinite pronouns to talk about non-specific people, objects or places.

All indefinite pronouns are used with singular verb forms.

Everybody is fashionable in their own way.

People	Things	Places
someone/somebody	something	somewhere
anyone/anybody	anything	anywhere
no one/nobody	nothing	nowhere
everyone/everybody	everything	everywhere

We use **someone/somebody, something, somewhere** in affirmative sentences and requests/offers:

Somebody has left their receipt on the counter.

We use **anybody/anyone, anything, anywhere** in negative sentences and questions:

I haven't bought **anything** made of leather for a long time.

We use **no one/nobody, nothing, nowhere** in affirmative sentences with a negative meaning:

I'm not going to the shopping centre today. There will be **nowhere** to park.

We do not use another negative in a clause with *nobody, no one, nothing, nowhere*.

We use **none (of)** when we talk about three or more objects or people. We don't use nouns after **none**:

I was looking for some comfortable high heels but I found **none**.

We use an article + noun after **none of** (*the people*), a possessive adjective (*my friends*) or a personal pronoun (*us*). Plural nouns are followed by singular or plural verb forms:

None of her children is/are into trade.

We can modify indefinite pronouns with:

- to infinitive:
There is **nobody to go** window shopping with me.
- an adjective:
Joan needs to go **somewhere quiet** to rest after work.
- a relative pronoun (*who, which, that*):
A debtor is **somebody who** has spent more money than he or she has got.

1 Choose the correct option.

- 1 There isn't a post office *everywhere / anywhere* near here.
- 2 He was looking for some T-shirts for his holiday, but he found *none / some*.
- 3 I don't think the shop is closed. I can see *someone / anyone* in there.
- 4 There's *anything / nothing* to buy here. Let's go to another shop.
- 5 Gyms have become very popular – they're *somewhere / everywhere*.
- 6 When I can't find *something / anything* I want in the shops, I go online.
- 7 I'm sure there's a florist's here *somewhere / anywhere*.
- 8 I never go to that newsagent's. *Someone / Everyone* there is so rude!

2 Complete the sentences with the correct word in the box.

(anybody anywhere everything nothing
somebody somewhere)

- 1 Do you know _____ that is a billionaire?
- 2 It's sunny today, but I think I saw _____ wearing wellington boots.
- 3 I'm not saying I like _____ in the jeweller's, but there are a lot of nice things.
- 4 Honestly, there was _____ in the clothes shop that suited me.
- 5 Oh, no! I've lost my ballet flats. They could be _____.
- 6 I know they make green Dr Martens so they have to sell them _____.

3 Complete the text with appropriate indefinite pronouns.

It's a fact that ¹ _____ I know wears designer clothes or has a special look which makes them cool. But no matter what I wear I always look unfashionable or scruffy. Maybe it's ² _____ to do with my hairstyle – who knows? Last week, for example, I tried to buy a new pair of glasses. I looked ³ _____ for a pair that suited me and went to every optician I could find. And, surprise surprise, I didn't buy ⁴ _____. Is there ⁵ _____ in this whole town that sells the things I want to make me look good? Maybe there is ⁶ _____ that looks like me and I have to find an original and unique style all of my own.

4 UNIT REVIEW Choose the answer, A, B or C, that is closest in meaning to the words in bold.

- 1 **There isn't anything tasty** in my local baker's.
 - A There is nothing tasty
 - B Not everything is tasty
 - C There is nothing as tasty
- 2 **Is it possible for a person to walk** in such high heels?
 - A Can nobody walk
 - B Can everybody walk
 - C Can anybody walk
- 3 **None of the people I know like** to buy clothes in a vintage shop.
 - A No one I know likes
 - B Not everybody I know likes
 - C Somebody I know likes
- 4 These trainers are **cheaper than usual**.
 - A on offer
 - B not worth it
 - C an investment
- 5 **There are some** schoolboys at the checkout desk.
 - A There are few
 - B There are a few
 - C There are very little
- 6 Professional footballers **earn too much**, in my opinion.
 - A pay too much
 - B are paid too much
 - C paid too much

8.2 Past Perfect

We use the Past Perfect to talk about the earliest of two or more events in the past. The action expressed in the Past Perfect happened before the action usually expressed in the Past Simple:

When Alex got to hospital, he **had** already **come** out in a rash. (The rash appeared before he got to the hospital.)

Notice how the Past Perfect changes the meaning of these sentences:

The children **went** to sleep when we came. (First we came and then the children went to sleep.)

The children **had gone** to sleep when we came. (The children were asleep when we came.)

We often use **by** with the Past Perfect, e.g. *by the age of six, by the time I was six, by 1978:*

By the time I was six, I had learnt to read.

Affirmative			Negative		
I/You/He/ She/It/We/ They	had	watched TV.	I/You/ He/She/ It/We/ They	hadn't (had not)	watched TV.
Yes/No questions			Short answers		
Had	I/you/he/ she/it/we/ they	watched TV?	Yes, I/you/he/she/it/we/they had .	No, I/you/he/she/it/we/they hadn't .	

Wh- questions			Subject questions		
What	had	I/you/he/ she/it/ we/they	watched ?	Who	had watched TV?

1 Complete the sentences with the correct form of the verbs in brackets.

- Betty _____ (feel) nervous because she _____ (not be) in hospital before.
- Sue _____ (wait) nearly an hour before the doctor **3** I _____ (see) her. _____ (forget) to take my medicine so I _____ (begin) to feel dizzy.
- By the time Mandy _____ (fall) asleep she _____ (finish) reading her book on acupuncture. **5**
- Tony _____ (come out) in a rash, probably because he _____ (eat) nuts.
- Before I _____ (buy) a new pair of glasses I _____ (had) my eyes tested at the optician's.
- He _____ (see) the dentist because he _____ (break) a tooth playing football.
- By the time the ambulance _____ (arrive), Jane _____ (begin) to feel much better.

2 Choose the correct explanation, a or b, for each sentence.

- The patient had left the health centre when the receptionist arrived.
 - The receptionist saw the patient.
 - The receptionist didn't see the patient.
- When Rodney broke his arm, he grew a beard.
 - He broke his arm with a beard.
 - He broke his arm without a beard.
- Just before the plane had landed I began to feel ill.
 - I began to feel ill while flying.
 - I began to feel ill on the ground.
- By the time we got to the cinema, I had got a headache.
 - My headache started before we arrived at the cinema.
 - My headache started after we arrived at the cinema.
- I stopped eating cake when I got a stomachache.
 - My stomachache started while I was eating the cake.
 - My stomachache started after eating the cake.
- Ida sat down when she started to feel dizzy.
 - Ida sat down before she started to feel dizzy.
 - Ida sat down after she started to feel dizzy.

3 Complete the second sentence so that it means the same as the first. Use the Past Perfect and the Past Simple in each sentence.

- I wasn't worried about the mystery illness. The doctors found a cure for it before.
The doctors _____ so _____
- The patient was released from hospital. Then a new problem was found.
When the new problem _____
- The ambulance arrived. Before then, the police officer saved the woman's life.
The police officer _____ before _____
- I couldn't pay for my medicine. I left my wallet at home.
I _____ because _____
- Michael couldn't concentrate on the lecture. He began to feel ill.
Because Michael _____
- My thumb hurt. I answered all of my text messages.
By the time _____

4 Choose the correct option.

- By the time the ambulance *had arrived / arrived*, the woman *stopped / had stopped* bleeding.
- My sore throat *went / had gone* by the time I *found / had found* a chemist's that was open.
- My back *hurt / had hurt* because I *fell / had fallen* down the stairs.
- I *had / had had* a pain in my right leg before I *ran / had run* the marathon.
- Hannah's temperature *dropped / had dropped* after she *took / had taken* the medicine.
- By the time we *got / had got* to Calais on the ferry, I *started / had started* to feel seasick.

8.5 Reported Speech

To report what other people said, we can quote their actual words (Direct Speech) or use Reported Speech.

We do not change the quoted words in Direct Speech:
 'We **are playing** on a new basketball court.' → They said:
 'We **are playing** on a new basketball court.'

In Reported Speech we often use *say (that)* and *tell sb (that)*. *That* may be omitted. We also use indirect objects (*me, us, etc.*)

'The match is great.' → She **told me/said (that)** the match was great.

'I felt dizzy.' → He told me (that) he **had felt** dizzy.

Tenses change in Reported Speech:

Direct Speech	→	Reported Speech
Present Simple Sam: 'I work.' 'Sue doesn't work.'	→	Past Simple Sam said (that) he worked. Sam said (that) Sue didn't work.
Present Continuous Sam: 'I'm working.' 'Sue isn't working.'	→	Past Continuous Sam said (that) he was working. Sam said (that) Sue wasn't working.
Present Perfect Sam: 'I've worked.' 'Sue hasn't worked.'	→	Past Perfect Sam said (that) he had worked. Sam said (that) Sue hadn't worked.
Past Simple Sam: 'I worked.' 'Sue didn't work.'	→	Past Perfect Sam said (that) he had worked. Sam said (that) Sue hadn't worked.
can Sam: 'I can work.' 'Sue can't work.'	→	could Sam said (that) he could work. Sam said (that) Sue couldn't work.

Pronouns and possessive adjectives also change:

'**My** brother has bought a new tennis racket.' → She said that **her** brother had bought a new tennis racket.

1 Match the sentence halves.

- | | |
|----------------------------|--------------------------|
| 1 Jason said he wasn't | <input type="checkbox"/> |
| 2 Tracy told me she didn't | <input type="checkbox"/> |
| 3 Daisy said she had | <input type="checkbox"/> |
| 4 Liam told me he | <input type="checkbox"/> |
- a have a dentist's appointment.
 b was checking his pulse.
 c feeling dizzy.
 d made bad choices.

2 Complete the second sentence so that it means the same as the first.

- 'You are allergic to cats,' said the doctor.
The doctor told me _____.
- 'I came out in spots after using that cream,' said Daisy.
Daisy told us _____.
- 'I can't work out how to open the bottle of medicine,' said John.
John said _____.
- 'You've lost a lot of weight,' Dr Lund said to Magda.
Dr Lund told Magda _____.
- 'I practise meditation to reduce stress,' Morris told me.
Morris told me _____.
- 'I don't work out enough,' Tracy said to me.
Tracy told me _____.
- 'I'm not taking up tennis,' Richard said.
Richard said _____.
- 'I've got a runny nose,' said Phil.
Phil told us _____.

3 Rewrite the sentences in Direct Speech.

- Arthur said that the ice rink had been destroyed in the storm.
Arthur said: 'The ice rink _____ in the storm.'
- Joe told me he kept fit by jogging every day.
Joe said: 'I _____ every day.'
- Harriet said she didn't feel dizzy.
Harriet said: 'I _____ dizzy.'
- Judson told me that he was getting over the flu.
Judson said: 'I _____ the flu.'
- Maria told me she couldn't make difficult decisions.
Maria said: 'I _____ difficult decisions.'
- Alan said he had lost his appetite.
Alan said: 'I _____ appetite.'

4 Choose the correct option.

- I *said* / *told* you that I was allergic to mushrooms.
- Have I *said* / *told* I'm feeling a little stressed at the moment?
- Tammy *said* / *told* me you'd made a complaint.
- Luther *said* / *told* the doctor he had a pain in his chest.
- Mark and Jill both *said* / *told* they had to go to the dentist's today.

5 Correct the mistakes.

- Oli said me that he had passed out at the concert the day before, but he was feeling better now.
- Ewa told us didn't keep track of her diet, so she didn't know how much weight she'd lost.
- Hugh said he has broken his hand on the volleyball court last week.
- Rachel said she sick this morning, so decided to stay at home.
- Jack said he works all day today so he couldn't join us for lunch.
- I asked Olga about her favourite sport and she told she did yoga every day.

8.6 Phrasal verbs

Phrasal verbs are formed by a main verb and preposition or adverb, e.g. look (main verb) + for (preposition) = look for

Types of phrasal verbs:

- without an object: *join in, work out, fit in, pass out:*
How often do you **work out** in the gym?
Yesterday was very hot and a few people **passed out** because of that.
- with an object after the phrasal verb or between the main verb and preposition. We only use pronouns (him, them, it) between the main verb and preposition:
*I **took up** handball and rugby at the same time.*
*I **took** handball and rugby **up** at the same time.*
*I **took them up** at the same time.*
~~*I **took up** them at the same time.*~~
- with an object (both noun and pronoun):
*Every spring my brother **suffers from** an allergy.*
*Every spring my brother **suffers from** it.*

Phrasal verbs may also be made of three parts and followed by an object (noun or pronoun), e.g.
look forward to sth (main verb + adverb + preposition + object):
*We **look forward to** playing basketball in our new court.*

1 Match the sentence halves.

- | | |
|--------------------------|--------------------------|
| 1 You should cut | <input type="checkbox"/> |
| 2 It's mean to put | <input type="checkbox"/> |
| 3 My grandfather suffers | <input type="checkbox"/> |
| 4 It isn't easy to cope | <input type="checkbox"/> |
| 5 I really need to catch | <input type="checkbox"/> |
- a from a sore back.
b sugar out of your diet.
c up on my sleep.
d people down like that.
e with school and work.

2 Correct the mistakes.

- Patrick is new to the motor racing team, but I'm sure he will fit himself in.
- David has taken on running and he's so fit now!
- It's important for team members to get on each other if they are to perform well.
- If you think there's a problem, remember that you can talk over it with me.
- If you want to join our rugby match in , just ask.
- I nearly passed it out when I saw all the blood.

3 Complete each sentence with the correct form of a verb and a preposition in the box.

behind fall figure give go in join
out over sign up up

- You need to _____ at the sports club if you want to be on the handball team.
- Michael Jordan said you should never _____ your dreams if you want to be successful.
- I can't _____ how this app works and I need your help, I'm afraid.
- I've _____ these instructions five times and I still don't understand them.
- Claire _____ with her schoolwork because she was busy with the volleyball team.
- Sophie _____ the football match and scored two goals. She's great!

4 UNIT REVIEW Choose the correct answer, A, B, or C, to complete both sentences.

- You need to ___ out a couple of times a week to stay fit.
Do you always ___ such long hours in the greengrocer's?
A take B work C keep
- Don't come too close to me because I've ___ a sore throat.
I was sad when we lost the match but I quickly ___ over it.
A got B had C suffered
- You should never ___ somebody down if you want to motivate them.
Why don't you ___ this face mask on if you're having trouble breathing?
A get B put C keep
- How do you keep ___ of your heart rate?
They're building a running ___ next to the school.
A check B court C track
- I'm ___ forward to the final of the Champion's League.
Who is ___ after your pets while you're on holiday?
A going B looking C taking
- It wasn't easy for Jake to ___ in with the boys in the team.
I can't wear these football boots because they don't ____ .
A fit B join C suit
- The manager told me ___ he was looking for you.
He's the chef ___ cooks excellent vegetarian food.
A who B that C why
- She ___ the decision to leave the volleyball team.
If you ___ an effort, you would lose more weight.
A took B did C made

PREPOSITIONS IN PHRASES

AT

- at all** (2.4): *The place hasn't changed at all.*
- at first** (2.8): *At first he seemed strict, but now I really like him.*
- at the age of** (5.4): *Jamie won his first tournament at the age of fifteen.*
- at the beginning** (4.7): *At the beginning of each lesson there is usually a revision exercise.*
- at the door** (2.2): *There is someone at the front door; can you answer it, please?*
- at the end** (5.1): *Rob's moving to Maine at the end of May.*
- at the weekend** (4.6) (Br.E.)/**on the weekend** (Am.E.): *I like to play golf at the weekend.*

BY

- by credit card** (7.8): *It's more convenient for me to pay by credit card.*

FOR

- for a while** (2.8): *At last, he could relax for a while.*
- for ages** (7.1): *I haven't seen Lorna for ages.*
- for instance** (6.3): *She's totally unreliable – for instance, she often leaves the children alone in the house.*
- for your information** (6.7): *For your information, I've worked as a journalist for six years.*

FROM

- from time to time** (5.3): *We see each other from time to time.*

IN

- in common** (1.8): *I found I had a lot in common with Mary.*
- in fact** (1.1): *I know her really well; in fact I had dinner with her last week.*
- in favour of** (5.2): *Are you in favour of the death penalty?*
- in my opinion** (3.8): *In my opinion, he made the right decision.*
- in need** (7.5): *We must care for those in need.*
- in the background** (3.8): *In the background you can see the school.*
- in the corner** (4.3): *Jo was sitting in the corner of the room.*
- in the end** (2.8): *In the end, we decided to go to Florida.*
- in the foreground** (3.8): *There were three figures in the foreground.*
- in the middle** (3.8): *Why's your car parked in the middle of the road?*
- in the world** (3.2): *You're the best dad in the world.*

ON

- on a website** (6.7): *Responses will be posted on the website.*
- on a train/plane** (4.2): *There were a lot of tourists on the train.*
- on foot** (4.7): *We set out on foot to explore the city.*
- on special offer** (7.1): *I got a really nice cashmere pullover – it was on special offer.*
- on my/your etc. own** (2.8): *Did you make that all on your own?*
- on the one hand ... on the other hand ...** (8.7): *On the one hand, they work slowly, but on the other hand they always finish the job.*
- on the phone** (1.4): *Turn the TV down – I'm on the phone!*
- on time** (5.1): *In Japan the trains are always on time.*

PREPOSITIONS AFTER NOUNS

- attitude to/towards** (1.5): *He has a very old-fashioned attitude to women.*
- candidate for** (6.7): *Sara seems to be a good candidate for the job.*
- opinion about/on** (1.5): *Can I ask your opinion about something?*
- reason for** (7.7): *Did he give any reason for leaving?*
- solution to** (7.8): *The solution to the puzzle is on p. 14.*

PREPOSITIONS AFTER ADJECTIVES

- allergic to** (8.1): *If you are allergic to nuts, you should tell everybody.*
- annoyed with** (2.5): *Are you annoyed with me just because I'm a bit late?*
- bad at** (1.7): *I'm not bad at volleyball.*
- capable of** (7.3): *Do you think he's capable of murder?*
- connected with** (5.5): *Police think the killings may be connected with each other in some way.*

- crazy about** (1.7): *Lee's crazy about cats.*
- different from** (2.6): *New York and Chicago are very different from each other.*
- disappointed with** (1.7): *Local residents were disappointed with the decision.*
- excited about** (1.7): *The kids are getting really excited about our trip to California.*
- famous for** (4.7): *France is famous for its wine.*
- good at** (1.4): *Andrea is very good at languages.*
- interested in** (1.7): *All she's interested in is boys!*
- involved in** (1.7): *How many people are involved in the decision-making process?*
- keen on** (1.7): *I'm not very keen on their music.*
- mad about** (1.7): *I'm mad about shopping, I spend lots of money on clothes.*
- obsessed with** (1.7): *William is obsessed with making money.*
- passionate about** (1.2): *I've always been passionate about football.*
- proud of** (3.4): *Her parents are very proud of her.*
- responsible for** (6.1): *She's responsible for the day-to-day running of the department.*
- sensitive to** (1.3): *Good teachers are sensitive to their students' needs.*
- serious about** (1.7): *I'm serious about politics.*
- similar to** (3.4): *Your shoes are similar to mine.*
- sorry about/for** (1.7): *I'm so sorry about your father.*
- useless at** (1.7): *I'm useless at sport and I'm very unfit.*
- worried about** (1.8): *I'm worried about the world.*

PREPOSITIONS AFTER VERBS

- adapt to** (1.3): *Old people find it hard to adapt to life in a foreign country.*
- agree on** (8.7): *We're still trying to agree on a date for the wedding.*
- (dis)agree with** (2.2): *I agree with Karen. It's much too expensive.*
- apply for** (2.4): *Kevin's applied for a job in Atlanta.*
- apply to** (5.3): *You can apply to five different universities.*
- ask for** (5.7): *Some people don't like to ask for help.*
- care about** (1.4): *He doesn't care about anybody but himself.*
- communicate with** (8.7): *They communicated with each other using sign language.*
- compare with/to** (3.5): *Compared to our small flat, Bill's house seems like a palace.*
- compete against/with** (5.5): *We've had to cut our prices in order to compete with the big supermarkets.*
- complain about** (7.7): *She often complains about not feeling appreciated at work.*
- exchange for** (7.7): *Can I exchange this shirt for a smaller one?*
- focus on** (1.4): *In his speech he focused on the economy.*
- graduate from** (2.6): *Ruth has just graduated from Princeton.*
- help with** (1.6): *Dad, can you help me with my homework?*
- invite to** (4.3): *Who should we invite to the party?*
- judge by** (7.1): *You should never judge people by their looks.*
- learn from** (1.3): *The student will learn from experience about the importance of planning.*
- listen to** (1.3): *Have you listened to these tapes yet?*
- pay for** (5.7): *How much did you pay for that watch?*
- recover from** (8.1): *It always takes me a while to recover from a cold.*
- revise for** (5.1): *She's revising for her history exam.*
- separate from** (4.7): *Separate the egg yolk from the white.*
- share with** (4.3): *I shared a room with her at college.*
- spend on** (1.4): *I spent £40 on these shoes.*
- start with** (1.7): *The festivities started with a huge fireworks display.*
- thank for** (1.7): *We'd like to thank everybody for all the wedding presents.*

Use a dictionary to translate the phrasal verbs into your language.

believe in (1.4) – _____ : Do you believe in ghosts?

belong to (2.4) – _____ : Antarctica doesn't belong to any nation.

break up (5.1) – _____ : We break up in December for our winter holiday.

breathe in (8.8) – _____ : The doctor made me breathe in while he listened to my chest.

breathe out (8.8) – _____ : Jim breathed out deeply.

care for (6.2) – _____ : Angie stopped working to care for her mother.

catch up on (8.6) – _____ : You need some time to catch up on your work.

cheer up (7.3) – _____ : He bought her some flowers to cheer her up.

chill out (5.5) – _____ : We spent most of the holiday chilling out on the beach.

come back (2.7) – _____ : When is your sister coming back from Europe?

come on (5.8) – _____ : Oh, come on, don't lie to me!

come out (3.4) – _____ : When a new superhero movie comes out, it dominates the box office for weeks.

come out in a rash (8.1) – _____ : If I eat eggs, I come out in a rash.

come round (4.3) – _____ : Paul is coming round to my house for tea.

come up with (6.1) – _____ : They still haven't come up with a name for the baby.

cut out (8.1) – _____ : Make healthy food choices and cut out things that are bad for you.

deal with 1. (1.4) – _____ : They had to deal with big changes in technology. 2. (7.4) – _____ : Who's dealing with the new account?

depend on (1.4) – _____ : The length of time spent exercising depends on the sport you are training for.

fall behind (8.6) – _____ : After her time in hospital, Jenny's parents are afraid she has fallen behind educationally.

figure out (8.6) – _____ : Detectives are still trying to figure out what happened.

find out (3.4) – _____ : We never found out her name.

fit in (8.6) – _____ : I never really fitted in at school.

get away (4.3) – _____ : The two men got away in a red car.

get into (5.1) – _____ : You'll have to work harder if you want to get into college.

get on (with) 1. (5.1) – _____ : She doesn't get on with her mother at all. 2. (8.6) – _____ : Stop talking and get on with your work.

get up (1.4) – _____ : Even when they go out until late, they still get up for work.

give out (2.5) – _____ : Give out the leaflets as they're leaving the club.

get over (8.1) – _____ : It's taken me ages to get over the flu.

get through (8.6) – _____ : Don't worry – I'll get through this.

give up (5.6) – _____ : Vlad has given up trying to teach me Russian.

go out (1.4) – _____ : Are you going out tonight?

go over (8.6) – _____ : I just want to go over some lessons from last week.

grow up (1.4) – _____ : I grew up in Glasgow and went to school there.

hand in (5.1) – _____ : Some students didn't hand in their homework on time.

hang out (with) (8.6) – _____ : I don't have anyone to hang out with at break time.

hear from (1.7) – _____ : Have you heard from Jane?

invest in (7.2) – _____ : I think it's time to invest in a new pair of jeans.

join in (8.6) – _____ : Everyone joined in the conversation.

keep out (5.5) – _____ : My coat is really warm and it keeps the rain out.

let in (4.3) – _____ : Don't let them in.

look after (1.1) – _____ : We look after Rodney's kids after school.

look for (6.6) – _____ : He's looked for the file but hasn't found it.

look forward to (doing sth) (1.1) – _____ : I'm really looking forward to going to Japan.

look up (2.5) – _____ : If you don't know the word, look it up in the dictionary.

move up (5.1) – _____ : The kids learn fast, and can't wait to move up to the junior team.

pass out (8.1) – _____ : Get an app that tells you to drink water before you pass out.

put down (8.6) – _____ : Stop putting yourself down!

put on (2.8) – _____ : Let's put some music on.

put up with (6.1) – _____ : I don't know how you put up with all this noise.

put sb/sth off (7.4) – _____ : The accident put him off helicopters.

rely on (6.4) – _____ : If you have a problem, who can you rely on?

relate to (3.4) – _____ : They have human experiences that we can relate to.

return to (2.4) – _____ : Does Kate plan to return to work after the baby is born?

sell out (7.8) – _____ : The tickets are all sold out.

set off (5.1) – _____ : I set off for school very early because my lessons start at 7 a.m.

set up (7.2) – _____ : In 1976 he set up his own import-export business.

show around (4.3) – _____ : Kim will show you around the museum.

sign up (8.6) – _____ : Have you tried signing up for some after school activities?

suffer from (8.1) – _____ : More and more people suffer from asthma.

stand up (2.6) – _____ : All the pupils stood up when the head teacher came in.

stand up for (3.4) – _____ : Why didn't you stand up for me?

stay in (4.3) – _____ : Let's stay in and watch TV.

stay up (4.6) – _____ : We stayed up to watch the late-night movie.

stress out (8.1) – _____ : Are those exams stressing you out?

switch off (8.7) – _____ : Don't forget to switch off the TV when you go to bed.

take off (5.1) – _____ : If you don't want to go, I can take your name off the list.

take on 1. (3.4) – _____ : A-list actors are keen to take on superhero roles. 2. (6.1) – _____ : The team has taken on a new coach.

take up (8.1) – _____ : If you prefer to do your exercise outdoors, take up cycling.

talk over (8.6) – _____ : Okay, but it's good to talk things over.

try on (7.8) – _____ : Would you like to try this top on?

turn down (2.5) – _____ : Can you turn your radio down? I'm trying to work.

turn up (6.1) – _____ : She always turns up late when we meet.

wake up (2.2) – _____ : I woke up at 5 a.m. this morning.

work on (1.2) – _____ : Dad's working on the car.

work out (8.1) – _____ : Sue works out in the gym twice a week.

PRONOUNS & NUMERALS

PERSONAL PRONOUNS AND POSSESSIVE PRONOUNS

Personal pronoun as a subject	Personal pronoun as an object	Possessive pronoun (+noun)	Possessive pronoun (no noun)
I'm a student.	Come with me .	It's my house.	It's mine .
Have you got a cat?	I like you .	It's your bike.	It's yours .
He works at home.	Can you help him ?	It's his book.	It's his .
She's been to Prague.	Listen to her .	It's her room.	It's hers .
Is it a famous city?	I can't find it .	Oxford (= it) is famous for its university.	—
We live in Poland.	Wait for us .	It's our tablet.	It's ours .
You can't sit here.	Can I talk to you ?	It's your car.	It's yours .
Are they working?	Do you know them ?	It's their money.	It's theirs .

DEMONSTRATIVE PRONOUNS, INTERROGATIVE PRONOUNS, RELATIVE PRONOUNS

Demonstrative		Interrogative	Relative
Singular	Plural		
this that	these those	What? Who? Whose? Which? Where? When? Why? How? (How often? How long? How far? How much? How many?)	who which that whose when where

NUMERALS

Numbers: 1 – 100

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

Numbers over 100

1,000 – one/a thousand
3,555 – three thousand, five hundred and fifty-five
56,223 – fifty-six thousand, two hundred and twenty-three
725,000 – seven hundred and twenty-five thousand
1,000,000 – one/a million
1,000,000,000 – one/a billion

IRREGULAR VERBS

Infinitive	Past Simple	Past Participle
be [bi:]	was/were [wɒz/wɜ:]	been [bi:n]
become [br'kʌm]	became [br'keɪm]	become [br'kʌm]
begin [br'gɪn]	began [br'gæn]	begun [br'gʌn]
blow [bləʊ]	blew [blu:]	blown [bləʊn]
break [breɪk]	broke [brəʊk]	broken ['brəʊkən]
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]
build [bɪld]	built [bɪlt]	built [bɪlt]
burn [bɜ:n]	burned [bɜ:nd]/ burnt [bɜ:nt]	burned [bɜ:nd]/ burnt [bɜ:nt]
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzn]
come [kʌm]	came [keɪm]	come [kʌm]
cost [kɒst]	cost [kɒst]	cost [kɒst]
cut [kʌt]	cut [kʌt]	cut [kʌt]
deal [di:l]	dealt [delt]	dealt [delt]
dig [dɪg]	dug [dʌg]	dug [dʌg]
do [du:]	did [dɪd]	done [dʌn]
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]
dream [dri:m]	dreamed [dri:md]/ dreamt [dremt]	dreamed [dri:md]/ dreamt [dremt]
drink [drɪŋk]	drank [dræŋk]	drunk [drʌŋk]
drive [draɪv]	drove [drəʊv]	driven ['drɪvn]
eat [i:t]	ate [et]	eaten ['i:tn]
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lɪn]
feed [fi:d]	fed [fed]	fed [fed]
feel [fi:l]	felt [felt]	felt [felt]
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]
find [faɪnd]	found [faʊnd]	found [faʊnd]
fly [flaɪ]	flew [flu:]	flown [fləʊn]
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]
forgive [fə'gɪv]	forgave [fə'geɪv]	forgiven [fə'gɪvn]
freeze [fri:z]	froze ['frəʊz]	frozen ['frəʊzən]
get [get]	got [gɒt]	got [gɒt]
give [gɪv]	gave [geɪv]	given ['gɪvn]
go [gəʊ]	went [went]	gone [gɒn]
grow [grəʊ]	grew [gru:]	grown [grəʊn]
have [hæv]	had [hæd]	had [hæd]
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]
hide [haɪd]	hid [hɪd]	hidden ['hɪdn]
hit [hɪt]	hit [hɪt]	hit [hɪt]
hold [həʊld]	held [held]	held [held]
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]
keep [ki:p]	kept [kept]	kept [kept]
know [nəʊ]	knew [nju:]	known [nəʊn]
lead [li:d]	led [led]	led [led]
learn [lɜ:n]	learned [lɜ:nd]/ learnt [lɜ:nt]	learned [lɜ:nd]/ learnt [lɜ:nt]
leave [li:v]	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 [lʊ:z]	lost [lɒst]	lost [lɒst]
make [meɪk]	made [meɪd]	made [meɪd]
mean [mi:n]	meant [ment]	meant [ment]
meet [mi:t]	met [met]	met [met]
pay [peɪ]	paid [peɪd]	paid [peɪd]
put [pʊt]	put [pʊt]	put [pʊt]
read [ri:d]	read [red]	read [red]
ride [raɪd]	rode [rəʊd]	ridden ['rɪdn]
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]
rise [raɪz]	rose [rəʊz]	risen ['rɪz ən]
run [rʌn]	ran [ræn]	run [rʌn]
say [seɪ]	said [sed]	said [sed]
see [si:]	saw [sɔ:]	seen [si:n]
sell [sel]	sold [səʊld]	sold [səʊld]
send [send]	sent [sent]	sent [sent]
set [set]	set [set]	set [set]
shine [ʃaɪn]	shone [ʃɒn]	shone [ʃɒn]
shoot [ʃu:t]	shot [ʃɒt]	shot [ʃɒt]
show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]
shrink [ʃrɪŋk]	shrank [ʃræŋk]	shrunk [ʃrʌŋk]
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]
sit [sɪt]	sat [sæt]	sat [sæt]
sleep [sli:p]	slept [slept]	slept [slept]
smell [smel]	smelled [smeld]/ smelt [smelt]	smelled [smeld]/ smelt [smelt]
speak [spi:k]	spoke [spəʊk]	spoken ['spəʊkən]
spend [spend]	spent [spent]	spent [spent]
spill [spɪl]	spilled [spɪld]/ spilt [spɪlt]	spilled [spɪld]/ spilt [spɪlt]
stand [stænd]	stood [stʊd]	stood [stʊd]
steal [sti:l]	stole [stəʊl]	stolen ['stəʊlən]
swim [swɪm]	swam [swæm]	swum [swʌm]
take [teɪk]	took [tʊk]	taken ['teɪkən]
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]
tear [teə]	tore [tɔ:]	torn [tɔ:n]
tell [tel]	told [təʊld]	told [təʊld]
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]
throw [θrəʊ]	threw [θru:]	thrown [θrəʊn]
understand [ˌʌndə'stænd]	understood [ˌʌndə'stʊd]	understood [ˌʌndə'stʊd]
wake [weɪk]	woke [wəʊk]	woken ['wəʊkən]
wear [weə]	wore [wɔ:]	worn [wɔ:n]
win [wɪn]	won [wʌn]	won [wʌn]
write [raɪt]	wrote [rəʊt]	written ['rɪtn]