



high note 2

Teacher's Book

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INTRODUCTION

WHAT IS HIGH NOTE?

High Note is a dynamic and intensive five-level course for upper secondary students, ranging from A2 to C1 level of the Common European Framework of Reference (CEFR) and from 30 to 85 on the Global Scale of English (GSE).

The course aims to bridge the gap between school reality and young adult life. It has been designed to inspire and challenge modern teenagers so that they can fulfil their ambitious goals: pass school-leaving and external exams, communicate fluently and accurately in English in a variety of situations, become successful university students and increase their employability perspectives. This is achieved by equipping learners with a combination of language skills and life competencies as well as systematically building their confidence when speaking English.

Not only does *High Note* present new vocabulary and grammar, practise receptive and productive skills and acquaint students with typical exam tasks but it also teaches practical, everyday life skills that students will find useful both now and in the future. A specially prepared *Life Skills* development programme develops the types of skills that are needed at school, at university and at the future workplace:

- **academic and career-related skills** (e.g. giving successful presentations, debating, using online resources for school projects, planning a future career),
- **social skills** (e.g. working in a team, understanding how the media works) and
- **personal development skills** (e.g. time management, improving memory).

Throughout the course, students are also encouraged to think critically, use their creativity, assimilate new information and points of view, express and defend their opinions, develop research techniques, work alone and with others and reflect on their own learning. Additionally, *High Note* deepens students' understanding of important social issues and increases their cultural awareness, which helps them become fully rounded citizens of the global community.

The *High Note* syllabus is based on a combination of school curricula, school-leaving and external exam requirements and the Global Scale of English. This ensures comprehensive language coverage and the right balance of general English, exam and life skills. Students will be learning the right language and getting the right kind of practice to help them excel in their exams and communicate with confidence.

Although the course has been designed for use in state sector schools, it is also suitable for use in private language schools, and the activities will work well with both smaller and larger groups. It offers a lot of flexibility of use as it contains a wealth of materials to provide extra support or further challenge for students, and extra ideas and resources for teachers to allow them to tailor their teaching package to their classroom.

WHAT IS THE HIGH NOTE METHODOLOGY?

High Note is the direct result of extensive research and analysis of learners' needs and wants. This research has shown that the learning objectives of many students aged 15–19 are increasingly ambitious. The course addresses these needs by building on four notions: **inspiration**, **intensity**, **interaction** and **independence**.

INSPIRATION

The course material has been carefully prepared to appeal to students' interests, inspire discussion and engage them in learning English both inside and outside the classroom.

Relevant

The lessons in *High Note* are relevant to students in that they connect to their experiences. The reading and listening texts cover topics that learners at this age are naturally interested in and talk about in their everyday lives, such as technology, media, travel, relationships and sport, but also psychology, culture and future careers. New vocabulary and grammar are practised through questions about the students' own lives and experiences, which makes lessons more personal and memorable.

Authentic

Wherever possible, reading and listening texts come from authentic sources. Authentic *Documentary Videos* tell the stories of real people and present real places and events. *Grammar Videos* – 'vox pop' interviews with real people filmed on the streets of London – introduce students to authentic accents and real experiences and stories. All of this encourages authentic language learning.

Purposeful

Each lesson in *High Note* has a clear purpose, whether it is vocabulary and grammar presentation and practice, general language skills development or exam practice. Every unit begins with a list of unit objectives to help students understand the learning goals. There is also a clear can-do statement at the foot of each lesson so that students and teachers know exactly what they are doing, and which students can tick when they feel they have achieved the lesson aim.

The purposefulness of the material is enhanced by the practical *Life Skills* lessons, which help practise new competencies through engaging content and in a practical, discussion-driven way.

Absorbing

The texts in *High Note* are thought-provoking and information-rich. They enhance students' knowledge of the world and allow them to further investigate the themes they find interesting. Also, well-known topics are presented from unusual angles with the intention of sparking off natural opinion sharing, agreement and disagreement. Students' knowledge of British culture and other English-speaking countries is systematically developed throughout the course through a variety of curious cultural facts in the main units, as well as in the *Culture Spot* and *Literature Spot* sections at the back of the Student's Book.

Well-balanced

High Note is a course which is well-balanced on many different levels and helps students engage more with the material. In terms of topics, there is a balance of light, humorous issues and more serious themes. In terms of lessons, there is a harmonious topic flow from one lesson to another. Exam training is also seamlessly woven into the course: students increase their exam readiness through step-by-step activities and task-based exam tips. Finally, video clips are naturally integrated into the lessons, and the course components complement one another.

INTENSITY

High Note challenges students both at a cognitive and linguistic level.

The reading and listening texts push them to think critically and to raise their cultural and social awareness.

The intensive grammar syllabus and wide vocabulary coverage encourage them to explore the language, understand how it works and improve accuracy. The video material, audio recordings and numerous speaking activities, (discussions, debates and role-plays), naturally foster fluency: students become immersed in the language and learn to talk at length in a variety of personalised and meaningful contexts.

INTERACTION

When students are involved in the course material, the progress of their learning is quicker. In *High Note*, learners are encouraged to interact with the course and actively participate in every stage of the learning process.

Grammar

- Students analyse examples of language and arrive at the grammar rules themselves; the guided inductive approach helps them understand and remember the rules better.
- *Watch out!* boxes draw students' attention to areas of special difficulty and help pre-empt common errors.

Vocabulary

- New lexis is presented and activated in most lessons, with the main lexical set of the unit in a separate Vocabulary lesson. It is then recycled, consolidated and practised in the following lessons.
- There are references to the language students have already come across in the course, which are called *Think Back*. This activates the knowledge students have already acquired.
- The *Remember More* section activates the words from the word list through a series of exercises. Additionally, the *Active Vocabulary* boxes provide practical tips on how to activate the students' memory when learning new words.
- *Vocabulary Extension* sections in the Workbook introduce more words and phrases, focusing on such areas as phrasal verbs, collocations and wordbuilding.

Skills strategies

- *Active Reading* and *Active Listening* boxes contain crucial general reading and listening skills strategies, such as predicting, understanding the main idea, finding specific information or dealing with new words. These boxes also include critical thinking skills like distinguishing facts from opinions or identifying the author's opinion. Students can experience the strategy by completing exercises that accompany it.
- *Active Writing* boxes in the Workbook highlight the crucial stages in the process of writing a specific type of text.

Pronunciation

Active Pronunciation boxes in the Listening sections in the Workbook help students perceive the interdependencies between sounds and give tips on how to pronounce particular sounds correctly.

INDEPENDENCE

High Note reinforces students' independence by making them responsible for their own learning. In the context of language learning, independent learners are those who are able to recognise their learning needs, locate relevant information about language and develop relevant language skills on their own or with other learners. This results in increased recognition of strengths, weaknesses and progress, greater levels of confidence, more motivation, better management of learning and improved performance.

High Note supports independent learning in a variety of different sections and exercises in the book.

Clear learning goals and models for success

The goals at the beginning of each unit describe what the student will be able or better able to do at the end of the lesson.

Skills strategies

Active Reading and *Active Listening* boxes contain concise descriptions of the most important skills strategies, which students can actively practise through a series of exercises and use in the future.

Exam strategies

Strategy boxes contain useful tips on how to deal with most typical exam tasks.

Active Writing boxes in the Workbook

These contain a series of scaffolded tasks designed to develop the skills students need to write a given text type.

Project work

The *Life Skills* projects help students develop creative and collaboration skills and make decisions about the learning process and how to complete the project.

Resources for self-study

Resources such as word lists with the *Remember More* section at the end of each unit, the *Grammar Reference and Practice* section at the back of the Student's Book, the Workbook, Online Practice and extra digital activities reinforce active consolidation of the material from the main units.

Self-assessment sections in the Workbook

These provide an opportunity for students to assess their progress and reflect on their learning.

KEY CONCEPTS BEHIND *HIGH NOTE*

21ST-CENTURY EDUCATION

In today's world of an ever-increasing flow of information and a rapidly changing workplace, an education based on learning facts at a one-size-fits-all pace does not seem to work anymore. These days, learners can find answers to any questions they might have in just a few seconds and can teach themselves about any topic they are interested in. They do not need school to do what they can do themselves. What they do need, however, is guidance in how to use the available information in smart and efficient ways and the development of social and professional skills that are needed to succeed in the modern world. The aim of 21st-century education is, therefore, to equip students with those skills and help them grow in confidence to practise them both at and beyond school.

21st-century students

We believe that today's students are sophisticated, intelligent and independent. They multitask very capably and usually know a lot about other cultures. They are comfortable with global and intercultural communication, and feel at ease with using different types of technology. They typically have a point of view and are not afraid of expressing themselves. They are also comfortable with change and keen to keep their interests and abilities up to date. In terms of their future career, they would like to find a job that reflects their interests and offers flexibility (e.g. living and working anywhere in the world, choosing their own hours and office space, working with peers across the globe). All these characteristics and skills provide a unique opportunity for teaching English. When students realise their needs and interests are met and feel inspired by the course, the learning process can be quick and extremely rewarding.

21st-century teachers

Modern teachers are forward-thinking leaders who are ready to address their students' needs. With such a widespread access to information and resources of all kinds, it may often be the case that students will know more than teachers in some areas. Most likely, they will also be a step ahead of teachers in using technology. This means that the teacher's role is likely to shift from an all-knowing expert to that of a guide or a mentor who supports students in the learning process, challenges them and motivates them.

21st-century skills and *High Note*

High Note provides students not just with English language skills, grammar and vocabulary, but also develops the key skills needed in the global 21st-century community.

Learning and Innovation Skills (the five Cs)

Communication and collaboration: These skills are practised throughout the entire course. The large number of discussions and role plays entail natural communication and collaboration among students. Additionally, the *Life Skills* projects require students to decide on their roles in a team and take responsibility for their work.

Creativity: This skill is developed through a range of thought-provoking questions students need to answer and a variety of authentic problems and tasks they need to solve, e.g. in the *Life Skills* projects. In Level 3, there is also a separate *Life Skills* lesson that offers tips on how to increase one's creativity.

Cultural awareness: Students have numerous opportunities to discuss various culture-related issues (*Reflect: Culture exercises*). *Documentary Videos* cover a range of cultural topics and *Grammar Videos* expose students to a wide variety of native and foreign accents, which will develop their sensitivity to other cultures and their listening skills. At the back of the Student's Book, students will also find *Culture Spot* lessons, which provide a wider perspective of cultural aspects linked to the unit topics and enable learners to compare cultural aspects of the English-speaking world with their own. The *Literature Spot* lessons, in turn, familiarise students with well-known literary works that have made an impact on popular culture.

Critical thinking: Problem solving and reasoning skills are developed throughout the course, especially via the reading and listening activities. Students are encouraged to differentiate facts from opinions, critically assess different viewpoints, look at problems from various perspectives, assimilate new information and points of view, as well as express and defend their own opinions.

Digital Literacy

The content, as well as the means of delivery of *High Note*, are rooted in today's digital environment and reflect the way today's teenagers already manage their lives: the topics cover up-to-date technology and media, the *Life Skills* projects encourage the use of digital tools, and the digital components of the course increase students' engagement with the course material.

Life and Career Skills

High Note offers a specially prepared *Life Skills* development programme which focuses on three key educational paths: academic and career-related skills (e.g. giving successful presentations, debating, using online resources for school projects, planning a future career), social skills (e.g. working in a team, understanding how the media works) and personal development skills (e.g. time management, improving memory). The programme is introduced through the *Life Skills* lessons at the end of every second unit. They offer engaging content and practise new competencies in an active, discussion-driven way. The *Life Skills* projects at the end of each *Life Skills* lesson involve research, collaboration, critical thinking and creativity.

THE COMMON EUROPEAN FRAMEWORK FOR LANGUAGES

The Common European Framework of Reference for Languages: learning, teaching, assessment (CEFR) is a guideline published in 2001 by the Council of Europe which describes what language learners can do at different stages of their learning. In 2017, the *CEFR Companion Volume with New Descriptors* was published, which complements the original publication. The document enriches the existing list of descriptors and gives a lot of focus to cross-linguistic mediation and plurilingual/pluricultural competence.

The term **mediation** is understood as mediating communication, a text and concepts. It combines reception, production and interaction and is a common part of everyday language use. It makes communication possible between people who, for whatever reason, are unable to communicate successfully with each other: they may speak different languages and require a translation, they may not have the same subject knowledge information and need an explanation or simplification, they may not be of the same

opinion and need someone to identify common ground. Mediation can also involve written texts – with the reader summarising, paraphrasing or interpreting the information for a different audience.

High Note contains numerous mediation activities. They include open reading and listening comprehension tasks, transformation tasks, gapped summaries, rewriting texts in a different register, picture description, speculating or drawing conclusions. There are also tasks which cater for mediating concepts and communication such as communicative pairwork or groupwork tasks, projects or problem-solving activities.

THE GLOBAL SCALE OF ENGLISH

The Global Scale of English (GSE) is a standardised, granular scale that measures English language proficiency. Using the Global Scale of English, students and teachers can now answer three questions accurately: *Exactly how good is my English? What progress have I made towards my learning goal? What do I need to do next if I want to improve?*

Unlike some other frameworks that measure English proficiency in broad bands, the Global Scale of English identifies what a learner can do at each point on a scale from 10 to 90, across each of the four skills (listening, reading, speaking and writing) as well as the enabling skills of grammar and vocabulary. This allows learners and teachers to understand a learner's exact level of proficiency, what progress they have made and what they need to learn next. The Global Scale of English is designed to motivate learners by making it easier to demonstrate granular progress in their language ability. Teachers can use their knowledge of their students' GSE levels to choose course materials that are precisely matched to ability and learning goals. The Global Scale of English serves as a standard against which English language courses and assessments worldwide can be benchmarked, offering a truly global and shared understanding of language proficiency levels.

Visit www.english.com/gse for more information about the Global Scale of English.

ASSESSMENT FOR LEARNING

With the GSE as the solid framework for syllabus design and assessment, *High Note* offers a uniquely sound and comprehensive Assessment for Learning package.

Any test can be used either as an assessment *of* learning or an assessment *for* learning. Assessment of learning usually takes place after the learning has happened and provides information about what the student has achieved by giving them a mark or grade. You can also use tests as assessment for learning by providing specific feedback on students' strengths and weaknesses, and suggestions for improvement as part of the continual learning process. It is the combination of both types of assessment which can provide a powerful tool for helping your students' progress.

Assessment for Learning is embedded throughout the *High Note* materials: in the Student's Book, Workbook, Online Practice and Assessment Package.

Student's Book

Every unit begins with a list of unit objectives to help students understand the learning goals. There is also a clear can-do statement as the end line of each lesson so that students and teachers know exactly what they are doing. Students can tick the can-do box when they feel they have achieved the lesson aim.

Every unit has a *Revision* section which includes exam training. Its goal is to provide examples of and practice in the specific tasks students are likely to face in test situations, focussing particularly on the relevant Cambridge English and Pearson Test of English General exams.

Workbook

Every unit contains a *Self-assessment* page where students assess how well they did in each lesson: in which areas they feel confident and where they feel they need more practice. This encourages students to reflect on their learning and helps them become independent learners. The *Self-assessment* page is followed by a *Self-check* page where students can do activities checking their knowledge of vocabulary and grammar from the unit with an additional focus on Use of English. The key to these exercises is at the end of the Workbook so that students can check their answers.

Assessment Package

There are downloadable tests in A and B versions. The Assessment Package includes:

- Placement test
- Grammar quizzes
- Vocabulary quizzes
- Unit tests:
 - Vocabulary, Grammar, Use of English
 - Dictation, Listening, Reading and Communication
 - Writing
- Cumulative review tests: Vocabulary, Grammar, Use of English
- Exam Speaking tests

Each test is provided in a Word format, so it can be easily modified if needed.

The full Assessment Package is provided through an access code in the Teacher's Book.

Extra digital activities and Online Practice (interactive workbook)

By doing digital exercises, students can check their readiness for class tests and monitor their progress. For most exercises, wrong answer feedback and correct answers are provided. When teachers set up classes and assign activities, the gradebook function collects students' results so that it is possible to diagnose and adjust one's teaching to the performance of each individual or class.

COURSE COMPONENTS

STUDENT'S BOOK

- 10 topic-based units divided into seven main teaching lessons
- 5 *Life Skills* sections at the end of every second unit which teach competencies indispensable to success in 21st century society
- Flexible order of lessons apart from the first spread (Grammar and Vocabulary) and the last spread (Writing)
- Clear lesson objectives ('I can...') based on the Global Scale of English (GSE)
- Video in every unit (grammar, documentary, communication)
- Revision for every unit: practice of language and skills in an exam task format
- Word list at the end of each unit with exercises activating key vocabulary and tips on how to learn new words
- *Grammar Reference and Practice*: detailed explanations of all the grammar topics covered in the units with examples and exercises.
- Use of English: more exam-orientated practice of the language
- 2 *Culture Spots*
- 2 *Literature Spots*
- *Watch and Reflect*: worksheets for the Documentary Videos

Access code to EXTRA DIGITAL ACTIVITIES AND RESOURCES

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

Access code to PEARSON PRACTICE ENGLISH APP

- Student's Book audio
- Workbook audio
- Video

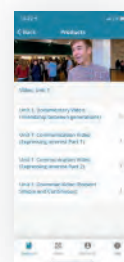
STUDENT'S BOOK with ONLINE PRACTICE

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

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

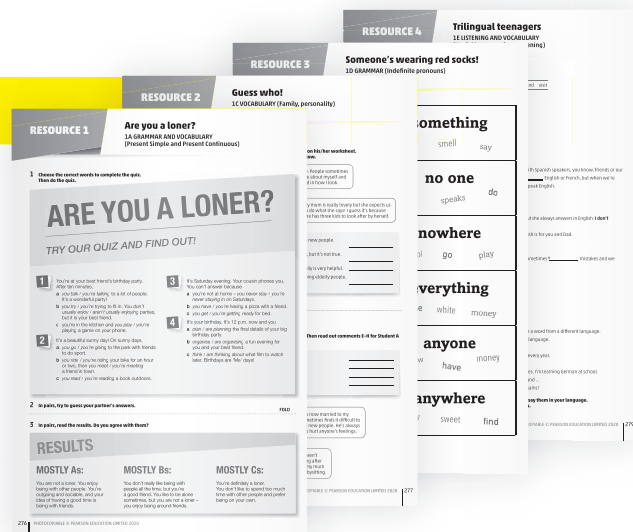
WORKBOOK

- Mirrors the Student's Book unit structure
- Additional grammar, vocabulary and skills practice to reinforce material in the Student's Book
- New reading and listening texts
- Vocabulary extension in the Reading and Listening lessons
- Pronunciation programme
- Self-Checks after each unit
- Self-Assessment sections after each unit
- Lists of phrasal verbs and dependent prepositions



TEACHER'S BOOK

- Student's Book pages with an overprinted answer key
- Ideas for extra activities
- References to additional materials and the course assessment
- Student's Book audio and video scripts
- Workbook audio script
- Workbook answer key
- 45 photocopiable resources
- Culture notes
- Ideas for debate lessons
- Extra activities for the *Grammar Videos*



Access code to:

PRESENTATION TOOL

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

ONLINE PRACTICE, EXTRA DIGITAL ACTIVITIES AND RESOURCES

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

TEACHER'S RESOURCES

- Photocopiable resources
- Culture notes
- Ideas for debate lessons
- Extra activities for the *Grammar Videos*
- Student's Book and Workbook answer keys
- Audio and video with scripts
- Word lists with audio recordings
- Assessment Package consisting of ready-made tests in versions A and B
- Lesson plans
- A series of video clips on how to use the course material



CLASS AUDIO CDS

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

EXAM PRACTICE BOOKS

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

- Cambridge English Preliminary
- Pearson Test of English General Level 1 (A2).

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

Additional information and support available on www.english.com/highnote

HIGH NOTE UNIT WALKTHROUGH

Each Student's Book unit is divided into seven lessons (Lessons A-G). It always starts with Grammar and Vocabulary (Lesson A) and ends with Writing (Lesson G). The order of the other lessons varies from unit to unit and is determined by the most natural and harmonious flow of the presented topics. This helps make teaching and learning more flexible and varied.

GRAMMAR

There are two grammar lessons in each unit:

- The first grammar point is introduced at the beginning of each unit and is combined with vocabulary for more integrated learning (Lesson A: Grammar and Vocabulary). This lesson is additionally supported by Grammar Videos, which provide authentic, manageable chunks of the target grammar in a real context. The grammar is then recycled throughout the rest of the unit.
- The second grammar lesson comes later in the unit and introduces another grammar point.

1 Clear summary of unit contents.

2 Learning objectives with an immediate opportunity for self-assessment.

3 Grammar presented through a variety of text types (blogs, magazine articles, dialogues, charts, etc.).

4 Guided discovery approach to grammar makes new language more memorable and enhances motivation.

5 Grammar boxes with clear explanations, enabling students to check their guesses about the grammar.

6 Grammar Reference and Practice section at the back of the book, with more explanations and exercises. It can be used for remediation, extra practice or in a flipped classroom scenario.

03 Far from home

VOCABULARY Holiday activities, travelling, transport

GRAMMAR Past Continuous and Past Simple, relative pronouns Use of English > page 185

SPAKING Asking for information

WRITING Blog post

VIDEO Grammar > Communication > Documentary >

1 Look at the 'Magical Moments' photos and read the stories. Which one is your favourite? Say why.

2 Look at the 'Magical Moments' photos and read the stories. Which one is your favourite? Say why.

3 Look at the 'Magical Moments' photos and read the stories. Which one is your favourite? Say why.

4 Match sentences 1-2 with the uses of the Past Continuous and Past Simple

5 Read the sentence from one of the stories and answer the questions.

6 Read the sentence from one of the stories and answer the questions.

7 Look at the photos and stories again and correct the sentences.

8 What do you think your partner was doing at the time? Ask and check if your guesses were correct.

9 Complete the text with the Past Simple or Past Continuous. Listen and check.

10 Complete the sentences with the correct form of the travel verbs from the box. Then in pairs, say if the sentences are true for you.

30 GRAMMAR

1 In this section, we have everything you need to know about the Past Continuous and Past Simple. Use the information to help you learn the grammar.

2 Use the Past Continuous and Past Simple to talk about past events.

3 Use the Past Continuous and Past Simple to talk about past events.

4 Use the Past Continuous and Past Simple to talk about past events.

5 Use the Past Continuous and Past Simple to talk about past events.

6 Use the Past Continuous and Past Simple to talk about past events.

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29 Use the Past Continuous and Past Simple to talk about past events.

30 Use the Past Continuous and Past Simple to talk about past events.

7 Variety of exercises provide meaningful practice of new structures in relevant contexts.

8 Grammar Videos provide authentic examples of the presented grammar, which students can use as a model for their speaking.

VOCABULARY

Vocabulary is a vital element of each unit. It is integrated into all lessons and systematically developed.

- The first lesson (Lesson A) combines new grammar with new vocabulary.
- There is a separate Vocabulary lesson which presents the main lexical set(s) of the unit.
- There is additional vocabulary input in the Reading, Listening, and some Speaking and Writing lessons.
- There are extra exercises activating the word lists and tips on how to best memorise new words.

1 Main lexical input of the unit in a separate Vocabulary lesson (the page in the same colour as the course level, i.e. yellow).

2 Vocabulary introduced through a variety of reading and listening texts and activities.

3 New words and phrases grouped in meaningful categories, making them easier to remember.

4 Watch Out! boxes draw students' attention to areas of special difficulty and help pre-empt common errors.

5 Frequent opportunities for using the new vocabulary in speaking contexts.

6 Additional vocabulary input in the Reading, Listening, and some Speaking and Writing lessons (in yellow boxes or with yellow highlight).

7 Clearly organised word lists include all the explicitly taught vocabulary from the unit. All entries are recorded, which facilitates pronunciation practice.

8 Remember More section provides further vocabulary practice and activates the words from the list, which helps more efficient learning.

9 Active Vocabulary boxes provide tips for students on how to improve their ability to remember and learn new words, encouraging their independent learning skills.

WORKBOOK

- Vocabulary Extensions in Reading and Listening lessons introduce more words and phrases, focusing on such areas as phrasal verbs, collocations and word building.
- There is also an extra Unit Vocabulary Practice section, which gathers the lexis from the entire unit.

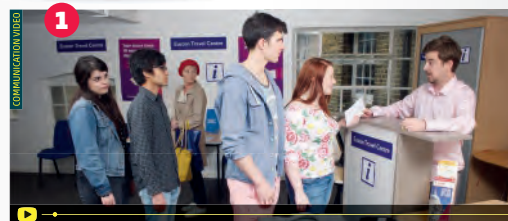
SPEAKING

The Speaking lessons prepare students for everyday interactions such as asking for information, apologising, expressing opinions or asking for and giving advice. They are supported by snappy *Communication Videos*, which present the functional language in a real-life context, making it meaningful and memorable.

- 1 Snappy *Communication Videos* present the key language in a real-life context. The videos are also available in audio-only format.
- 2 *Speaking boxes* contain key functional language. The phrases are recorded in the Workbook.
- 3 Pronunciation exercises focus students' attention on different aspects of pronouncing individual sounds and groups of sounds.
- 4 Pairwork activities and role plays encourage students to use the functional language from the lesson and increase their confidence in speaking English.

3C SPEAKING AND VOCABULARY

03



- 1 Where do most tourists to your country come from? What kind of things do they like doing? Discuss in pairs.
- 2 Match the places from the box with the descriptions.
Left luggage taxi rank tourist office travel centre tube station waiting room
A place where you can ...
a sit and wait for a bus/train *waiting room*
b get a taxi
c catch an underground train
d leave heavy bags for a few hours
e ask about timetables, buy tickets
f find out travel information, book hotels, get maps/leaflets
- 3 1.20 1.25 Look at the photo, watch or listen to the conversation and answer the questions.
1 Where do the tourists like to go? *to Glasgow*
2 What information do they want?
3 What problem do they have?
4 Why are they surprised at the end?
- 5 1.30 Complete the conversations with one word in each gap. Listen and check. Then in pairs, practise the conversations.
Hazel Excuse me. What time is the next train to Glasgow?
Nan Five fifty-nine.
Hazel I'm sorry, I didn't hear that. Can you repeat it again, please?
Joe Which platform does the train leave from?
Lee 8B.
Joe How far is it to the Brunswick Centre?
Aida It's not far. It's about ...
Hazel Is there a bus we can catch to get there?
Joe Or maybe we can take a cab. Where's the taxi rank?
Aida The taxi rank is over there. But you can wait for it. It's only five minutes.
Joe Where is the left luggage?
Aida Next to Platform 16.

WATCH OUT!

British English	American English
underground	subway
lift	elevator
taxi	cab

- 2 SPEAKING | Asking for information
Excuse me, what time is the next train to ...?
Which platform does the train leave from?
Where's the nearest tube station/bus stop/taxi rank?
Is there a bus/tram we can catch to ...?
Is there a restaurant/bank/travel Centre near here?
How far is it to ...?
Pardon me, I didn't hear that.
I'm sorry, I didn't catch that.
- 3 1.31 PRONUNCIATION Listen to questions 1-4 and repeat. Pay attention to the underlined words.
1 How far is it to the bus station?
2 Is there a map of the underground?
3 What time is the next coach to Leeds?
4 Is there a tram we can catch to the Old Town?
- 4 1.32 Listen and write down the answers to the questions in Exercise 6. Then in pairs, practise the conversations.

I can ask for information in situations related to travelling.

WRITING

The Writing lessons are carefully staged: they begin with an engaging input text relevant to students' lives, which is followed up by a series of preparation exercises that lead to students completing the final writing task.

- 1 Engaging and relevant model text.
- 2 *Reflect* exercises develop critical thinking, asking students to think more deeply about various social, cultural and value-related issues and consider various viewpoints. They can be found in different lessons within a unit and provide extra speaking practice and help build fluency.
- 3 *Writing boxes* with useful tips and key language.
- 4 Graded writing tasks provide students with opportunities to practise their writing skills.

The World is your oyster
www.yourstory.blogspot.com

I'm Domingas, I'm nineteen and I'm from Lithuania. I write about culture, food and, above all, travelling! The name of my blog comes from Shakespeare: 'I can do anything I want to, the world's my oyster. It means 'use all the opportunities that the world offers you' - that's my philosophy in life!

18th May. A wonderful trip to Wales.
My cousin Lukas recently invited me to the small seaside town where he studies - Aberystwyth in Wales. I flew to Birmingham. Lukas was waiting for me at the airport. From Birmingham, we caught a train to Aberystwyth. The train journey was slow but very scenic. It was raining when we arrived, so we went straight to the house that Lukas shares with five friends. Everyone was very welcoming.

The next day we explored Aberystwyth. We had a walk along a beach. I took some fantastic photos and we visited the castle, too. It was too cold to swim, but some brave people were windsurfing! On the third day, we climbed Cader Idris - a big mountain, north of the town. It was amazing when we got to the top but the view was spectacular. On the last day, we went for an enjoyable drive along the coast.

Like Lithuania, Wales is a small country but people are very open and friendly. For example, everyone smiles and says 'hello' when you pass them on the street - it made a really positive impression. Overall, I had a brilliant time and made some great new friends!

3C WRITING AND VOCABULARY | A blog post

03

- 1 Look at Domingas' blog. Would you like to visit the place in the photo? Say why.
- 2 Read the blog post and answer the questions in pairs.
1 Where does Domingas come from? *Lithuania*
2 Who is Lukas?
3 How did Domingas travel to Wales?
4 How many days did he stay there?
5 What was the weather like during his stay?
6 Did he enjoy himself?
- 3 Read the blog post again and tick the things Domingas writes about.
☒ how he got there
☐ what he did
☐ what the people were like
☐ history of the place
☐ overall impression
☐ how much it cost
- 4 Find at least eight positive adjectives in the blog post. Then match the adjectives from the box with their synonyms.
enjoyable scenic spectacular welcoming
1 amazing spectacular
2 attractive
3 fun
4 hospitable
- 5 Replace the underlined adjectives in the sentences below with more interesting ones. Use Exercise 4 to help you.
1 The local people we met were good. *hospitable*
2 The journey through the mountains was great.
3 The weather was good all week.
4 There were attractive views of the sea.
5 I thought the country was good.
- 6 REPEAT | Culture in pairs, answer the questions.
1 According to Domingas, how do people in Wales greet strangers?
2 How do people in your country greet people they know/don't know? Use the prompts below.
3 Write your partner how 'good' they (he/she/it) are. Say 'hi', shake hands (with) smile, wave.
In our country we generally only greet people we know but sometimes we say 'hello' to people living in the mountains ...
5 Why are greetings important?
- 7 Study the Writing box and put paragraphs A-E in the correct order. Then in pairs, say which of the things in Exercise 5 the author mentions.
☐ after we checked into the hotel, we took the underground to the centre and walked along the Champs-Élysées. It was really beautiful.
☐ It was my first trip abroad and I made a positive impression. The people aren't so friendly and it's expensive but I had a really enjoyable time.
☐ I visited Paris on a school trip last May.
☐ The next day was brilliant. We visited museums, ate some fantastic food and even spoke some French (very badly)! On the third day, we took a boat ride on the river Seine and climbed to the top of the Eiffel Tower. The view was spectacular.
☐ We took the train to France through the Channel Tunnel. The journey was a bit dull because it was raining, so we couldn't enjoy the scenery.
- 8 WRITING | A blog post
Paragraph 1
Mention where you went:
I recently visited ...
My cousin/friend invited me ...
I stayed with my aunt in ...
It's a seaside town/a tourist centre/a small town in the mountains.
Paragraph 2
Mention how you got there and what the journey was like:
We flew to ... / caught the train to ...
The journey was slow/uncomfortable/interesting/pleasant/scenic.
Paragraph 3
Talk about how you spent your time:
On the first/last/second/third day ...
(On) the next day ...
We swam, sunbathed, went sightseeing/ mountain biking.
I had a(n) amazing/magical/enjoyable/fantastic time.
Paragraph 4
Sum up your overall experience:
I had a positive impression.
People were welcoming/great/friendly/interesting.
Overall, I had a wonderful/enjoyable time.
It was great fun.
- 9 WRITING TASK Write a blog post about a trip (real or imaginary) you made to a town.
• Describe the town you visited and when the trip took place.
• Give and justify your opinion about the town.
• Recommend one place that is especially interesting.
• Describe a problem that occurred during your visit and the way you solved it.

I can write a blog post.

WORKBOOK

The *Active Writing* section guides students through all the stages of the process of writing a specific type of text.

ADDITIONAL LESSONS

LIFE SKILLS

The *Life Skills* lessons at the end of every second unit teach practical skills that are indispensable to achieve success in the modern 21st-century world.

- 1 Engaging content and an integrated skills approach help practise new competencies in an active, discussion-driven way.
- 2 *How to ...* boxes summarise the lessons and give useful life skills tips.
- 3 *Life Skills* projects involve research and encourage collaboration, critical thinking and creativity.

CULTURE SPOTS

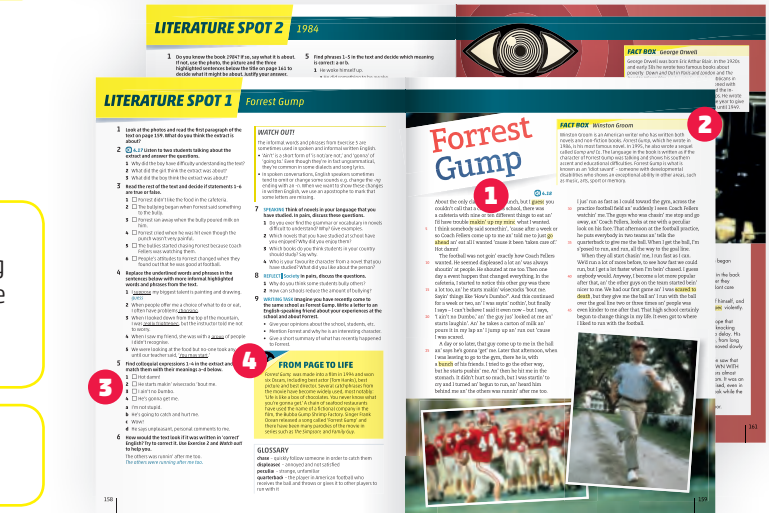
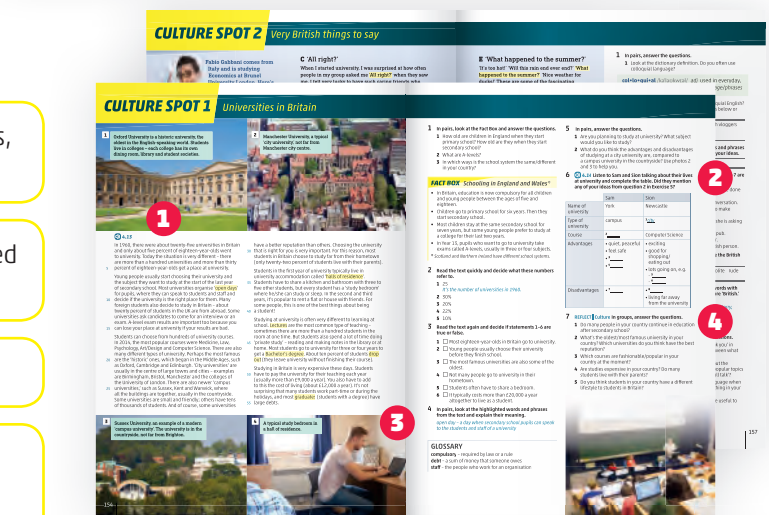
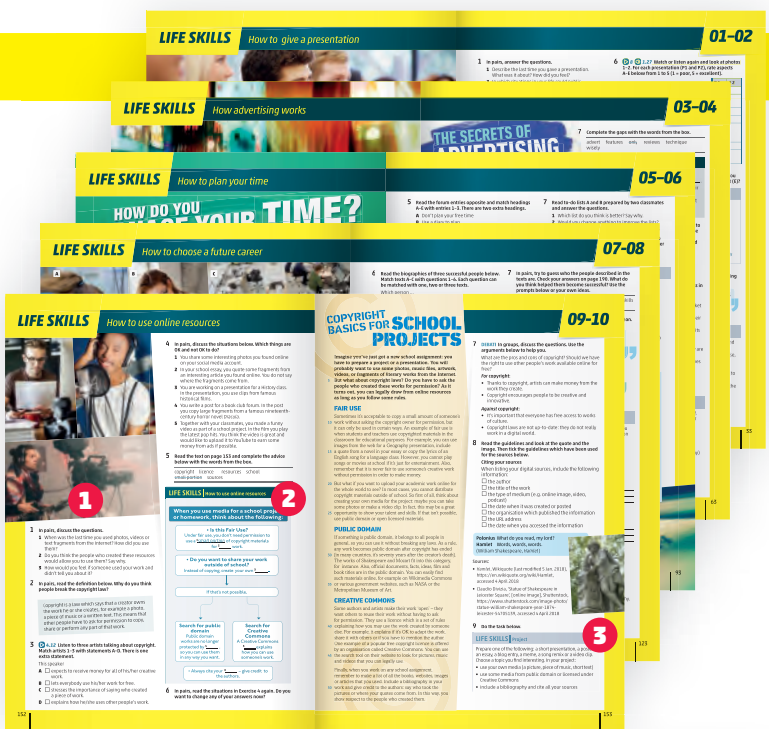
Culture Spot lessons provide intriguing and useful information about various aspects of British culture.

- 1 Culture topics are introduced through reading texts, all of which have been recorded.
- 2 Listening exercises extend the information introduced in the reading texts and offer extra skills practice.
- 3 New, culturally relevant vocabulary is introduced.
- 4 The final activity (*Reflect I Culture*) encourages students to compare the introduced aspects of British culture with those of their own culture.

LITERATURE SPOTS

The *Literature Spot* lessons familiarise students with well-known literary works that have made an impact on popular culture.

- 1 The literary texts have been carefully selected to offer a mixture of classic and contemporary writing and to appeal to students at this age. The language difficulty has been adjusted to the course level. All reading texts have been recorded.
- 2 *Fact boxes* contain crucial information about the author of the literary text.
- 3 New vocabulary is introduced and practised.



HIGH NOTE VIDEOS



GRAMMAR VIDEOS (VOX POPS)

These are short clips of real people filmed on the streets of London, answering questions about their lives and opinions, following the topics and themes of the lesson. The purpose of this type of video is to provide short, manageable chunks of the target grammar structures presented in the lesson in a real context, which students can use as a model for their own speech, thus improving their productive accuracy. Because the vox pops are unscripted, authentic, spontaneous speech, students are exposed to real language uttered by speakers of English from the UK as well as from other countries.

Number of videos: 10 (1 per unit)

Place in the book: first grammar lesson in the unit (first spread)

Video activities: in the Teacher's Book (pages 258–261)



DOCUMENTARY VIDEOS

These are 3–4-minute-long authentic, thought-provoking documentary films produced in cooperation with ITN Productions. The intention for the *High Note* documentaries concept is to provide film extension to the topics and themes raised in the reading texts, which will enable students to get more insight into a given issue, think about it critically and discuss it at length. Authentic documentary videos will boost students' motivation, expose them to natural, real-life language, extend their vocabulary and develop their receptive fluency and critical thinking skills.

Number of videos: 10 (1 per unit)

Place in the book: Reading lessons

Video activities: in the *Watch and Reflect* section at the back of the Student's Book



COMMUNICATION VIDEOS

These are situational, stand-alone videos presenting the key functional language of the Speaking lessons. All the video clips are available in audio-only format on the class audio CDs for those classrooms where video is not readily available. The purpose of these videos is to present the target language of the lesson in a way that is truly engaging and meaningful. When new language is supported by visual clues and context (location, action, body language, facial expression), it transforms the learning experience so that language is acquired rather than just learnt. This will improve both students' receptive skills and their fluency in speaking.

Number of videos: 10 (1 per unit)

Place in the book: Speaking lessons

Video activities: integrated into the Speaking lessons

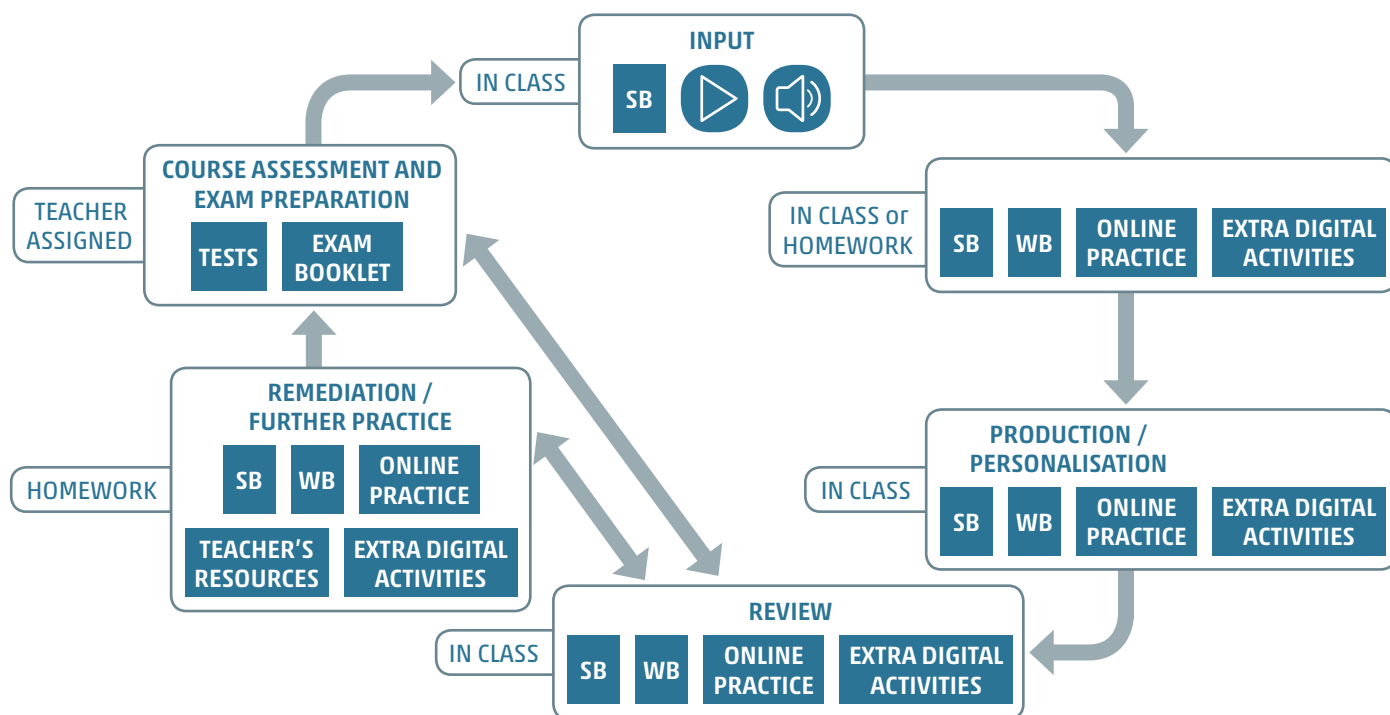
LIFE SKILLS VIDEO

In *High Note 2*, there is an extra *Life Skills Video*. It is an integral part of the first *Life Skills* lesson (*Life Skills 01–02*) which teaches techniques of giving successful presentations.

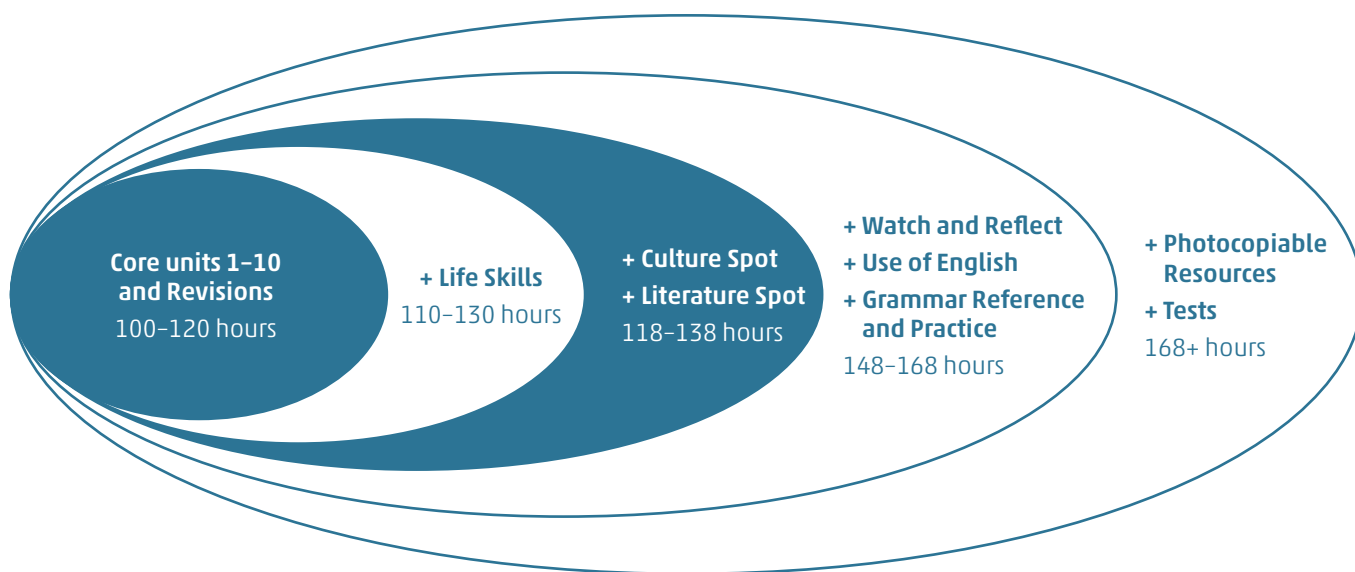
TEACHING PATHWAYS

There are many different ways to teach English, which are influenced by such factors as a teacher's specific teaching context, a preferred teaching style, the number of students in class, their level and background. For this reason, *High Note* was designed to be easily customised for each unique teaching situation. It was also created to make it easy and rewarding to integrate digital tools in one's teaching in a gradual, step-by-step way.

This diagram describes how *High Note* was prepared to be used and how all the components fit together to enable students to achieve the stated learning objectives most efficiently.



This diagram shows the estimated numbers of hours needed to cover specific sections of the Student's Book. Depending on one's teaching situation, these numbers may vary.



HOW TO TEACH FOR EXAMS WITH *HIGH NOTE*

High Note is a general English course that is beneficial for both exam and non-exam students. It provides a number of resources that help develop the technical skills students need to deal with exam tasks, while also improving and extending their general language skills.

Exam training is woven seamlessly into the flow of a lesson. Each unit includes types of exam tasks that are typical of most school-leaving and international exams such as multiple choice, matching or gap fill and which test crucial subskills such as finding specific information or identifying facts from opinions. Students are exposed to realistic tasks with a focus on the target language of the unit. Over the course of the book, students build their exam strategies and their confidence through step-by-step activities and task-based exam tips.

DEVELOPMENT OF LANGUAGE

Exam tasks require students to demonstrate a range of language at the appropriate level. The grammar and vocabulary sections in *High Note* develop this range in topic-related units, which makes it easy for students to apply them to exam tasks and to the real world.

SKILLS STRATEGIES

High Note carefully develops students' general reading and listening strategies which students can use both in exams and in real life. The *Active Reading* and *Active Listening* boxes contain concise descriptions of such crucial sub-skills as understanding the main idea, finding specific information, differentiating fact from opinion, understanding the author's attitude, understanding links in a text, and summarising. The descriptions are then followed by a series of practice exercises which help students apply and internalise a given strategy.

GRADED EXAM TASKS

Exam tasks are introduced to students early in the course, but in a graded way. This may mean that a task has fewer questions or a simpler text or that it tests a more limited range of language. This helps them understand the exam task and therefore learn to deal with it more effectively.

EXAM STRATEGIES

There are exam strategies in every *Revision* section. They focus on those aspects of a given exam task that will help students deal with it effectively. The tips help students understand exactly what is being tested, what to look out for and develop a bank of appropriate exam techniques that they can refer to. As they work through the Student's Book and become familiar with the tips, the exam tasks become easier.

WRITING TASKS

To help students identify good practice in writing tasks, lessons in the Student's Book provide model texts. There are also tasks that encourage students to analyse the model texts, which gives them greater understanding of how to complete the tasks themselves. There is a task at the end of each Writing section which mirrors the model so that students can practise writing an answer themselves. In the Workbook, there is an *Active Writing* section which guides students through all the stages of the process of writing a specific type of text.

RESOURCES FOR SELF-STUDY

There are numerous resources which provide opportunities for self-study, give supplementary information and further practice. These can be used in class or at home. They include:

- a *Word List* at the end of each unit in the Student's Book
- a *Use of English* section at the back of the Student's Book
- a *Grammar Reference and Practice* section at the back of the Student's Book
- audio scripts for the listening tasks
- the Workbook/Online Practice
- extra digital activities

EXAM PRACTICE BOOKS

High Note comes with a series of booklets which provide additional practice and support for Pearson Test of English General exams and Cambridge English exams. The books have been matched to the specific levels of the course. Please see page 9 for more details.

EXAM CORRELATION

The table below shows the correlation between the language level of each part of the *High Note* series and international exam requirements.

	GSE	CEFR	EXAMS
High Note 1	30–40	A2/A2+	Pearson Test of English Level 1, Cambridge Key (KET) and Preliminary (PET)
High Note 2	37–52	A2+/B1	Pearson Test of English Level 1 & 2, Cambridge Preliminary (PET)
High Note 3	50–62	B1+/B2	Pearson Test of English Level 2 & 3, Cambridge Preliminary (PET) and First (FCE)
High Note 4	61–75	B2/B2+	Pearson Test of English Level 3 & 4, Cambridge First (FCE)
High Note 5	73–85	B2+/C1	Pearson Test of English Level 4, Cambridge Advanced (CAE)

It is worth noting that a careful development of language in *High Note*, its systematic development of skills strategies, and a wide variety of exam tasks covered in the course may prove beneficial also for those students who intend to take other international exams than those described above, e.g. TOEFL, IELTS or International GCSE.

HOW TO FLIP THE CLASSROOM WITH *HIGH NOTE*

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

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

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

High Note provides the following resources that will help flip the classroom:

VIDEO

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

READING AND LISTENING TEXTS

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

GRAMMAR REFERENCE AND PRACTICE

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

VOCABULARY: WORD LISTS AND THE REMEMBER MORE SECTION

The teacher can also start a unit by checking students' knowledge of the unit vocabulary with the aim of identifying the areas which need more focus and maximising student's exposure to the new words. For this purpose, he or she can ask students to analyse the word lists at the end of each unit and complete the exercises in the corresponding *Remember More* section.

WORKBOOK SUPPORT

The Workbook contains exercises on the grammar points taught in each unit. These can be used as homework prior to the Grammar lesson to check what students already know. With students at this level, the grammar is unlikely to be completely new to them and so a test-teach-test approach can be used. Alternatively, the Workbook exercises can be completed in class to provide as much practice as possible while the teacher is available to offer support and clarify any confusing aspects of the language.

ONLINE PRACTICE

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

EXTRA DIGITAL ACTIVITIES

The extra digital activities contain Grammar and Vocabulary Checkpoints as well as Reading, Listening and Use of English banks of texts and exercises which help students prepare for class tests, check their progress and exam readiness. A teacher may choose to ask students to complete them before the class.

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01

Close to you

VOCABULARY Family and friends, personality, language learning

GRAMMAR Present Simple and Present Continuous, reflexive pronouns, indefinite pronouns **Use of English** > page 184

SPEAKING Expressing interest

WRITING An informal email of introduction

VIDEO Grammar ▶ Documentary ▶ Communication ▶

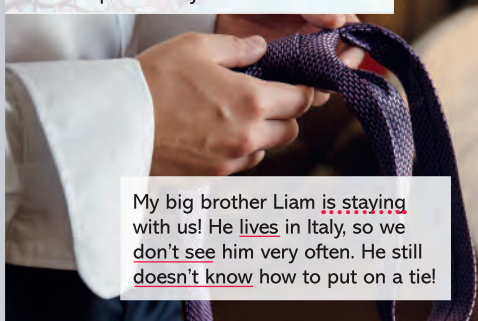
LEO'S PHOTO BLOG

SOME OF MY PHOTOS FROM SATURDAY!

I'm Leo. I'm taking all the photographs today, but I don't mind - it's my hobby.



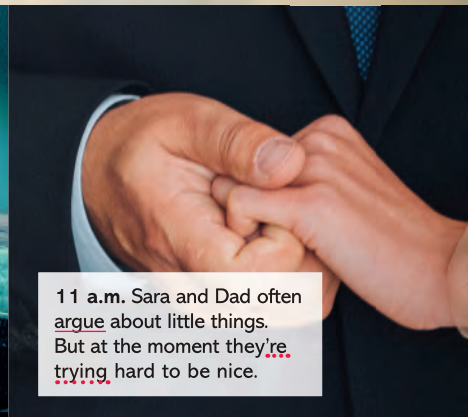
9 a.m. It often rains in April but it isn't raining this morning! It's a beautiful day. Mum's feeling nervous right now. She wants it to be a perfect day.



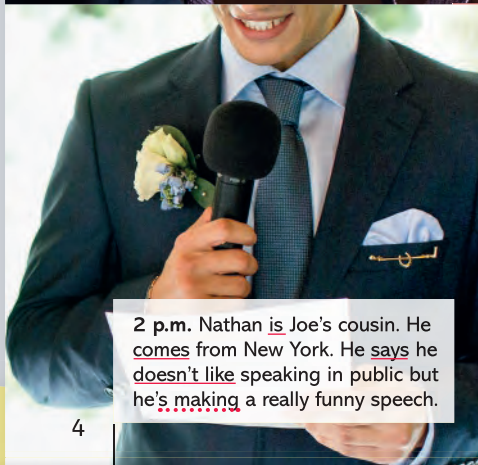
My big brother Liam is staying with us! He lives in Italy, so we don't see him very often. He still doesn't know how to put on a tie!



My sister Sara usually wears trainers but today she's wearing really expensive shoes. Is her boyfriend Joe wearing elegant shoes too?



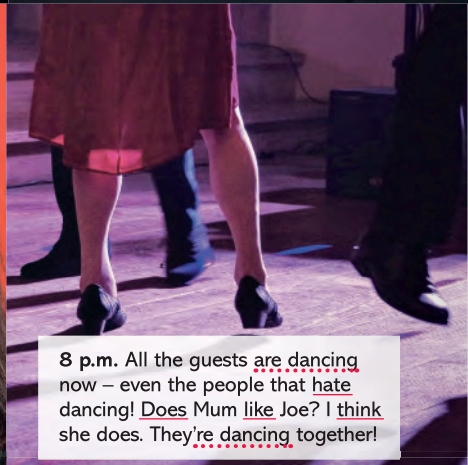
11 a.m. Sara and Dad often argue about little things. But at the moment they're trying hard to be nice.



2 p.m. Nathan is Joe's cousin. He comes from New York. He says he doesn't like speaking in public but he's making a really funny speech.



4 p.m. All the children agree - the cake tastes delicious!



8 p.m. All the guests are dancing now - even the people that hate dancing! Does Mum like Joe? I think she does. They're dancing together!

REFERENCES

VIDEO SCRIPT page 225

EXTRA ACTIVITY IN CLASS

Do this activity after Exercise 9. Ask students to imagine that it's Sunday and they are at a friend's or relative's wedding. They write a few sentences about where they are, what they are wearing, what they are doing right now and what they usually wear/do on Sundays.

FURTHER PRACTICE

- Photocopiable extra Grammar Video activity 1, page 258
- Grammar Reference and Practice, Student's Book pages 172-173
- Workbook pages 4-5/Online Practice

1 **SPEAKING** In pairs, ask and answer the questions.

- What kind of things do you like taking photos of?
- How do you share photos with your friends and family?

2 **THINK BACK** In pairs, look at Leo's photo blog. Say who people 1–4 are, using the family words from the box. Then use the words from the box to talk about your family and friends.

aunt boyfriend brother cousin girlfriend
grandfather grandmother nephew niece **sister**
uncle

- Sara is Leo's **sister**.
- Liam is Leo's _____.
- Joe is Sara's _____.
- Nathan is Joe's _____.

My girlfriend's name is Angela. She's got four nieces!

3 What do you think the special occasion is in Leo's photo blog? Discuss in groups. Then look at the photo on page 189 to check your ideas.

It's a wedding.

Present Simple and Present Continuous

4 Match sentences 1–4 with their meanings a–d.

- ☐ It often rains in April.
- ☐ It isn't raining this morning.
- ☐ Sara and Dad often argue.
- ☐ Liam is staying with us.

- a habit or routine
- a fact that doesn't change
- something happening now
- a temporary situation

5 Study the Grammar box and Watch out! and find more examples of the Present Simple and Present Continuous in Leo's photo blog.

Present Simple and Present Continuous

We use the Present Simple for:

- facts that don't change
- routines and habits

Time expressions: never, hardly ever, sometimes, often, usually, every day/week, most days

We use the Present Continuous for:

- things happening now
- temporary situations

Time expressions: at the moment, (right) now, these days, today, this morning/year

Grammar Reference and Practice > page 172

WATCH OUT!**State and action verbs**

With action verbs, we use simple and continuous tenses:
*She **speaks** three languages. She's **speaking** to me now.*

With state verbs (e.g. *agree, believe, hate, know, like, love, mean, see, taste, think, want*), we only use simple tenses:
*It **tastes** great. NOT ~~It is tasting~~ great.*

6 **1.2** Complete the conversation with the correct Present Simple or Present Continuous forms of the verbs in brackets. Listen and check.

Agnes How ¹**are** the kids **doing** (do) at school this year?

Jane They ²_____ (do) really well. I'm so happy!

Agnes You know, I ³_____ (not usually eat) soup but this chicken soup ⁴_____ (taste) delicious.

⁵_____ you _____ (agree)?

Jane No, I ⁶_____. To be honest, I ⁷_____ (make) better soup at home.

Agnes Oh! Well, I ⁸_____ (like) it.

7 **1.3** Complete the conversation with the correct Present Simple or Present Continuous forms of the verbs from the box. Listen and check.

come dance look not dance **see** study think

Megan Sara, ¹**do** you **see** that girl with the red hair? She ²_____ with your dad. Who is she?

Sara It's Nathan's girlfriend, Gemma. She's a dancer.

Megan She ³_____ very well right now, is she?

Sara No, she isn't. But she ⁴_____ really beautiful.

Megan Yes, I ⁵_____ so. ⁶_____ she _____ from Boston?

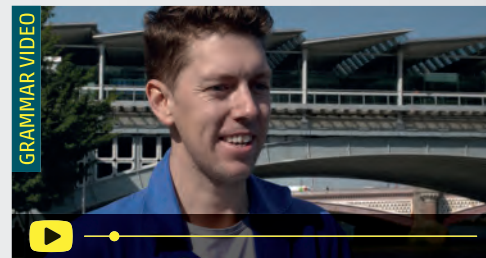
Sara No, she's from Chicago, but she ⁷_____ in France at the moment.

8 Check you understand the highlighted words. Are the statements about weddings in the UK true for weddings in your country?

- These days most people don't **get married** until they're about thirty years old.
- It's normal to **invite** about 100 **guests** to a wedding.
- Most couples send written **invitations** to their wedding.
- The **bride** and **groom** **exchange rings**.
- The guests give **gifts** to the **newlyweds**.
- The bride doesn't always wear a white **wedding dress**.
- A typical **wedding reception** lasts five or six hours.
- The best man usually **gives a** funny **speech** at the reception.

9 **SPEAKING** In pairs, ask and answer questions. Student A, go to page 189. Student B, go to page 191.**1** Read the questions and watch the video. Say what the speakers answer. Then in pairs, ask and answer the questions.

- How are you feeling today?
- How do you usually feel when the weather is good?

**Exercise 2**

- brother
- boyfriend/husband
- cousin

Exercise 6

- 're doing
- don't usually eat
- tastes
- Do you; agree
- don't
- make
- like

Exercise 7

- 's dancing
- isn't dancing
- looks
- think
- Does; come
- 's studying

☐ I can use present tenses to talk about routines and temporary situations.

5

- Photocopiable resource 1: Are you a loner?, pages 264, 276
- Extra digital activities: Grammar Checkpoint 1A

ASSESSMENT

Grammar Quiz 1A

NEXT CLASS

Refer students to the questions they asked and answered in Exercise 9 (Student's Book pages 189, 191). Ask them to write 4–5 similar questions to ask a partner in the next class. They should use the Present Simple and Present Continuous in their questions.

1B READING AND VOCABULARY

- 1 **SPEAKING** In groups, look at the photo on page 7 and the quotes below. Which ones do you agree with? Which do you not agree with? Say why.

“A friend is someone who knows all about you and still loves you.
Elbert Hubbard (American writer)”

“Friendship isn't a big thing, it's a million little things. *Anonymous*”

“I do not need a friend who changes when I change, who nods when I nod. My shadow does that much better.
Plutarch (Greek biographer)”

“The only way to have a friend is to be one.
Ralph Waldo Emerson (American poet)”

- 2 Read the article quickly. What does the author do?

- a She tells a story about two women in a café.
- b She describes her friends.
- c She tries to define what a friend is.
- d She gives advice on how to make friends.

- 3 Read the article again and match headings A-I with paragraphs 1-8. There is one extra heading.

- A A helping hand
- B Closer than close
- C Similar to ourselves
- D How to keep it going
- E If you like me, I like you
- F An example of friendship
- G Let's get the party started!
- H It's fantastic but what is it?
- I When is a friend not a friend?

- 4 Read the article again and complete the notes with 1-3 words in each gap.

- 1 Psychologists believe that people who wear glasses often stay close together.
- 2 If someone you meet wants to be friends, you often want to become/be friends with them.
- 3 According to the text, it's not easy to find a good friend.
- 4 Online contacts may not actually be real people.
- 5 It's important to stay/keep in touch if you want to stay friends with someone who lives abroad.

- 5 Look at these statements from the text. In pairs, say if you agree or disagree with them. Say why.

- 1 Opposites attract.
- 2 We all like people to like us.
- 3 Good friends are fun to be with, but they are hard to find.
- 4 True friendships last for a lifetime.
- 5 A friend in need is a friend indeed.

- 6 Use the highlighted words and phrases for types of friends from the text to write sentences about your life. Then in pairs, compare your sentences.

Marcos is my best friend.
I've got seventy-five Facebook contacts.

- 7 Complete the statements with the verbs from the box. Then in pairs, say if the statements are true for you.

be get keep let make rely share spend turn

- 1 I find it easy to make friends with people.
- 2 I get on well with everyone.
- 3 I spend more time with my friends than with my family.
- 4 I don't usually keep in touch with my classmates during the holidays.
- 5 I never turn my back on anyone when they need help.
- 6 You can't help everyone but I never let my friends down.
- 7 I think it's easier to be open with friends than family.
- 8 My best friend and I share our feelings.
- 9 I don't think I can rely on all my friends.

- 8 Do the quiz on page 7. Then in groups, compare your results.

- 9 **SPEAKING** In groups, discuss what you can do in these situations.

- 1 Your best friend is moving to another country. What can you do to keep in touch?
- 2 A friend copies from you in an exam. The teacher thinks it's your fault and gives you a zero. Your friend says nothing. What can you do?
- 3 Your best friend wants to stay out late. He tells his parents he's sleeping over at your house but he isn't. He asks you to lie to his parents if they call your house. What do you say?

2 WATCH AND REFLECT Go to page 162. Watch the documentary *Friendship between generations* and do the exercises.



- 6 ☐ I can understand the main topic in an article and talk about friends.

REFERENCES

VIDEO SCRIPT page 225
CULTURE NOTES page 200

EXTRA ACTIVITIES IN CLASS

- Start the class by getting students to interview a partner using the questions they wrote at home.

- Students choose five unknown words from the text on page 7. They look them up in their dictionaries and write one example sentence for each. This can be done before Exercise 7 or after Exercise 8.

FURTHER PRACTICE

Workbook pages 6-7/Online Practice

NEXT CLASS

Students look online for more quotes about friendship like the ones in Exercise 1.

THE GREATEST GIFT OF LIFE

01

Psychologist Nicky Wood takes a look at friendship 🎧 1.4



1 **E** Two women are sitting in a café together. They're drinking coffee and sharing a piece of chocolate cake. One woman is talking. The other woman is listening carefully. The first woman seems sad. She starts crying. The other woman doesn't speak; she just hands her **companion** a tissue and gently touches her arm. The first woman stops crying, smiles and hugs her friend.

2 **H** American politician Hubert Humphrey said, 'the greatest gift of life is friendship.' But what exactly is friendship? What is a friend? How do we make friends? How do we keep them? Why do we need them?

3 **C** According to psychologists, we get on with people who share the same background, opinions, interests, personality and even physical appearance. People with glasses often sit next to other people with glasses. The saying that 'opposites attract' appears not to be true. If you love dancing, your friends probably love dancing too.

4 **E** Scientific studies show that we all like people to like us. And if they like us, we like them. If they spend time with us or tell us their secrets, we want to do the same. So you often become friends with someone who wants to be your friend.

5 **I** **Good friends** are fun to be with but they're hard to find. It's true you can make lots of **contacts** on social media, but are they real friends or just **acquaintances**? Can you be open with them? Can you rely on them? Sometimes we don't even know if an online 'friend' is a real person or someone with a fake identity.

6 **D** True friendships last for a lifetime, but to have a real friendship you need to do things together and share your feelings and opinions. Studies show that true friendship survives even when friends are in different countries. But only if you keep in touch. If you don't, friendships can die.

7 **A** An old proverb tells us that 'a friend in need is a friend indeed'. That means you can tell who your real friends are when you're in trouble. Real friends stay with you and help you when you need them. They never let you down or turn their back on you.

8 **B** Finally, what's the difference between a good friend and your **best friend**? Well, a good friend knows about your life; your best friend lives your life with you. Best friends know what you're thinking and how you feel. They understand you, perhaps better than you understand yourself. You don't have to pretend when you're with your best friend; you can be yourself. Sometimes you don't even need to speak. Just like that woman in the café.

HOW SIMILAR ARE YOU AND YOUR FRIEND?

- Think of a **close friend** and answer the questions.
- Count up how many questions you answer 'yes' to.
- Go to page 189 to find out how similar you are to your friend.

- 1 Do you go to the same school?
- 2 Are you the same sex?
- 3 Are you the same nationality?
- 4 Are you the same age? (plus or minus twelve months)
- 5 Are you the same height? (plus or minus ten centimetres)
- 6 Do you weigh the same? (plus or minus ten kilos)
- 7 Is your hair more or less the same colour?
- 8 Are your eyes more or less the same colour?
- 9 Do you both wear (or both not wear) glasses?
- 10 Do you live near each other? (no more than ten minutes on foot)
- 11 Do you like the same sports?
- 12 Do you listen to the same kind of music?
- 13 Do you wear the same kind of clothes?
- 14 Do you laugh at the same things?
- 15 Do you want to do something similar when you leave school?

7

1C VOCABULARY | Family, personality

Exercise 1

- 2 stepfather
- 3 half-sister
- 4 twin
- 5 widow
- 6 adopted
- 7 single mother

- 1 Complete the fragments from Chloe's diary with the family words from the box. Then in pairs, use the words to talk about people you know.

adopted divorced half-sister single mother
stepfather twin widow/widower

Ian's parents aren't together anymore, they're ¹ divorced, but now Ian has a new family. Jude is his ² _____ (his mum's new husband). Ian's mum and Jude have a baby daughter, Kelly. She's his ³ _____.

Madge has got an identical ⁴ _____ sister called Meg. Meg is a ⁵ _____ (her husband's dead) and she has two ⁶ _____ children. It's not easy being a ⁷ _____ but Madge helps her a lot.

- A *My friend Dell's parents are divorced.*
B *My grandmother has a twin sister.*

- 2 Read the descriptions from Chloe's diary below. Which people do the photos show?

photo A: Meg's daughter Rose; photo B: Chloe's stepfather

- 3 Find the personality adjectives from the box in the descriptions. In pairs, decide if they are positive, negative or neutral. Then add more personality adjectives to the box.

bossy ~~generous~~ gentle helpful kind nervous
rude selfish shy strict sweet vain

- 4 In pairs, take turns to choose positive or neutral personality adjectives to describe your partner. Say if you agree or not.

- A *You're helpful and kind.*
B *Thanks a lot! You're a bit shy.*
A *No, I don't agree. I'm nervous but I'm not shy.*

Exercise 3

positive: generous, kind, helpful, gentle, sweet

negative: selfish, rude, nervous, bossy, vain

neutral: shy, strict

Exercise 5

- 1 He buys himself lots of things.
- 2 She talks to herself when she's doing something difficult.
- 3 He looks at himself in the mirror when he's driving!
- 4 Rose loves to be by herself.

Exercise 6

- 2 himself
- 3 herself
- 4 themselves
- 5 myself
- 6 ourselves
- 7 itself

- 5 Study *Watch out!* and find four sentences with reflexive pronouns in the descriptions.

WATCH OUT!

Reflexive pronouns

I – myself we – ourselves
you – yourself you – yourselves
he – himself they – themselves
she – herself
it – itself

Grammar Reference and Practice > page 172

- 6 Complete the questions with reflexive pronouns. Then in pairs, ask and answer the questions.

- 1 Do you prefer to do your homework by yourself or with a friend?
- 2 Does your dad ever talk to _____? Where? When?
- 3 Can your mum install apps by _____ or does she need your help?
- 4 How often do your friends look at _____ in the mirror? What about you?
- 5 When I'm unhappy, I buy _____ something nice. Do you?
- 6 What can we do by _____ to improve our English?
- 7 Does your phone ever switch _____ off?

- 7 **SPEAKING** In groups, use personality adjectives and/or reflexive pronouns to talk about people you like or dislike a lot.

I don't like my sister's boyfriend – he's rude and selfish but he thinks he's great. He talks about himself all the time.

A



B



8

- ☐ I can describe my family using personality adjectives and reflexive pronouns.

- 1 My uncle Mark isn't very generous. He buys himself lots of things but he never remembers my birthday. I think he's selfish and rude.
- 2 My stepmother is kind and helpful but she's really nervous. She talks to herself when she's doing something difficult.
- 3 My stepfather is a bit bossy – he's always telling me what to do. He's strict, too – he never lets me do anything I want to do. And he's really vain – he looks at himself in the mirror when he's driving!
- 4 Meg's daughter Rose loves to be by herself. She's gentle and shy but I like her. She's sweet.

EXTRA ACTIVITY IN CLASS

Start the class by referring to the friendship quotes students found at home. In pairs or small groups, students share and discuss their quotes. They could also select a few of the quotes and make them into posters to display around the classroom.

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book pages 172–173
- Workbook page 8/Online Practice
- Photocopiable resource 2: Guess who!, pages 264, 277
- Extra digital activities: Vocabulary Checkpoint

ASSESSMENT

Vocabulary Quiz 1



When you want to go somewhere with someone but they don't want to go with you



Everything has beauty but not everyone sees it



That moment you're telling your friends a story and you realise that nobody is listening



That feeling when you have fifty Facebook friends but there isn't anyone online

1 SPEAKING In pairs, ask and answer the questions.

- Are you a fan of memes?
- What are the memes you like about – celebrities, relationships, politics?

2 In pairs, look at memes 1–4. Which one do you like best?

Indefinite pronouns

3 Study the Grammar box and find six examples of indefinite pronouns in the memes.

Indefinite pronouns

We use:

- somebody (someone), nobody (no one), anybody (anyone) and everybody (everyone)** to talk about people
- something, nothing, anything and everything** to talk about things
- somewhere, nowhere, anywhere and everywhere** to talk about places

Affirmative

Everybody needs **somebody** to love.

I've got **something** to tell you.

Tell me **everything**!

He's living **somewhere** in England at the moment.

Negative

There's **nobody** to talk to./There **isn't anybody** to talk to.

I've got **nothing** to do./I **haven't got anything** to do.

There's **nowhere** to go./There **isn't anywhere** to go.

Questions

Is there **anybody** sitting in that seat?

Is there **anything** to eat?

Is there **anywhere** to buy tickets?

Grammar Reference and Practice > page 173

4 Choose the correct pronouns to complete the sentences. Then in pairs, go to page 190 and match the sentences to the photos to make memes.

- They say there are lots of fish in the sea ... but is there anybody/everybody for me? **photo C**
- I hate Sundays. There's anything/nothing to do and nowhere/somewhere to go. **photo D**
- I'm still waiting for anyone/someone special in my life. **photo B**
- Everyone/No one is strange in my family. I'm the only normal one. **photo A**

5 Complete the sentences with the pronouns from the box.

anyone anything ~~anywhere~~ everyone nothing
somebody something

- Do you know where my phone is? I can't find it anywhere.
- loves Eva. It's not surprising. She's really nice.
- I'm looking for to give to Mum on her birthday but I can't find !
- Does want to go with me to the match tonight?
- I'm really bored. I've got to do.
- is phoning me but I don't recognise the number.

6 SPEAKING In pairs, say which of these statements you agree with.

- Everybody needs somebody to love.
- Family is everything.
- Nobody's perfect. Everyone makes mistakes.
- There isn't anyone I love more than my mother.
- No one knows everything but everyone knows something.
- Today when money talks, everyone listens.

Exercise 5

- Everyone
- something anything
- anyone
- nothing
- Somebody

☐ I can use indefinite pronouns with prefixes *some-*, *any-*, *every-* and *no-*.

9

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book page 173
- page 9/Online Practice
- Photocopiable resource 3: Someone's wearing red socks!, pages 264, 278
- Extra digital activities: Grammar Checkpoint 1D

ASSESSMENT

Grammar Quiz 1D

NEXT CLASS

Ask students to make a meme like the ones on Student's Book page 9. They should look for a photo they could use for their meme and write a sentence for

it, using one or more of the indefinite pronouns from the Grammar box. Ask students to bring in their memes next time, and display them around the classroom. If time allows, you could also get them to share and discuss their memes in pairs or small groups.



David and Anna – trilingual teenagers

1E LISTENING AND VOCABULARY

1 SPEAKING In pairs, ask and answer the questions.

- How many languages do you speak? Which ones?
- Which languages would you like to learn? Why?
- At what age do children in your country start learning a foreign language? Is it the right age in your opinion?
- Is it a good idea for parents to speak a foreign language with their kids? Say why.

2 You are going to listen to an interview with trilingual teenagers. Read questions 1–3 and match them with the kind of information from the box that you need to answer them.

- ☐ a date ☒ 1 a number ☒ 2 a place ☐ a time
☐ someone's name ☒ 3 the name of a language

- How old are David and Anna?
- Where do they live?
- Which languages do they speak?

3 1.5 Listen to Part 1 of the interview and answer questions 1–3 in Exercise 2.

4 Study Active Listening. Then in pairs, say if you usually do these things or not. Be honest!

- A** *I don't always read the question before I listen.*
B *When I don't understand something, I usually stop listening.*

ACTIVE LISTENING | Finding specific information

- Read each question carefully and decide what kind of information you need to answer each question – a number, a place, a date, etc.
- Don't worry if you don't understand everything – you can get the key details even if you don't understand every word.

5 1.6 Listen to Part 2 of the interview and choose the correct answers.

- Anna and David
 - speak Scottish, French and Spanish.
 - are French.
 - c** have their home in Spain.
- Anna speaks to her father in English because
 - he doesn't speak Spanish very well.
 - b** she chooses different languages for different people.
 - she needs to practise her English pronunciation.
- David and Anna agree that
 - a** they both make mistakes when speaking French.
 - they both have trouble with French pronunciation.
 - they both speak perfect French.
- When they have a problem communicating in one language, they sometimes
 - a** use words from another language.
 - have extra language lessons.
 - change to using only English.

6 Check you understand the highlighted phrases related to language learning. Then in pairs, ask and answer the questions.

- Do you know any bilingual or trilingual people? Who? Which **languages** do they **speak**?
- Would you like to be **bilingual** or **trilingual**? Say why.
- Do you agree that it's good to **learn languages**? Say why.
- Is your English **pronunciation** perfect? If not, how can you **improve**?
- Why is it so hard to **understand English** in songs and films?
- What do you do when you can't **find the right word** in English?
- What do you do when you **make a mistake** in English?
- Do you ever **mix up languages**? For example, do you use English words when you're speaking your own language?

Exercise 3

- 1 David: 17, Anna: 16
 2 in the south of Spain
 3 English, French and Spanish

10

☐ I can find specific information in an interview and talk about language learning.

REFERENCES

AUDIO SCRIPT page 208

EXTRA ACTIVITY IN CLASS

This activity can be done as a quick lead-in or as a discussion at the end of the lesson. Write the following quote on the board: *Learn a new language and*

the world will be a new world. Students discuss the quote in pairs, small groups or as a whole class. What do they think it means? Do they agree? Why/Why not?

FURTHER PRACTICE

- Workbook page 10/Online Practice
- Photocopiable resource 4: Trilingual teenagers, pages 264, 279

NEXT CLASS

Ask students to imagine that they are a famous person – they can be anyone: an actor, a sportsperson, a famous author, etc. Ask them to write 5–6 interesting facts about their life. Tell them that they should not reveal their identity to or share their sentences with anyone.

- What do you usually talk about when you meet someone for the first time? Discuss in pairs.
- Read the situation below. In pairs, agree on three sentences that are not appropriate for the situation. Say why.
Evan sits next to a girl at his cousin's wedding. He doesn't know her but he would like to talk to her. He starts a conversation.
 - ☐ My name's Evan. I'm Sara's cousin.
 - ☒ My family's very rich.
 - ☐ I love weddings.
 - ☐ Sara and I are exactly the same age.
 - ☒ I like looking at myself in the mirror.
 - ☐ I'm really into music.
 - ☒ Sssh! I'm listening to a song on my phone.
- 1.7 Listen to a conversation and check your answers to Exercise 2.
- 1.8 Listen to an alternative version of the same conversation. What's the difference between them?
- 1.9 Study the Speaking box and look at the photo. Then watch or listen to Part 1 of another conversation and tick the expressions you hear. Is Cait interested in meeting the new guy? How do we know?

SPEAKING | Expressing interest

Echo questions

- ☒ 'He loves animals.' 'Does he?'
- ☒ 'My sister's really into music.' 'Is she?'
- ☐ 'We've got a band.' 'Have you?'

Other expressions

- ☒ Awesome!
- ☒ Cool!
- ☒ Wow!
- ☒ Really?
- ☐ Amazing!
- ☒ That's (really) interesting!

- 4 1.10 Watch or listen to Part 2 of the conversation. Is Cait's meeting with the guy a success?
- 1.11 Reply to the statements below with echo questions from the Speaking box. Listen and check.
 - I've got a twin sister. *Have you?*
 - We come from Canada. *Do you?*
 - My sister's really into football. *Is she?*
 - She supports Manchester City. *Does she?*
 - Our parents play in a rock group. *Do they?*
 - I'm teaching myself Chinese. *Are you?*
 - I collect nineteenth-century banknotes. *Do you?*
- 1.12 PRONUNCIATION Listen again to the girl's answers in Exercise 7. Repeat with the same intonation.
- In pairs, take turns to read the sentences and express interest with a phrase from the Speaking box.
 - We speak Italian at home. *Do you?*
 - My dad runs marathons. *Does he?*
 - Everyone in my family is vegetarian. *Are they?*
 - My mum's an artist. *Is she?*
 - I live in a loft apartment. *Do you?*
 - My dad collects matchboxes. *Does he?*
 - We've got two hamsters. *Have you?*
 - My granddad is really into in-line skating. *Is he?*
 - My mum comes from Senegal. *Does she?*
 - I'm interested in Russian history. *Are you?*

A *We speak Italian at home.*
B *Do you? Amazing!*
- Check you understand the phrases in the box. Write six sentences about your hobbies and interests using the box to help you. Then in pairs, read your sentences and express interest with phrases from the Speaking box.

I'm interested in ... I love ... I'm really into ...
I'm a big fan of ... I collect ... I support ...

A *I'm interested in mountain biking.*
B *Are you? Awesome!*

Exercise 4

In the first conversation, Emma shows no interest, so Evan asks unrelated questions in an attempt to start the conversation. In the second conversation, Emma shows interest and the conversation flows naturally.

Exercise 5

Cait is interested in meeting the new guy because she uses echo questions and other phrases for expressing interest.

Exercise 6

The meeting isn't a success because the new guy, Connor, is Cait's brother.

Exercise 9

In addition to echo questions, other expressions for expressing interest can be used (*Awesome, Really?*, etc.).



☐ I can use echo questions and other expressions to show interest in a conversation.

11

REFERENCES

AUDIO SCRIPT page 208
VIDEO/AUDIO SCRIPT page 225

EXTRA ACTIVITY IN CLASS

Do this activity after Exercise 10. Refer students to the sentences they wrote at home and put them in pairs. They take

turns to explain to their partner who they are and share their interesting facts with them. The partner expresses interest using phrases from the Speaking box.

FURTHER PRACTICE

Workbook page 11/Online Practice

NEXT CLASS

Students respond to the statements in Exercise 2 using phrases from the Speaking box and record their answers (e.g. on their phones). Remind them to pay attention to their pronunciation in echo questions. They bring their recordings to the next class and check their responses/pronunciation in pairs.

To Martin
Subject Your stay in Varese

Hi Martin,

Thanks for your nice email. We're really excited about your visit in December!

I'm seventeen years old and I'm in the second year of high school. My favourite subject is English and I'm also really into painting and drawing. I love travelling, so I'm hoping to study Art abroad after high school. I'm also a big fan of electronic music, so we definitely have something in common. ;-)
Like you, I'm quite open and friendly and I get on well with everyone. At the moment, I'm really busy because I'm revising for my exams.

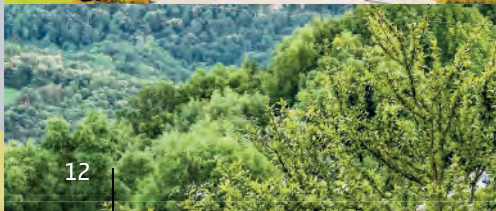
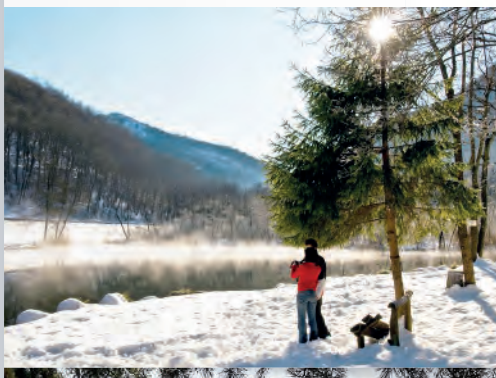
My mum's a doctor and my dad is a supermarket manager. We live in an apartment near the centre of Varese. Varese isn't the most famous town in Italy but it's beside a beautiful lake. It's an amazing place for walking or mountain biking because it's near some awesome mountains. Bring your walking boots!

Two important things you should know. First, Varese can be cold and wet in winter. It can even snow! So pack a warm sweater. Also, we have a Labrador puppy called Baggio – he's sweet but a bit silly.

We're really looking forward to meeting you.

All the best,

Lorenzo



12

EXTRA ACTIVITY IN CLASS

Students brainstorm ideas for the email in Exercise 10 in pairs. They should also think about what language to use in each section, referring to the Writing box. They make notes and plan their email together.

FURTHER PRACTICE

Workbook page 12/Online Practice

NEXT CLASS

Ask students to study the word list and do the Remember More exercises on Student's Book pages 14–15.

- 1 Work in pairs. Does your school have an exchange programme with a school in another country? Do you think it's a good idea? Say why.
- 2 In pairs, look at the photos. Does Varese look like an interesting place to visit? Say why.
- 3 Read the email and answer the questions in pairs.
 - 1 What's the relationship between Lorenzo and Martin?
 - 2 Why is Lorenzo writing to him?
 - 3 When is Martin planning to visit?
 - 4 Do Martin and Lorenzo have anything in common?
 - 5 What is happening in Lorenzo's life at the moment?
 - 6 What does Lorenzo say about his family?
 - 7 What information does he give about Varese?
 - 8 Which two things does Lorenzo tell Martin to bring?
- 4 Look at the email again. In which order does Lorenzo write about these things?

1 age	3 favourite school subject	4 interests
7 parents/family	5 personality	6 recent news
2 school	8 the town/region	
- 5 Study the Writing box and find the expressions from the box in Lorenzo's email.

WRITING | An informal email of introduction

Paragraph 1

Greet your friend and thank him/her for his/her email:
 How are you?
 I hope you're well.
 Thanks for your (nice) email.

Paragraph 2

Introduce yourself and mention recent news:
 I'm in the first/last year of high school.
 I'm into/I'm interested in/I'm a big fan of skiing.
 My favourite subject/singer/team is ...
 I'd like to study at university/become a singer.
 People say I'm sweet/bossy/...
 I'm working on/revising for ... at the moment.

Paragraph 3

Mention your family and where you live:
 My sister Edina is studying in England.
 We live in an apartment/small house in the suburbs/
 town centre/countryside.
 It's a great place for walking/shopping/relaxing.

Paragraph 4

Mention any other important information for a visitor:
 We're all vegetarian, Dad's a great cook.
 It can be very hot/cold, so bring ...

Informal beginning and ending

Remember to begin and end your letter with informal expressions:

Hi ...,/Dear ...,
 I'm looking forward to meeting you.
 I can't wait to meet you.
 Lots of love, .../All the best, ...

- 6 Find examples of *so* and *because* in Lorenzo's email. Then choose the correct words in the sentences below.
 - 1 I love animals, so / because I think I'd like to become a vet in the future.
 - 2 I'm really excited so / because I'm starting driving lessons!
 - 3 We're decorating the apartment at the moment, so / because I'm sleeping in the living room.
 - 4 Brighton is a university town, so / because it's a great place for nightlife.
 - 5 Bring a lot of light clothes so / because Istanbul can be really hot in May.
- 7 In groups, study the list in the box and agree on three good reasons for a visitor to come to your town/region.

buildings countryside culture food nightlife
 people shops sports and leisure

There aren't many interesting buildings here but the countryside is fantastic.

- 8 When you welcome a visitor to your home, you are the host and your visitor is a guest. In pairs, decide who does these things: the host, the guest, or both?

arrange the visit give you a gift/some flowers
 introduce you to his/her family invite you to dinner
 offer you a drink pay you a visit ring the doorbell
 say hello show you round the house/town
 talk about their trip

Both the host and the guest arrange the visit.

- 9 REFLECT | Culture In pairs, answer the questions. Then compare your answers with other pairs.
 - 1 What kind of gifts do guests bring when visiting people in their homes for the first time?
 - 2 What's a good gift from your country for a host in another country?
 - 3 What can you do and where can you go when you have a guest from another country in your home?
- 10 WRITING TASK Write an email of introduction to a student in Britain who is planning to visit you on a school exchange. Use the Writing box, *so* and *because*. Mention the things below.

your school your hobbies/interests
 your personality your family recent news
 your hometown and things to do there

Exercise 3

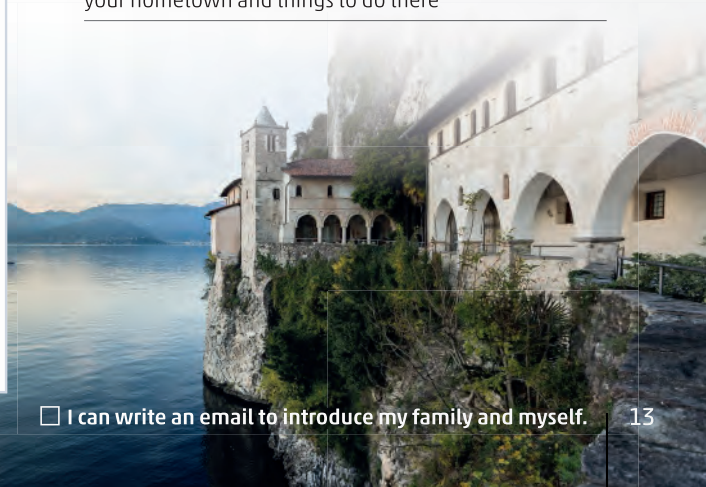
- 1 They're pen pals.
- 2 to tell him about himself, his family and his home town and to give him advice on his forthcoming visit
- 3 in December
- 4 They both like electronic music and they're both open and friendly.
- 5 He's revising for exams.
- 6 His mum's a doctor, his dad's a supermarket manager, they live in a city centre apartment, they have a dog.
- 7 It's near a beautiful lake and mountains, it's good for walking or mountain biking.
- 8 walking boots and warm clothes

Exercise 8

- host:** invite you to dinner, offer you a drink, show you round the house/town
- visitor:** give you a gift/some flowers, pay you a visit, ring the doorbell, talk about their trip
- both:** arrange the visit, introduce you to his/her family, say hello

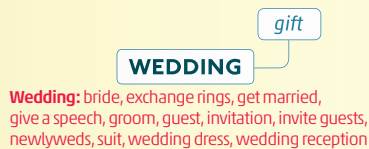
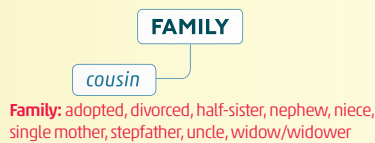
☐ I can write an email to introduce my family and myself.

13



REMEMBER MORE

- 1 Add more words and phrases from the word list to the vocabulary maps.



- 2 Which preposition completes these sentences?

- 1 We definitely have something in common: we both love sport.
- 2 I'm interested in mountain biking.
- 3 He says he doesn't like speaking in public.

- 3 Which verb from the word list completes these phrases?

make	friends a speech a mistake
get	married on well with sb

- 4 Complete the sentences with the correct verbs. Then check with the word list.

- 1 My friends can always rely on me.
- 2 It's cold outside, so please put on a warm sweater.
- 3 How does Leo get on with his older sister?
- 4 The team is working on a new project at the moment.

ACTIVE VOCABULARY | Maps

A vocabulary map is a visual way to group related words together. You can see two examples of such maps in Exercise 1. Look at the word list and make a new vocabulary map for a different topic.

1A GRAMMAR AND VOCABULARY

5.1

agree (v) /ə'gri:/
argue about sth /'ɑ:gju: ə'baʊt sʌmθɪŋ/
at the moment /æt ðə 'məʊmənt/
aunt (n) /ɑ:nt/
best man (n) /best 'mæn/
boyfriend (n) /'bɔɪfrend/
bride (n) /braɪd/
cake (n) /keɪk/
chicken soup (n) /'tʃɪkɪn 'su:p/
come from /'kʌm frəm/
couple (n) /'kʌpəl/
cousin (n) /'kʌzən/
delicious (adj) /dɪ'lɪʃəs/
exchange rings /ɪks'tʃeɪndʒ 'rɪŋz/
fact (n) /fækt/
family gathering (n) /fæməli 'gæðərɪŋ/
feel (v) /fi:l/
funny (adj) /'fʌni/
get married /get 'mærid/
gift (n) /ɡɪft/
girlfriend (n) /'gɜ:lfrend/
give/make a speech /ɡɪv/ˌmeɪk ə 'spi:tʃ/
groom (n) /ɡru:m/
guest (n) /ɡest/
hardly ever /ˌhɑ:dli 'evə/
hobby (n) /'hɒbi/
I don't mind /aɪ dəʊnt 'maɪnd/
invitation (n) /ˌɪnvɪ'teɪʃən/
invite guests /ɪnˌvaɪt 'ɡests/
look beautiful /lʊk 'bju:təfəl/
most days /məʊst 'deɪz/
nephew (n) /'nefju:/
newlyweds (n) /'nju:liwedz/
niece (n) /ni:s/
perfect (adj) /'pɜ:fɪkt/
photo blog (n) /'fəʊtəʊ 'blɒɡ/
put on /pʊt 'ɒn/
share photos with sb /ʃeə 'fəʊtəʊz wɪð sʌmbədi/
speak in public /spi:k ɪn 'pʌblɪk/
special occasion /speʃəl ə'keɪʒən/
stay with sb /steɪ wɪð sʌmbədi/
study (v) /'stʌdi/
take photos/photographs /teɪk 'fəʊtəʊz/ 'fəʊtəgrɑ:fs/
taste (v) /teɪst/

these days /ˌði:z 'deɪz/

tie (n) /taɪ/

to be honest /tə ,bi 'ɒnəst/

trainers (n) /ˈtreɪnəz/

uncle (n) /ˈʌŋkəl/

wear (v) /weə/

wedding (n) /ˈwedɪŋ/

wedding dress (n) /ˈwedɪŋ dres/

wedding reception (n) /ˈwedɪŋ rɪˌsepʃən/

1B READING AND VOCABULARY

5.2

a friend in need is a friend indeed
/ə ,frend ɪn 'ni:d ɪz ə frend ɪn'di:d/

acquaintance (n) /ə'kweɪntəns/

appear (v) /ə'piə/

background (n) /ˈbækgraʊnd/

be open with sb /bi 'əʊpən wɪð sʌmbədi/

be yourself /bi jə'self/

best friend /best 'frend/

classmate (n) /ˈkla:smet/

close/good friend /ˌkloʊs/ˌɡʊd 'frend/

companion (n) /kəm'pænjən/

contact (n) /ˈkɒntækt/

fake (adj) /feɪk/

friendship (n) /ˈfrendʃɪp/

fun (n) /fʌn/

gently (adv) /ˈdʒentli/

get on (well) with sb /get ɒn ('wel) wɪð sʌmbədi/

give advice /ɡɪv əd'vaɪs/

hand (v) /hænd/

helping hand /ˌhelpɪŋ 'hænd/

identity (n) /aɪ'dentɪti/

interest (n) /'ɪntrɪst/

keep in touch /ki:p ɪn 'tʌtʃ/

keep sth going /ki:p sʌmθɪŋ 'ɡəʊɪŋ/

let sb down /let sʌmbədi 'daʊn/

lifetime (n) /ˈlaɪftaɪm/

make friends with sb /ˌmeɪk 'frendz wɪð sʌmbədi/

nationality (n) /ˌnæʃə'nælɪti/

nod (v) /nɒd/

opinion (n) /ə'pɪnjən/

opposites attract /ˌɒpəzəts ə'trækt/

personality (n) /ˌpɜ:sə'nælɪti/

physical appearance (n) /ˌfɪzɪkəl ə'piərəns/

pretend (v) /prɪ'tend/

EXTRA ACTIVITIES IN CLASS

- Students choose one or two words from each lesson that they want to remember and write example sentences. Tell them to try to think of sentences about themselves or people they know if possible. This will help them remember the words.

- Students choose 6–8 words from the word list (or one word from each lesson) to describe to a partner. In pairs, they take turns to describe the words for their partner to guess. In weaker classes, instead of a description/definition, students can say their chosen words in their own language, for their partner to give the English words.

FURTHER PRACTICE

Workbook page 13/Online Practice

NEXT CLASS

Ask students to revise Unit 1.

proverb (n) /'prɒvɜːb/

psychologist (n) /saɪ'kɒlədʒɪst/

rely on /rɪ'laɪ ɒn/

share your feelings /ʃeər jə 'fiːlɪŋz/

similar (adj) /'sɪmlə/

sleep over at sb's house /sliːp əʊvə ət ˌsʌmbədɪz haʊs/

social media (n) /səʊʃəl 'miːdiə/

spend time with sb /spend 'taɪm wɪð ˌsʌmbədɪ/

stay out late /steɪ aʊt 'leɪt/

survive (v) /sə'vaɪv/

tissue (n) /'tɪʃuː/

trouble (n) /'trʌbəl/

turn your back on /tɜːn jə 'bæk ɒn/

1C VOCABULARY 5.3

adopted (adj) /ə'dɒptɪd/

app (n) /æp/

bossy (adj) /'bɒsi/

by yourself /baɪ jə'self/

divorced (adj) /dɪ'vɔːst/

generous (adj) /dʒenərəs/

gentle (adj) /dʒentl/

half-sister (n) /'hɑːf ˌsɪstə/

helpful (adj) /'helpfəl/

install (v) /ɪn'stɔːl/

kind (adj) /kaɪnd/

let sb do sth /let ˌsʌmbədɪ 'duː ˌsʌmθɪŋ/

mirror (n) /'mɪrə/

nervous (n) /'nɜːvəs/

prefer (v) /prɪ'fɜː/

rude (adj) /ruːd/

selfish (adj) /'selfɪʃ/

shy (adj) /ʃaɪ/

single mother (n) /ˌsɪŋɡəl 'mʌðə/

stepfather (n) /'stepfɑːðə/

strict (adj) /strikt/

sweet (adj) /swiːt/

switch off /swɪtʃ 'ɒf/

twin (n, adj) /twɪn/

vain (adj) /veɪn/

widow/widower (n) /wɪdəʊ/wɪdəʊə/

1D GRAMMAR 5.4

celebrity (n) /sɪ'leɪbrəti/

memo (n) /miːm/

politics (n) /'pɒlɪtɪks/

recognise (v) /'rekəɡnaɪz/

relationship (n) /rɪ'leɪʃənʃɪp/

surprising (adj) /sə'praɪzɪŋ/

there are lots of fish in the sea /ðeər ə lɒts əv ˈfɪʃ ɪn ðə siː/

1E LISTENING AND VOCABULARY

5.5

bilingual/trilingual (adj) /baɪ'lɪŋɡwəl/ ˌtraɪ'lɪŋɡwəl/

detail (n) /diːteɪl/

enjoy doing sth /ɪn'dʒɔɪ 'duːɪŋ ˌsʌmθɪŋ/

find the right word /faɪnd ðə raɪt 'wɜːd/

improve (v) /ɪm'pruːv/

learn/speak/study/understand/use a language /'lɜːn/'spiːk/'stʌdi/ˌʌndə'stænd/ 'juːz ə ˌlæŋɡwɪdʒ/

make a mistake /ˌmeɪk ə mə'steɪk/

mix up languages /mɪks 'ʌp ˌlæŋɡwɪdʒɪz/

pronunciation (n) /prəˌnʌnsɪ'eɪʃən/

understand (v) /ˌʌndə'stænd/

1F SPEAKING 5.6

amazing (adj) /ə'meɪzɪŋ/

appropriate (adj) /ə'prəʊpriət/

artist (n) /'ɑːtɪst/

awesome (adj) /'ɔːsəm/

banknote (n) /'bæŋknoʊt/

be into sth /bi 'ɪntə ˌsʌmθɪŋ/

century (n) /'sentʃəri/

collect (v) /kə'lekt/

fan of sth /fæn əv ˌsʌmθɪŋ/

hamster (n) /'hæmstə/

in-line skating /ɪnlaɪn 'skeɪtɪŋ/

interested in /ɪntrə'stəd ɪn/

loft apartment (n) /lɒft əˈpɑːtmənt/

marathon (n) /'mærəθən/

matchbox (n) /'mætʃbɒks/

mountain biking (n) /'maʊntən ˌbaɪkɪŋ/

start a conversation /stɑːt ə ˌkɒnvə'seɪʃən/

support (v) /sə'pɔːt/

vegetarian (adj) /ˌvedʒɪ'teəriən/

1G WRITING 5.7

abroad (adv) /ə'brɔːd/

apartment (n) /ə'pɑːtmənt/

arrange the visit /ə'reɪndʒ ðə 'vɪzɪt/

busy (adj) /'bɪzi/

centre (n) /'sentə/

countryside (n) /'kʌntrisaɪd/

decorate (v) /'dekəreɪt/

driving lesson (n) /'draɪvɪŋ ˌlesən/

give sb a gift /ɡɪv ˌsʌmbədɪ ə 'ɡɪft/

have sth in common /ˌhæv ˌsʌmθɪŋ ɪn 'kɒmən/

hope (v) /həʊp/

host (n) /həʊst/

introduce sb to sb /ɪntrə'djuːs ˌsʌmbədɪ tə ˌsʌmbədɪ/

invite sb to sth /ɪnvaɪt ˌsʌmbədɪ tə ˌsʌmθɪŋ/

leisure (n) /'leɪʒə/

looking forward to meeting you /lʊkɪŋ ˌfɔːwəd tə 'miːtɪŋ jə/

lots of love /lɒts əv 'lʌv/

manager (n) /'mænɪdʒə/

nightlife (n) /'naɪtlaɪf/

offer sb a drink /ɒfə ˌsʌmbədɪ ə 'drɪŋk/

pack (v) /pæk/

pay sb a visit /peɪ ˌsʌmbədɪ ə 'vɪzɪt/

reason (n) /'riːzən/

region (n) /'riːdʒən/

relax (v) /rɪ'læks/

revise for something /rɪ'vaɪz fə ˌsʌmθɪŋ/

ring the doorbell /rɪŋ ðə 'dɔːbel/

say hello /seɪ hə'ləʊ/

school exchange (n) /'skuːl ɪks'tʃeɪndʒ/

show sb round sth /ʃəʊ ˌsʌmbədɪ 'raʊnd ˌsʌmθɪŋ/

silly (adj) /'sɪli/

suburbs (n) /'sʌbɜːbz/

sweater (n) /'swetə/

talk about sth /tɔːk əbaʊt ˌsʌmθɪŋ/

town centre (n) /taʊn 'sentə/

university town (n) /juːnə'vɜːsəti taʊn/

vet (n) /vet/

visitor (n) /'vɪzɪtə/

walking boots (n) /'wɔːkɪŋ buːts/

work on something /wɜːk ɒn ˌsʌmθɪŋ/

VOCABULARY AND GRAMMAR

Exercise 1

- 2 kids
- 3 niece
- 4 uncles
- 5 cousins
- 6 close
- 7 best
- 8 friendship
- 9 widow
- 10 single

1 Complete the text with the words from the box. There is one extra word.

best close cousins divorced friendship husband
kids niece single uncles widow

My family and friends

I've got three brothers and two sisters. My big sister Kelly is married. Her ¹husband's name is Calvin. They've got two lovely little ²____ - my nephew Paul and my ³____ Penny. My parents have lots of brothers and sisters and my aunts and ⁴____ have lots of children. I've got nineteen ⁵____! I've got five or six ⁶____ friends but Mattie is my ⁷____ friend. Our ⁸____ is very important to me. Mattie's dad died, so her mum is a ⁹____. It's not easy being a ¹⁰____ mother but Mattie helps her a lot.

2 Complete the sentences with personality adjectives.

- 1 Aunt Jenny always gives us great birthday presents. She's very generous.
- 2 Bill spends hours looking at himself in the mirror. He's really vain.
- 3 Rebecca isn't polite. She shouts a lot and never listens to other people. She's rude.
- 4 Neil is really shy with girls. His face goes red and he can't speak.
- 5 Talk to Harry if you have a problem with your homework. He's kind and helpful.
- 6 Simon only thinks of himself. He doesn't care about other people. He's very selfish.

3 Choose the correct forms to complete the sentences.

- 1 Do you know / Are you knowing what time it is?
- 2 Hello? Do you listen / Are you listening to me? It's very important.
- 3 John always comes / is coming for lunch on Sundays.
- 4 Let's go out. It doesn't rain / isn't raining now.
- 5 This butter smells / is smelling bad. Throw it out.
- 6 This month at school we study / are studying the present tenses.
- 7 We don't visit / are not visiting our grandparents very often because they live abroad.

4 Complete the conversation with the correct forms of the verbs in brackets.

- A My sister Lily ¹spends (spend) most of her time in bed. She ²____ (not go) out with friends and she never ³____ (go) to school.
- B ⁴____ (she/suffer) from an illness at the moment?
- A No, she ⁵____.
- B What ⁶____ (she/do) now?
- A She ⁷____ (drink) milk. She ⁸____ (love) milk.
- B ⁹____ (you/ever/worry) about her?
- A No, we ¹⁰____.
- B Why not?
- A Because Lily is only six months old!

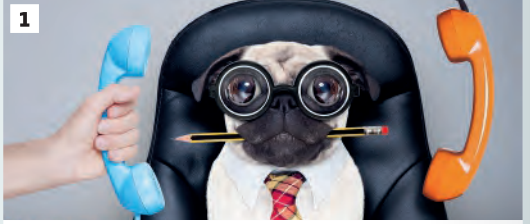
Exercise 4

- 2 doesn't go
- 3 goes
- 4 is she suffering
- 5 isn't
- 6 is she doing
- 7 is drinking
- 8 loves
- 9 Do you ever worry
- 10 don't

Exercise 6

- 2 itself
- 3 themselves
- 4 ourselves

5 Choose the correct pronouns to complete the sentences.



No, anybody / nobody / somebody knows I'm a dog.

- 2 Sometimes I feel that I don't know anything / nothing / something.
- 3 Don't worry - anyone / everyone / no one makes mistakes.
- 4 I want to go anywhere / everywhere / somewhere new and exciting.
- 5 Hello? Is there anyone / everyone / no one here?
- 6 This is weird - there are spiders anywhere / everywhere / nowhere!

6 Complete the sentences with the correct reflexive pronouns.

- 1 He's only three but he gets dressed by himself.
- 2 It turns _____ off after ten seconds to save energy.
- 3 They take a lot of photos of _____.
- 4 We're learning French by _____ with a phone app.

USE OF ENGLISH

7 Choose the correct words a-d to complete the text.

STRATEGY | Multiple choice cloze

When you are choosing the correct options to complete the text, look at the words before and after the gaps. They give you clues about which option is correct. Look for linkers, pronouns, adjectives and adverbs.

We often invite Marek and Alison ¹____ dinner. They always ²____ us beautiful gifts. We get ³____ very well with them. Alison and Jane spend a lot of ⁴____ together and Marek ⁵____ the same football team as I do. He's Polish but he ⁶____ English at night school. He speaks English very well. He doesn't usually make many ⁷____. But sometimes he can't find the ⁸____ word and he ⁹____ up the two languages. He likes living here. He says it's easy to make friends ¹⁰____ people.

- | | | | |
|------------------------|-------------------|-----------------|-------------------|
| 1 a at | b in | <u>c to</u> | d out |
| 2 <u>a</u> bring | b have | c make | d take |
| 3 a down | b in | <u>c on</u> | d up |
| 4 a contacts | b feelings | c money | <u>d time</u> |
| 5 a 's collecting | b collects | c 's supporting | <u>d supports</u> |
| 6 <u>a</u> 's learning | b learns | c 's speaking | d speaks |
| 7 a homework | <u>b mistakes</u> | c speeches | d words |
| 8 a last | b nice | c normal | <u>d right</u> |
| 9 a makes | <u>b mixes</u> | c speaks | d thinks |
| 10 a for | b from | c to | <u>d with</u> |

Use of English > page 184

FURTHER PRACTICE

- Use of English, Student's Book page 184
- Class debates pages 256-257
- Self-assessment 1 and Self-check 1, Workbook pages 14-15/Online Practice
- Extra digital activities: Use of English, Reading, Listening

ASSESSMENT

- Unit 1 Language Test (Vocabulary, Grammar, Use of English)
- Unit 1 Skills Test (Dictation, Listening, Reading, Communication)
- Unit 1 Writing Test

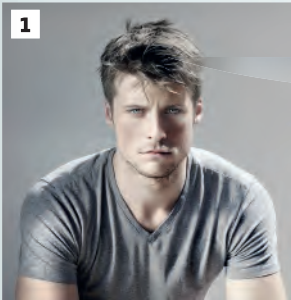
READING

- 8 Read the text and match people 1–4 with most suitable offers A–F. There are two extra offers.

STRATEGY | Multiple matching

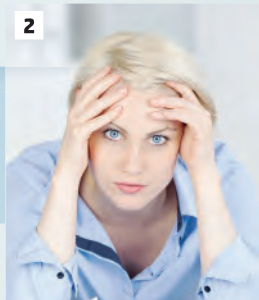
In this task you need to match descriptions of people with different texts. Start by reading the descriptions and underlining important information. Then do the same with the texts.

1



E Guy is a big sports fan. He's into mountain biking and marathon running. He's interested in trying some more extreme sports during the spring break.

2



F Twenty-six-year-old Jessica works hard and enjoys a busy social life, but she's often nervous and worried. She wants to find something to help her relax.

3



A Nineteen-year-old Rudy is very shy. He'd like to meet some new people. He's interested in history and loves walking in the countryside.

4



C Alba does Spanish and German at school but this summer her parents want to visit Portugal. She'd like to be able to talk to local people while she's there.

SPEAKING

- 9 In pairs, take turns to ask and answer the questions.
- 1 Where do you live?
 - 2 How do you get to school?
 - 3 What do you think of your home town or city?
 - 4 Do you enjoy studying English? Say why.
 - 5 Tell me about a good friend you have.

A A week in the past

Join the Bristol Archaeology Club on our spring camping trip to a 2,000-year-old Roman villa. You can help discover the secrets of the past, make new friends and enjoy the beautiful scenery of the Cotswolds. Open to young people 16–26.

B Dance the day away

Learn to dance Brazilian samba, Spanish sevillanas, Cuban salsa and more in one crazy day. It's not easy but if you want to have fun and push your body and your mind, then join us at WorldDanceDay. All ages welcome.

C Native speaker wanted

I'm a nineteen-year-old bilingual Chinese/Portuguese student and I'd like to exchange conversation classes with a native English speaker. You can learn one (or both!) of my languages if you help me improve my English. Contact Amber on 030653287.

D Study languages abroad

It's time to perfect your language skills and to learn what it's like to live in another country. Contact InterComEx – four hours of language classes every morning, fun activities and super-friendly families in France, Germany, Italy and Spain.

E Adventure time

Do you enjoy pushing your body to its limits? Do you find it relaxing to take risks? Then come to the Avalon Adventure Camp in northeast Portugal. Mountain climbing, whitewater rafting, paragliding, triathlon training and lots more.

F Chinese chillout

Qigong is an ancient form of Chinese yoga that is more than 4,000 years old. You learn to breathe, to stand and to sit and you do exercises to be healthy, to feel good and to find calm and quiet inside yourself.

WRITING

- 10 Read the fragment of an email from Dean, an exchange student from Ireland.

I'm really looking forward to visiting you for the first time and to meeting you in person. But do you think you could write back telling me more about you, your friends and your school?

Write a letter answering Dean's questions.

Exercise 10

Depending on which exams you are preparing your students for, ask them to write 100–150 words.

02

Learn to play

VOCABULARY Education, sport

GRAMMAR Past Simple, *used to* [Use of English](#) > page 184

SPEAKING Apologising

WRITING A biography

VIDEO Grammar ▶ Documentary ▶ Communication ▶

EPIC TEACHER FAILS

Tell us about a time something embarrassing happened to you in the classroom.

1

Ellie

25 October 7.42 p.m.

A few weeks ago a school inspector observed my class. I gave him my chair and he went to the back of the classroom. I was really nervous but my students were great: they weren't noisy, they paid attention, they didn't shout and they put their hands up to ask questions. After a while I asked them to do some pair work and I sat down. Unfortunately, I forgot my chair wasn't in its usual place and I fell on the floor!

Peter

25 October 7.55 p.m.

Did you hurt yourself?

Ellie

25 October 7.56 p.m.

No, I didn't. I was a little embarrassed but I wasn't hurt.

2

Jill

25 October 8.15 p.m.

My Year 6 class did some projects for me last month. I told them their posters were fantastic and I wanted to put them up on the wall, so I took some drawing pins and stood on my chair. But the chair had wheels. It started to move. My pupils watched in silence as I rode my chair across the room.

Ellie

25 October 8.33 p.m.

Were you OK?

Jill

25 October 8.36 p.m.

Yes, I was. I didn't fall. I got down from the chair and then I told the kids it was OK to laugh.

3

Chris

25 October 8.44 p.m.

Yesterday my last class was in the laboratory on the third floor. I handed out a worksheet to my students but then I saw a fly on the window. I picked up a textbook and tried to hit the fly. I missed it but I hit the window and it broke. Just then the head teacher walked into the room.

Peter

25 October 8.52 p.m.

What did he say?

Chris

25 October 8.58 p.m.

He didn't say anything but he wasn't very happy.



2A GRAMMAR AND VOCABULARY

Exercise 3

- b Were
- c wasn't
- d picked
- e Did, hurt
- f didn't
- g didn't shout

- 1 **THINK BACK** Work in groups of three. Use the personality adjectives on page 8 to say what makes a good teacher.
- 2 In pairs, describe the photo above. What's happening? How are the people feeling? Then read the forum and match the photo with one of the stories 1–3.

The photo matches story 3.

Past Simple

3 Read the forum again and answer the questions.

- 1 Are the three stories about things in the present or things in the past? **the past**
- 2 How do the forum users write sentences a–g in the past?

Present

- a I'm really nervous.
- b Are you OK?
- c He isn't very happy.
- d I pick up a textbook.
- e Do you hurt yourself?
- f No, I don't.
- g They don't shout.

Past

- I was really nervous.
- _____ you OK?
- He _____ very happy.
- I _____ up a textbook.
- _____ you _____ yourself?
- No, I _____.
- They _____.

REFERENCES

AUDIO SCRIPT pages 208–209

VIDEO SCRIPT page 225

EXTRA ACTIVITY IN CLASS

- After Exercise 6, play *Show Me* to practise Past Simple forms: divide the class into two teams, A and B. Write

Team A and Team B on the board and under each team, draw a table with two columns headed *Infinitive* and *Past Simple*. Teams take it in turns to choose one player to come to the front and mime a verb, which you will assign to them by whispering it to the 'mime' (e.g. *laugh*). The teams try to guess the verb. The student who does has to come to the board and write both

forms of the verb in their table on the board. If they are correct, the team wins a point. Continue as time allows or for a set number of verbs. The team with the most points at the end are the winners.

- Students write a short story (true or invented) about an embarrassing moment in the classroom – similar to the ones on page 18, but from a student's

Exercise 9

2 Were Ellie's students good? Yes, they were. 3 How did Ellie feel after she fell? A little embarrassed.
4 What did Jill want to do with the posters? Put them up on the wall. 5 Why did the chair move? Because it had wheels.
6 Who did Jill tell to laugh? The kids. 7 Where was Chris's class yesterday? In the laboratory. 8 What did Chris see on the window? A fly.
9 What did Chris do? He picked a textbook and tried to hit the fly, but he missed it and broke the window.

4 Study the Grammar box and find more examples of the Past Simple in the stories.

Past Simple

We use the Past Simple to talk about things that started and finished in the past.

To be

	I • He • She • It	We • You • They
+	It was funny.	We were quiet.
-	He wasn't happy.	They weren't scared.
?	Was it cold? Yes, it was . No, it wasn't .	Were you OK? Yes, we were . No, we weren't .
Wh-?	Why was she angry?	Where were you?

Regular and irregular verbs

	I • You • He • She • It • We • They
+	They laughed . I left the room.
-	You didn't cry . We didn't say much.
?	Did he say anything? Yes, he did . / No, he didn't .
Wh-?	What did they learn ?

Time expressions: yesterday, last night/week/Monday, when I was six, two weeks ago, in 2010, one day

Grammar Reference and Practice > page 174

5 Write the Past Simple forms of the verbs in the box below. Which are irregular?

ask be break do fall forget get give go happen
have hit miss pay put ride see sit stand start
take tell try want

be – was/were, ...

6 1.13 PRONUNCIATION Listen and put the regular verbs from Exercise 5 in the correct column.

/d/	/t/	/ɪd/
filled, happened	pushed, watched	handed, started
observed, ... tried	asked, ... missed	decided, ... wanted

7 1.14 PRONUNCIATION Listen and check your answers to Exercise 6. Then practise saying the verbs.

8 1.15 Complete the conversation with the correct forms of the verbs in brackets. Listen and check.

Eric Last Monday I ¹ did (do) a Physics experiment with my class but it all ² went (go) wrong.
Fay How? What ³ did you do (you/do)?
Eric I ⁴ filled (fill) a glass with water and I ⁵ put (put) a card on the glass. Then I quickly ⁶ turned (turn) the glass upside down.
Fay ⁷ Did it work (it/work)?
Eric No, it ⁸ didn't. I ⁹ made (make) a mistake and the water ¹⁰ fell (fall) on the floor!

9 1.16 Listen and write down nine questions in the Past Simple. Then in pairs, answer the questions.

- A *When did the school inspector observe Ellie's class?*
B *He observed Ellie's class a few weeks ago.*

10 Study Watch out! and make questions for the sentences below. Ask about the underlined part.

- The school inspector sat at the back of Ellie's class.
Who sat at the back of Ellie's class?
- Her students did some pair work.
- Something happened after Jill stood on the chair.
- Jill said it was OK to laugh.
- A fly landed on the window in Chris's class.
- Chris broke the window.

WATCH OUT!

Subject questions

When we ask about the subject, we don't use the Past Simple auxiliary *did* or the Present Simple auxiliary *do/does*:

How many people **came**? NOT *How many people did come?*
Who **wants** a cake? NOT *Who does want a cake?*

11 Make classroom collocations using a verb from box A and a word or phrase from box B. You can use some of the verbs more than once. Then in pairs, ask and answer questions in the Past Simple.

A do check compare hand out open pay
put up take work

B a poster on the wall a project a worksheet
an exercise an experiment attention
in pairs/groups notes your answers your hand
your textbook

- A *Did you work in pairs in the English class yesterday?*
B *Yes, we did and we worked in groups, too.*

12 SPEAKING In groups, tell stories in which something embarrassing happened.

5 Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

What did you do last weekend?



Exercise 5

ask – asked; break – broke; do – did;
fall – fell; forget – forgot; get – got;
give – gave; go – went;
happen – happened; have – had;
hit – hit; miss – missed; pay – paid;
put – put; ride – rode; sit – sat;
stand – stood; start – started;
take – took; tell – told; try – tried;
want – wanted

Exercise 10

2 Who did some pair work?
3 What happened after Jill stood on the chair?
4 Who said it was OK to laugh?
5 What landed on the window in Chris's class?
6 Who broke the window?

Exercise 11

do a project, an exercise, an experiment
check a worksheet, an exercise, your answers
compare in pairs/groups, your answers
hand out a worksheet
open your textbook
pay attention
put up a poster on the wall, your hand
take notes
work in pairs/groups

☐ I can use the Past Simple to talk about finished actions or states in the past.

19

perspective. This can be assigned as homework.

FURTHER PRACTICE

- Photocopiable extra Grammar Video activity 2, page 258
- Grammar Reference and Practice, Student's Book page 174

- Workbook pages 16–17/Online Practice
- Photocopiable Resource 5: VIPs: very intelligent people pages 265, 280
- Extra digital activities: Grammar Checkpoint 2A

ASSESSMENT

Grammar Quiz 2A

NEXT CLASS

Ask students to do an online search for celebrities who left school/university to follow their current career. They should make brief notes. Use their ideas to lead in to Exercise 1 on Student's Book page 20.

2B VOCABULARY | Education

- Which do you think is better: a) to leave school to become a top sports star or b) to study to get a university degree? Is it possible to do both?
- In pairs, look at photos A–C. Which people do you recognise? Then read the article. Whose story do you find particularly surprising?
- Read the article again. In pairs, decide if statements 1–4 are true.
 - ☐ Natalie Portman studied at Harvard before she was in the *Star Wars* films.
 - ☐ Venus Williams was never a student and tennis player at the same time.
 - ☐ The musicians in Coldplay met when they were at university in London.
 - ☐ One of the celebrities studied something that helped his/her career.
- Find three synonyms for *intelligent* in the article.

clever brainy smart
- Study *Watch out!* and say these sentences in a more polite way.
 - She's unintelligent. *She's not very bright.*
 - I'm a slow student. *I'm not a very brainy student.*
 - You're bad at sport. *You're not very good at sport.*
 - He's ugly. *He's not very good-looking. (Other adjectives are possible.)*

WATCH OUT!

It's more polite to use positive adjectives to say negative things:

He's not very clever sounds more polite than *He's stupid*.

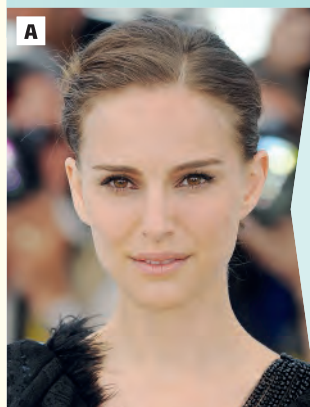
- Complete the phrases in the box. Use the article to help you.

be good/bad at something
get bad/good/top marks (in ...)
get /have a degree in (a subject)
go to/attend/skip a class
learn by heart
prepare/revise for exams
study a subject (at college/university)
take/pass/fail an exam/test
- In pairs, use the vocabulary from Exercise 6 to ask and answer questions about education.

Does anybody in your family have a degree?
Did you get a good mark in the last ... test?
Which sports are you good at?
- REFLECT | Society** In your opinion, which celebrities are the best role models for young people? Discuss in pairs.

VIPs = VERY INTELLIGENT PEOPLE?

We know them today because they're famous actors, musicians or sports stars. But many celebrities used to have promising academic careers. *High Note Magazine* looks at some very clever VIPs.



Brainy actor **Natalie Portman** was very good at Science at school and always got top marks. She didn't go to the premiere of her first major film (*Star Wars: The Phantom Menace*), because she wanted to revise for school exams. Natalie has a degree in Psychology from Harvard University and used to publish her scientific research.

Tennis star **Venus Williams** used to be world number 1. She's still a top player but she's also very smart. In 2011, Venus began to study at Indiana University. It wasn't easy to pass exams while playing professional tennis, but Venus studied online in her free time and in 2015 she got a degree in Business Administration.



The guys in **Coldplay** started the band when they were at university. They met because they used to live in the same student accommodation in London. Singer Chris studied Greek and Latin, drummer Will studied Anthropology and guitarist Jonny used to study Mathematics. Did they use to skip classes? Yes, they did. They didn't use to attend all their classes because they were busy with their music.

20 ☐ I can talk about learning and studying.

REFERENCES

CULTURE NOTES page 200

EXTRA ACTIVITY IN CLASS

Students write true sentences about themselves or someone they know using the phrases in Exercise 6. This can be done after Exercise 6 or 7.

FURTHER PRACTICE

- Workbook page 18/Online Practice
- Photocopiable resource 6: Smart pelmanism, pages 265, 281
- Extra digital activities: Vocabulary Checkpoint 2

ASSESSMENT

Vocabulary Quiz 2

NEXT CLASS

Students write a brief profile of a celebrity who quit a promising academic career to follow their current career. They search for information online and use the profiles in the article on Student's Book page 20 as models. You could ask them to add photos to their texts and display the profiles around the classroom.

- 1 Do you have any plans or ideas about what you would like to do after you finish high school? Discuss in pairs.

I'm not sure but I'd like to study .../work as a ...

Used to

- 2 Read this sentence from the article on page 20 and decide which explanation is correct: a, b or c.

Natalie Portman used to publish her scientific research.

- a Natalie regularly published her scientific research in the past and she still does so.
 b Natalie regularly published her scientific research in the past but now she doesn't.
 c Natalie published her scientific research once.

- 3 Study the Grammar box and Watch out! and find all the examples of **used to** in the article.

Used to

We use **used to** to talk about a regular habit or state in the past which doesn't happen anymore.

I • You • He • She • It • We • They

+ We **used to** study German at school.

– He **didn't use to** be an actor.

? Did they **use to** be famous?
 Yes, they **did**./No, they **didn't**.

Wh-? What **did** they **use to** study?

Grammar Reference and Practice > page 174

WATCH OUT!

We can't use **used to** if something happened only once:

Natalie **didn't go** to the premiere.

NOT *Natalie didn't use to go to the premiere.*

- 4 Look at the underlined verbs in the texts on page 20. Which ones could you replace with **used to**?
got – used to get; studied – used to study; studied – used to study
- 5 Where possible, replace the underlined verbs below with a phrase with **used to**.
- Before he became an actor, George Clooney sold shoes.
Before he became an actor, George Clooney used to sell shoes.
 - When she was younger, actress Kate Beckinsale dreamed of being a writer. She won the WH Smith Young Writers' competition twice in her teens.
 - Rowan Atkinson, the actor who plays Mr Bean, studied Electrical Engineering at Oxford University.
 - Rap star Kanye West studied English at Chicago State University. His mother worked there as a professor. But in 1997 he left the university without a degree.
 - Rock star Sting taught English at a primary school. But in those days people didn't call him Sting. What did they call him? They called him 'Mister Sumner' or just 'Sir'!

- 6 Read the information below and look at the pictures. Make sentences about the changes in Declan's life using **used to** or **didn't use to**.

Declan **stopped** getting bad marks/revising for tests at the last minute/behaving badly in class/counting the days until the holidays.

Declan **started** getting top marks in Maths/doing all his homework/going to classes on time/showing his school report to his parents.

Declan used to get bad marks. He didn't use to get top marks in Maths.



Exercise 5

2 When she was younger, actress Kate Beckinsale **used to** dream of being a writer. She won the WH Smith Young Writers' competition twice in her teens.

3 Rowan Atkinson, the actor who plays Mr Bean, **used to** study Electrical Engineering at Oxford University.

4 Rap star Kanye West **used to** study English at Chicago State University. His mother **used to** work there as a professor. But in 1997 he left the university without a degree.

5 Rock star Sting **used to** teach English at a primary school. But in those days people **didn't use to** call him Sting. What did they use to call him? They **used to** call him 'Mister Sumner', or just 'Sir'!

Exercise 6

Declan **used to** get bad marks, revise for tests at the last minute, behave badly in class, count the days until the holidays.

Declan **didn't use to** get top marks in Maths, do all his homework, go to classes on time, show his school report to his parents.

- 7 **SPEAKING** Think about your life when you were at primary school. In pairs, ask and answer the questions.

Did you use to ...

- like painting and drawing?
- do much homework?
- cycle to school?
- live near your friends?
- love listening to stories?
- enjoy singing?
- write the name of your favourite bands on your pencil case?
- be scared of older children?

A *Did you use to enjoy singing?*

B *Yes, I did. I sang in the school choir.*

☐ I can use **used to** to talk about habits or states in the past.

21

EXTRA ACTIVITY IN CLASS

After Exercise 7, put students in new pairs. They now take it in turns to make guesses about their new partner using the same phrases and **used to**. The partner confirms if the guesses were correct (e.g. A: *You didn't use to like painting and drawing.* B: *That's not true – I loved it. I once won a drawing competition.*)

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book page 174
- Workbook page 19/Online Practice
- Photocopiable resource 7: Memory lane, pages 265, 282
- Extra digital activities: Grammar Checkpoint 2C

ASSESSMENT

Grammar Quiz 2C

NEXT CLASS

Students find information online about Cambridge and Oxford Universities. They should note down any facts they find interesting, to share with the class in the next lesson.

2D READING AND VOCABULARY

Exercise 8

- 1 won 2 compete
3 plays/played
4 organised, took part
5 lose

- SPEAKING** What are the oldest and most famous universities in the world? Would you like to study at any of them? Say where and why.
- Look at the photos on page 23 and read the title of the article. What do you think the article is about?
- Study Active Reading and read the first paragraph of the article. What do you think the article is about now?
 - the history of university cricket competitions
 - how the rules of cricket developed over time
 - the story of two famous competitive universities
 - why Oxford produce better sports teams than Cambridge

ACTIVE READING | Predicting

You can make a text easier to understand by predicting what it is going to be about before you read it. Always:

- look at the pictures
- read the title
- read the first paragraph
- read the last paragraph.

- Read the last paragraph. Do you want to change your answer to Exercise 3?
- Read the article and match headings A–G with paragraphs 1–6. There is one extra heading.
 - A prize for second place
 - All sorts of sports
 - How it all started
 - How the blues began
 - The best in the world?
 - Time for a laugh
 - What are the blues?
- Read the article again and answer the questions.
 - How long ago was the first sports event between the universities of Oxford and Cambridge?
over 190 years ago
 - How long can a cricket match between different countries be? *five days*
 - Traditionally, what are the three principal sports at Oxford and Cambridge? *cricket, athletics, rowing*
 - Which team won the second Boat Race? *Cambridge*
 - What are the blues at Oxbridge? *sports prizes*
 - Which celebrity was unlucky in 1980? *Hugh Laurie*
 - Who won the Boat Race in 1912? *Oxford*
 - Why didn't they finish the rugby match in 1919?
because of bad weather
- Scan the text to find the names of twelve sports and games. Add them to the vocabulary map. Then in pairs, add as many other sports as you can to the map.

cricket

SPORTS AND GAMES

American football, windsurfing, badminton, ice hockey, cycling, volleyball, rugby, chess, cheerleading, athletics, rowing

- Use the correct forms of these sporting verbs from the text to complete the sentences below.

beat compete lose organise play take part win

- In 2017, Garbine Muguruza *beat* Venus Williams and _____ her first Wimbledon title.
- My boyfriend and I often _____ against each other in chess tournaments. Last time I was better!
- Kobe Bryant _____ for Los Angeles Lakers.
- Last week my school _____ a sports photo competition. Over a hundred students _____.
- I was very disappointed when we drew with Spain 2–2. But at least we didn't _____.
- In pairs, find the words in the text that complete the definitions.
 - A situation in which you win a game. *v_i_c_t_o_r_y*
 - A competition. *c_o_m_p_e_t_i_t_i_o_n*
 - A situation in which people compete with each other for a long time. *r_i_v_a_l_r_y*
- In pairs, use the phrases from Exercises 8 and 9 to make sentences about you or somebody you know.
My brother plays football for a team. Last week his team won the match 3–2.
- 1.18** Listen to two teenagers playing the game 'twenty questions'. As soon as you know who the girl is thinking of, say his/her name.
- SPEAKING** In pairs, play 'twenty questions'. Student A, choose a sports star (or another famous person) you know a lot about and that you think your partner will know. Student B, ask questions. Remember that Student A can only answer 'Yes', 'No' or 'I don't know.' Then change roles.

6 WATCH AND REFLECT Go to page 163. Watch the documentary *The journey to university* and do the exercises.



- 22 ☐ I can predict what a text is going to be about and talk about sport.

REFERENCES

AUDIO SCRIPT page 209
VIDEO SCRIPT page 225
CULTURE NOTES page 200

EXTRA ACTIVITY IN CLASS

If you asked students to research Cambridge and Oxford Universities online, use their ideas to lead in to Exercise 1. Ask the class which facts they found particularly interesting or surprising.

FURTHER PRACTICE

- Workbook pages 20–21/Online Practice
- Photocopiable resource 8: Teacher gets kids moving!, pages 266, 283

Some sporting highlights between Oxford and Cambridge

- 1** **C** In 1827 two universities played a cricket match. It was Oxford versus Cambridge. The match lasted two days. (That's actually quite short for cricket: international games often last five days!) Oxford won the match. It was the beginning of a long and famous sporting rivalry; a rivalry which continues to this day.
- 2** **B** The two ancient universities compete in many sports and games. You can take part in American football or windsurfing, badminton or ice hockey, cycling or volleyball, rugby or chess. In 2013 they even organised an inter-university cheerleading competition! Traditionally, the most important sports in Oxbridge (Oxford + Cambridge) are cricket, athletics and rowing. But there is one contest between the two universities that is famous all around the world – the Boat Race.
- 3** **D** The first Boat Race between Oxford and Cambridge took place in 1829. Oxford won the race easily. The second Boat Race didn't take place in 1830, however. It was in 1836. This time Cambridge beat Oxford. The Cambridge team had a light blue ribbon on their boat that day and perhaps because of their victory, light blue became their official colour. Dark blue was the colour of Oxford. At Cambridge the three principal sports clubs began to give prizes to their most successful sportsmen. Those prizes were called 'the blues'.
- 4** **G** Normally when you 'get the blues', it means you feel sad. But Oxbridge students who get the blues are happy because a 'blue' is the most prestigious prize a sportsperson can win. To get a full blue, you have to compete against Cambridge or Oxford. Taking part is enough: you don't need to win. You also win a full blue for competing in a national competition and a half blue for participating at a regional level.
- 5** **A** Did you know that Hugh Laurie (TV's Dr House) won a full blue? He used to row for Cambridge and in 1980 he rowed in the Boat Race. Unfortunately, his team lost the race, but only by a few centimetres. It was the closest race of the twentieth century.
- 6** **F** The sporting rivalry between Oxford and Cambridge is serious but there are some funny stories too. In the Boat Race in 1912 both boats sank. Some people say the Cambridge team tried to continue the race by swimming but that may not be true. The next day they raced again and Oxford won. And in 1919 the two universities played a rather strange rugby match. The weather was bad. In fact, it was so foggy that nobody could see the ball or the other players. Nobody was surprised when they didn't finish the match.



An Oxford student wearing the blues.



2E LISTENING AND VOCABULARY

- 1 What does it mean to be a cheat? In pairs, agree on the best definition. Then give examples of cheats you know about.

A cheat is a person who ...

- a does something dishonest to win something.
- b tells lies to look good in front of other people.
- c steals money from shops or people's homes.

Exercise 2

- 1 He took drugs.
- 2 He lost all his titles.
- 3 athletics, football, etc.

- 2  1.19 Look at the advert for a radio programme. In pairs, ask and answer the questions. Then listen to Part 1 of the interview and check.

- 1 How do you think Lance Armstrong cheated?
- 2 What happened to him in 2012?
- 3 What other sports could be mentioned in a radio programme about cheats?

- 3 In pairs, use these words and phrases from the interview to complete the sentences below.

first half goal gold medal red card World Cup world record

- 1  Ben Johnson won a gold medal in the Olympic Games in 1988.
- 2  He broke the _____ for the 100 metres with a time of 9.97 seconds.
- 3  Argentina played against England in the 1986 _____ in Mexico.
- 4  Maradona scored a goal with his hand after six minutes of the _____.
- 5  The referee gave Maradona a _____ for cheating.
- 6  Later Maradona scored another _____, so the final score was Argentina 2, England 0.

- 4  1.20 Listen to Part 1 of the interview again and decide if statements 1–6 in Exercise 3 are true or false.

- 5  1.21 Listen to Part 2 of the interview and choose the correct answers.

- 1 In 1980 Rosie Ruiz won the Boston marathon in
 - a under 2 hours.
 -  about 2½ hours.
 - c 2 hours 56 minutes.
- 2 She broke the
 - a world record.
 - b record for the Boston marathon.
 -  record for a woman in the Boston marathon.
- 3 People discovered that Rosie was a cheat
 - a just after the race.
 - b the next day.
 -  more than a week later.
- 4 Rosie
 -  took a train most of the way.
 - b took a train for the last two miles.
 - c trained hard before the race.
- 5 Children who want to play Little League baseball have to be
 - a 12 years old.
 -  12 or younger.
 - c over 12.
- 6 In 2001 Danny Almonte
 - a won the World League.
 - b wasn't old enough to play in the World League.
 -  was older than the other players.

RADIO 9



Lance Armstrong used to be the world's best cyclist. He won the Tour de France seven times from 1999 to 2005. But he was a cheat.

CHEATS!
WHY DO THEY DO IT?
RADIO 9 TONIGHT AT 8 P.M.

- 6 Check you understand the highlighted words. Then in groups, ask and answer the questions.

- 1 Who are the champions of these competitions: Wimbledon/the Champions League/Formula 1?
- 2 Who is your favourite Olympic athlete/basketball player/cyclist/footballer/swimmer?
- 3 Who is the captain/manager of your favourite national football team?
- 4 Are you and the people in your family sports fans? Who do you support?
- 5 Would you like to be a referee? Say why.

- 7 **SPEAKING** Can you remember a time when someone cheated you? How did you feel? What did you do? Are you still friends now? Discuss in pairs.

- 8 **REFLECT | Values** Do you agree or disagree with these statements? Discuss in groups.

- 1 It's never OK to cheat.
- 2 Everybody cheats sometimes.
- 3 People cheat because it's easier than following the rules.
- 4 People cheat because they want to be famous, successful and rich.
- 5 Cheating is more common today than it used to be.
- 6 Honour codes, drug tests and technology can stop cheats.

REFERENCES

AUDIO SCRIPT page 209
 CULTURE NOTES page 201

EXTRA ACTIVITY IN CLASS

Lead in to Exercise 1 with a brief class discussion. Ask students how important winning is to them and elicit answers around the class. Encourage students to give reasons.

FURTHER PRACTICE

- Workbook page 22/Online Practice
- Photocopiable resource 9: Cheats! Why do they do it?, pages 266, 284

NEXT CLASS

Ask students to make a list of reasons why a student might apologise to a teacher.



1 In pairs, look at the photo. Who are the people? What do you think is happening?

2 **7** **1.22** Watch or listen and say which of these situations happen in the class.

- 1 ☒ arriving late for class
- 2 ☐ cheating in an exam
- 3 ☒ copying an essay from the Internet
- 4 ☐ running in the corridor
- 5 ☐ not wearing the correct school uniform
- 6 ☒ not handing in homework/projects on time
- 7 ☐ eating in class
- 8 ☒ misbehaving in class

3 **7** **1.22** Study the Speaking box. Watch or listen again and tick the expressions you hear. Then complete the sentences below with 1-3 words.

- 1 Simon I'm sorry. I completely forgot.
- 2 Emily Sorry, Miss. I didn't realise it was so late.
- 3 Emily Sorry, Miss, it was my fault. It was an accident.
- Teacher Oh, never mind.
- 4 Teacher I'm really sorry!
- Headmaster That's alright, Miss Smith. We all make mistakes. It can happen to anyone.

SPEAKING | Apologising

Saying sorry

- ☒ Sorry! ☒ I'm really sorry. ☐ I'm sorry that I (didn't) ...
☐ Sorry about that. ☒ It was my fault.

Explaining

- ☒ It was stupid/wrong of me. ☒ I (completely) forgot.
☒ I didn't realise (that) ... ☐ I did it by mistake.
☒ It was an accident.

Accepting an apology

- ☒ Never mind. ☒ That's OK/alright.
☐ Don't worry about it. ☒ It can happen to anyone.

4 **1.23** Listen to four dialogues. Write down the expressions the speaker uses to accept the apology in each situation 1-4.

1 *That's OK!*

5 In pairs, role play the situations. Take turns to tell your partner why you're angry, listen to his/her apology and accept it.

- 1 You arranged to meet your partner on Saturday. You waited twenty minutes but he/she didn't appear.
- 2 Your partner took your English textbook home by mistake and you couldn't do your homework.
- 3 Your partner is playing music very loud on his/her phone speaker. You can't concentrate on your work.
- 4 During a game of basketball, your partner hit you in the face with the ball.

A *Where were you on Saturday? I waited twenty minutes.*

B *Sorry. I completely forgot.*

A *OK, don't worry about it.*

6 Which things from Exercise 2 do you or people in your class do? Which of them are serious problems? Discuss in pairs.

I think it's really bad to ...

I don't think it's a big problem to ...

7 **REFLECT | Society** In groups, answer the questions.

- 1 The British say sorry very often. Is this true of people in your country?
- 2 Is it easy to say sorry or admit you're wrong?
- 3 When was the last time you said sorry? Why?
- 4 Did you ever say something was your fault when it wasn't?
- 5 When is it OK *not* to accept an apology?

Exercise 4

- 2 It can happen to anyone.
- 3 Oh well! Never mind!
- 4 Don't worry about it.

☐ I can apologise, give explanations and accept a simple apology.

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REFERENCES

AUDIO SCRIPT page 210

VIDEO/AUDIO SCRIPT page 226

EXTRA ACTIVITY IN CLASS

To introduce the concept of apologising and lead in to Exercise 1, ask students to share their lists they made at home with the class. Elicit ideas and write them on the board. Then, before students watch/listen, you could ask them to check if any of their ideas are mentioned in Exercise 2.

FURTHER PRACTICE

Workbook page 23/Online Practice

NEXT CLASS

Ask students to find out three facts about the Paralympics. Use this information to lead in to Exercise 6 in the next lesson.

An inspiring LIFE

Jim Morris playing
for the Tampa Bay
Devil Rays

We asked you to write about people whose lives inspire you.
This week's competition entry is by reader Olivia Bundy from Big Lake, Texas.

I love stories where dreams come true.

That's why I'm writing about a man who used to teach at my high school and whose dream came true thanks to his students.

Jim Morris was born in Texas in 1964. He was good at baseball and his dream was to play for a Major League team. In the 1980s he played Minor League baseball. But then he hurt his arm, so he gave up his dream and became a PE teacher and baseball coach at Reagan County High.

Ten years later, Jim and his pupils made a deal. If the school team won the District Championship, Jim promised to play a trial match for the Tampa Bay Devil Rays. The kids won the competition, so Jim went to the trial. Amazingly, he played really well. Finally, on 18 September 1999, Jim played in a Major League game at last. He was thirty-five years old.

Because of his arm, Jim only played twenty-one games. After retiring from professional sport, he wrote his autobiography and Disney made a film about him called *The Rookie*. He is now a public speaker who talks about his own experiences to inspire and motivate people.

Jim's life shows it's never too late to believe in your dreams. What's more, it shows that sometimes students can inspire teachers.



A scene from the film *The Rookie*

GLOSSARY

Major League – top professional baseball teams in the USA. Minor League teams play at a lower level.

trial match – a match to test how good the players are

Tampa Bay Devil Rays – a Major League team from Florida

rookie – a new player in a sports team, usually very young

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REFERENCES

AUDIO SCRIPT page 210

CULTURE NOTES page 201

EXTRA ACTIVITIES IN CLASS

- Before Exercise 6, ask students to share with the class the facts they found out about the Paralympics.

- If you have access to the Internet, put students in pairs or small groups and ask them to research another person to write about for Exercise 7. They brainstorm ideas and make notes together before doing the writing task on their own.

FURTHER PRACTICE

Workbook page 24/Online Practice

NEXT CLASS

Ask students to study the word list and do the Remember More exercises on Student's Book pages 28–29.

- 1 Look at the photos on page 26 and read the captions. What kind of story do you think the film tells?
a biographical story of an inspirational life
- 2 Read the competition entry on page 26 and check your answers to Exercise 1.
- 3 Look at the underlined words in the text and find these things:
 - four words/phrases that put the events from somebody's life in order
then, ... ten years later, finally, after
 - two words that add more information about somebody/something *and, what's more*
 - two words that give reasons for something that happened *that's why, because of*
- 4 Look at the text again. In which order does Olivia write about these things?

3 the key thing Jim did	2 his early life
4 his later life	5 summing up
1 why she wrote about him	
- 5 Study the Writing box and check your answers to Exercises 3 and 4.

- 6  1.24 Listen to a conversation about this Paralympic athlete. Then listen again and complete the notes.



WRITING | A biography

Paragraph 1

Mention why you chose this person; say why he/she is famous/important/inspiring:

The person I am writing about is my hero/an inspiration.

I am writing about a famous ...

Paragraphs 2–3

Talk about their early life, their talents or achievements, and what they did:

X was born in .../went to school in .../studied at .../got a degree in ...

She can/could ...

She is/was good at ...

She played/won .../became a .../worked as a ...

Paragraph 4

Talk about what the person did later (or does today):

In later life, she .../He died in .../She is now ...

Paragraph 5

Sum up this person's life in a few words. Perhaps mention his/her personality:

His/Her life shows/was ...

He/She is/was very intelligent/a positive role model.

Connect your sentences

- Explain when things happened: *ten years later, next, after, then, finally*
- Add information: *and, also, what's more*
- Give reasons: *that's why, so, because (of)*

An inspirational life - Hannah ¹Cockcroft

- one of Britain's greatest Paralympic athletes - a wheelchair racer
- has five Paralympic gold medals & three world records
- born in Halifax in ²1992
- suffered brain damage at birth, couldn't walk or talk
- at school competed in swimming, athletics, wheelchair rugby and ³basketball
- bought her first racing chair in ⁴2008 - called it 'Sally'
- London Paralympics, 2012: won two golds, broke world record in 100 and ⁵200 metres
- Rio, 2016: won three more golds, broke world record in 400 metres
- now, she's at university studying ⁶Media and Journalism
- to sum up: young, brave, dedicated, and an inspiration

- 7 **WRITING TASK** Write a short biography of an inspirational person. Either use the notes in Exercise 6 and write about Hannah or choose someone else, for example the celebrity you chose as a positive role model in Lesson 2B. Use the Writing box to help you.

☐ I can write a short biography.

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REMEMBER MORE

Exercise 1

School and university subjects
Science, Psychology, Business Administration, Anthropology, Mathematics, Philosophy, P.E., Greek, Latin

Sports and games

football, athletics, badminton, cheerleading, chess, cricket, cycling, ice hockey, rowing, tennis, volleyball, windsurfing

People in sport

cyclist, (Olympic) athlete, (basketball) player, footballer, swimmer, manager, captain, sportsperson, sports star, referee, racer, coach, rookie, champion

- 1 Add more words and phrases from the word list to the vocabulary maps.



- 2 Find things on the word list that you can:

- 1 hand out: a worksheet
- 2 put up: your hand, a poster
- 3 work in: groups, pairs

- 3 Which verbs from the word list collocate with these nouns?

pass/fail/take	an exam
go to/attend/skip	a class
go back to/leave/ go to/attend/skip	school

- 4 Match the two parts of the collocations. Then check with the word list.

- 1 ☐ beat a a goal
- 2 ☐ break b another team
- 3 ☐ follow c a record
- 4 ☐ score d the rules

- 5 Do the task below.

Make a list of all the types of sport you enjoy. Then write down the names of the places and equipment that you need to play them. Use a dictionary if necessary.

2A GRAMMAR AND VOCABULARY

5.8

classroom (n) /'kla:srʊm/
check an exercise /tʃek ən 'eksəsaɪz/
check/compare your answers /tʃek/kəmpeə jər 'ɑ:nəʊz/
compare in pairs/groups /kəmpeə ɪn 'peəz/ 'gru:ps/
do an exercise/a project/an experiment /du ən 'eksəsaɪz/ə 'prɒdʒekt/ən ɪk'sperəmənt/
drawing pin (n) /'drɔ:ɪŋ pɪn/
embarrassing (adj) /ɪm'bærəsɪŋ/
epic (adj) /'epɪk/
fail (n) /feɪl/
fall (v) /fɔ:l/
get down /get 'daʊn/
hand out a worksheet /hænd ,aʊt ə 'wɜ:kʃi:t/
head teacher (n) /hed 'ti:tʃə/
hurt (v) /hɜ:t/
noisy (adj) /'nɔɪzi/
observe (v) /əb'zɜ:v/
open your textbook /əʊpən jə 'tekstbʊk/
pair work (n) /'peə wɜ:k/
pay attention /peɪ ə'tenʃən/
Physics (n) /'fɪzɪks/
pick up /pɪk 'ʌp/
poster (n) /'pəʊstə/
project (n) /'prɒdʒekt/
put up a poster on the wall /put ,ʌp ə 'pəʊstər ɒn ðə wɔ:l/
put up your hand /put ,ʌp jə 'hænd/
school inspector (n) /'sku:l ɪn'spektə/
shout (v) /ʃaʊt/
student (n) /'stju:dənt/
take notes /teɪk 'həʊts/
textbook (n) /'tekstbʊk/
wheel (n) /wi:l/
work in pairs/groups /wɜ:k ɪn 'peəz/'gru:ps/
worksheet (n) /'wɜ:kʃi:t/

2B VOCABULARY 5.9

academic (adj) /æ.kə'demɪk/
accommodation (n) /ə.kəmə'deɪʃən/
actor (n) /'æktə/
Anthropology (n) /æ.nθrə'pɒlədʒi/
brainy (adj) /'breɪni/
bright (adj) /braɪt/
Business Administration (n) /bɪznəs əd,mɪnə'streɪʃən/

clever (adj) /'klevə/
degree (n) /dɪ'ɡri:/
drummer (n) /'drʌmə/
famous (adj) /'feɪməs/
get bad/good/top marks in sth /get bæd/gʊd/ tɒp 'mɑ:ks ɪn ,sʌmθɪŋ/
get/have a degree in a subject /get/,hæv ə dɪ'ɡri: ɪn ə ,sʌbdʒɪkt/
go to/attend/skip a class /gəʊ tə/ətend/,skɪp ə 'kla:s/
good/bad at /'gʊd/'bæd ət/
Greek (n) /ɡri:k/
guitarist (n) /ɡɪ'tɑ:rɪst/
intelligent (adj) /ɪn'telɪdʒənt/
Latin (n) /'læɪn/
learn by heart /lɜ:n baɪ 'hɑ:t/
leave school /li:v 'sku:l/
major (adj) /'meɪdʒə/
Mathematics (n) /mæθə'mæɪtɪks/
musician (n) /mju:'zɪʃən/
particularly (adv) /pə'tɪkjələli/
premiere (n) /'premiə/
prepare/reverse for exams /prɪ'peə/ɪ'vɜ:ɪz fər ɪg'zæməz/
professional (adj) /prə'feʃənəl/
promising (adj) /'prɒmɪsɪŋ/
Psychology (n) /saɪ'kɒlədʒi/
role model (n) /'rəʊl ,mɒdl/
Science (n) /saɪəns/
singer (n) /'sɪŋə/
smart (adj) /smɑ:t/
sports star (n) /'spɔ:ts stɑ:/
study a subject at college/university /stʌdi ə ,sʌbdʒɪkt ət 'kɒlɪdʒ/'ju:nə'vɜ:səti/
take/pass/fail an exam/test /teɪk/,pɑ:s/,feɪl ən ɪg'zæm/'test/
tennis (n) /'tenɪs/
top player (n) /tɒp 'pleɪə/
scientific (adj) /saɪən'tɪfɪk/
unintelligent (adj) /ʌnɪn'telɪdʒ(ə)nt/
university (n) /ju:nɪ'vɜ:səti/

2C GRAMMAR 5.10

at the last minute /æt ðə ˌlɑ:st 'mɪnət/
band (n) /bænd/
behave badly /bɪ'heɪv 'bædli/
cycle (v) /saɪkəl/
electrical (adj) /ɪ'lektrɪkəl/
engineering (n) /endʒɪ'nɪərɪŋ/

EXTRA ACTIVITIES IN CLASS

- Individually, students write gap-fill sentences with words from the word list. To make the exercise easier, they could supply the first letter of each word. Then, in pairs, they swap sentences, complete them and check their answers with their partner.

- Give students a minute to look at the word list and ask them to close their books. Write *Education* on the board and invite students to tell you related words from the list. Write the words on the board. Students can then open their books again and check whether there are any more words they can add to the list on the board.

- In pairs or small groups, students play *Hangman* with words from the word list.

FURTHER PRACTICE

Workbook page 35/Online Practice

NEXT CLASS

Ask students to revise Unit 2.

go to class on time /,gəʊ tə ˈklɑ:s ɒn ˈtaɪm/

high school (n) /ˈhaɪ sku:l/

paint (v) /peɪnt/

pencil case (n) /ˈpensəl keɪs/

primary school (n) /ˈpraɪməri sku:l/

rap (n) /ræp/

scared of /ˈskeəd əv/

school choir (n) /ˈsku:l ˈkwaɪə/

school report (n) /ˈsku:l rɪˈpɔ:t/

scientific (adj) /ˌsaɪənˈtɪfɪk/

sing (v) /sɪŋ/

2D READING AND VOCABULARY

5.11

American football (n) /əˈmerɪkən ˈfʊtbɔ:l/

ancient (adj) /ˈeɪnʃənt/

athletics (n) /æθˈletɪks/

badminton (n) /ˈbædmɪntən/

beat (v) /bi:t/

boat (n) /bəʊt/

cheerleading (adj) /ˈtʃiəˌliːdɪŋ/

chess (n) /tʃes/

compete in /kəmˈpi:tɪn/

competition (n) /kəmˈpi:tɪʃən/

contest (n) /ˈkɒntest/

cricket (n) /ˈkrɪkɪt/

cycling (n) /ˈsaɪklɪŋ/

draw (v) /drɔ:/

foggy (adj) /ˈfɒɡi/

game (n) /geɪm/

get the blues /ˌget ðə ˈblu:z/

ice hockey (n) /aɪs ˈhɒki/

international (adj) /ˌɪntəˈnæʃənəl/

inter-university (adj) /ɪnˈtɜː ˌjuːnəˈvɜːsəti/

lose (v) /lu:z/

match (n) /mætʃ/

medal (n) /ˈmedl/

national (adj) /ˈnæʃənəl/

official (adj) /əˈfɪʃəl/

organise (v) /ˈɔːɡənaɪz/

participate in /pɑːˈtɪsəpeɪtɪn/

play for a team /ˌpleɪ fər ə ˈti:m/

player (n) /ˈpleɪə/

prestigious (adj) /preˈstɪʃəs/

principal (adj) /ˈprɪnsɪpəl/

prize (n) /praɪz/

race (n) /reɪs/

regional (adj) /ˈriːdʒənəl/

ribbon (n) /ˈrɪbən/

rivalry (n) /ˈraɪvəlri/

rowing (n) /ˈrəʊɪŋ/

rugby (n) /ˈrʌɡbi/

serious (adj) /ˈsɪəriəs/

sink (v) /sɪŋk/

sportsperson (n) /ˈspɔːtsˌpɜːsən/

strange (adj) /streɪndʒ/

successful (adj) /səkˈsesfəl/

take part in /ˌteɪk ˈpɑːtɪn/

team (n) /ti:m/

traditionally (adj) /trəˈdɪʃənəli/

versus (prep) /ˈvɜːsəs/

victory (n) /ˈvɪktəri/

volleyball (n) /ˈvɒlibɔːl/

win (v) /wɪn/

windsurfing (n) /ˈwɪndzˌsɜːfɪŋ/

2E LISTENING AND VOCABULARY

5.12

baseball (n) /ˈbeɪsbɔ:l/

basketball player (n) /ˈbɑːskɛtbɔːl ˌpleɪə/

break the world record /breɪk ðə ˈwɜːld ˈrekɔːd/

captain (n) /ˈkæptɪn/

champion (n) /ˈtʃæmpiən/

cheat (n, v) /tʃi:t/

cyclist (n) /ˈsaɪklɪst/

dishonest (adj) /dɪsˈɒnɪst/

drug test (n) /ˈdrʌɡ test/

final score (n) /ˈfaɪnəl ˈskɔː/

first half (n) /ˈfɜːst ˈhɑːf/

follow the rules /ˈfɒləʊ ðə ˈruːlz/

footballer (n) /ˈfʊtbɔːlə/

goal (n) /ɡəʊl/

gold medal (n) /ɡəʊld ˈmedl/

honour code (n) /ˈɒnə kəʊd/

look good in front of sb /lʊk ˈɡʊd ɪn frʌnt əv ˌsʌmbədi/

manager (n) /ˈmænɪdʒə/

national football team (n) /ˌnæʃənəl ˈfʊtbɔːl ti:m/

Olympic athlete (n) /əˌlɪmpɪk ˈæθli:t/

radio programme (n) /ˈreɪdiəʊ ˌprəʊɡræm/

red card (n) /ˌred ˈkɑːd/

referee (n) /ˌrefəˈriː/

score (v) /skɔː/

sports fan (n) /ˈspɔːts fæn/

support (v) /səˈpɔːt/

swimmer (n) /ˈswɪmə/

take a train /ˌteɪk ə ˈtreɪn/

technology (n) /tekˈnɒlədʒi/

train (v) /treɪn/

World Cup/League (n) /ˈwɜːld kʌp/liːɡ/

world record (n) /ˈwɜːld ˈrekɔːd/

2F SPEAKING 5.13

accident (n) /ˈæksɪdənt/

apologise (v) /əˈpɒlədʒaɪz/

apology (n) /əˈpɒlədʒi/

arrive late for class /əˈraɪv ˌleɪt fə ˈklɑ:s/

cheat in an exam /ˌtʃi:t ɪn ən ɪɡˈzæm/

copy (v) /ˈkɒpi/

corridor (n) /ˈkɒrɪdɔː/

essay (n) /ˈeseɪ/

fault (n) /fɔːlt/

hand in homework/a project /hænd ɪn ˈhəʊmwɜːk/ə ˈprɒdʒekt/

headmaster (n) /ˌhedˈmɑːstə/

misbehave in class /ˌmɪsbɪˈheɪv ɪn ˈklɑ:s/

realise (v) /ˈriəlaɪz/

school uniform (n) /ˈsku:l ˈjuːnəfɔːm/

2G WRITING 5.14

achievement (n) /əˈtʃiːvmənt/

autobiography (n) /ˌɔːtəˈbaɪɒɡrəfi/

brain damage (n) /ˈbreɪn ˌdæmɪdʒ/

brave (adj) /breɪv/

coach (n) /kəʊtʃ/

dedicated (adj) /ˈdedɪkətəd/

district (n) /ˈdɪstrɪkt/

inspire (v) /ɪnˈspaɪə/

inspiring (adj) /ɪnˈspaɪərɪŋ/

journalism (n) /ˈdʒɜːnəlɪzəm/

make a deal /ˌmeɪk ə ˈdiːl/

motivate (v) /ˈməʊtɪveɪt/

P.E. (n) /piː ˈiː/

paralympic athlete (n) /ˌpærəˌlɪmpɪk ˈæθli:t/

public speaker (n) /ˌpʌblɪk ˈspiːkə/

racer (n) /ˈreɪsə/

rookie (n) /ˈrʊki/

suffer (v) /ˈsʌfə/

talent (n) /ˈtælənt/

trial (n) /ˈtraɪəl/

wheelchair (n) /ˈwiːltʃeə/

VOCABULARY AND GRAMMAR

1 Complete the sentences with the correct forms of the verbs from the box.

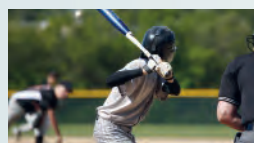
answer cheat check copy ~~do~~ get fail hand in
pass pay put up take work

- We had to do a Geography project about Ireland but I forgot, so I didn't hand in the project on time.
- 'Did you pass the Physics exam?' 'Yes, I got a good mark - 65%. But unfortunately, I failed the Maths exam.'
- Now work in pairs. Read the text and ask and answer the questions. Then check your answers with another pair.
- Which is the worst thing to do: to copy an essay from the Internet, or to cheat in an exam?
- Good students pay attention in class, take notes and put up their hands when they want to ask a question.

2 Label the sports.



1 windsurfing



2 baseball



3 badminton



4 ice hockey



5 volleyball



6 cheerleading

3 Complete the sentences with the correct forms of the words from the box. There are two extra words.

beat competition match medal player prize
race record score take part team win

- There are five players in an ice hockey ____.
- Michael Schumacher won ninety-one Formula One ____.
- The first international football ____ was Scotland vs. England in 1872.
- The International Cheer Union organises cheerleading ____.
- At the 1988 Seoul Olympics Ben Johnson broke the world ____ and won the gold ____ - but he cheated.
- In the 2014 World Cup, Germany ____ Brazil 7-1. The Germans ____ five goals in the first half.
- Twenty-three countries ____ in the 1960 Paralympics.

4 Write the Past Simple forms of the verbs from the box.

ask break do forget happen hit laugh push
put see take tell want

ask - asked

5 Complete the conversation with the correct forms of the verbs in brackets.

- Dad ¹Did you have (you/have) a nice day at school?
Mia No, I ²didn't .
Dad Why? What ³happened (happen)?
Mia We ⁴were (be) late for Geography, so we ⁵ran (run) along the corridor and my bag ⁶fell (fall).
Dad ⁷Was (be) your lunch in your bag?
Mia Yes, it ⁸was . There ⁹was (be) yoghurt everywhere! I ¹⁰went (go) to the toilet to clean it up, so I ¹¹arrived (arrive) late for the class. Mrs Bates ¹²was (be) really angry.
Dad What ¹³did she do (she/do)?
Mia She ¹⁴gave (give) me extra homework.

6 Where possible, replace the underlined verbs with a phrase with *used to*.

- Footballer Robert Lewandowski ¹played *used to play* for Polish club Lech Poznań. He ²moved to Borussia Dortmund in 2010. He ³wasn't the captain of Poland then but he ⁴became captain in 2013.
- American gymnast Simone Biles ⁵won four gold medals at the Rio Olympics in 2016. When she was younger, she ⁶didn't go to high school. Where ⁷did she study? She ⁸studied at home.

USE OF ENGLISH

7 Choose the correct words a-c to complete the texts.

STRATEGY | Multiple choice cloze - short texts

The short texts in this task come from different sources, e.g. emails, notices, advertisements, signs or instructions. In order to understand the main message, find the key words in each text first.

- Dear Mrs Jones,
I'm afraid that Gareth continues to misbehave in class. This morning he was so bad I sent him to speak to the ____.

(a) head teacher (b) manager (c) pupil

- It's time to study at Dunford University!
You can get a ____ in Arts, Business or Science.

a college (b) degree (c) subject

- And remember, next Friday is the last day to hand in your History _____. Don't be late and make them as colourful and attractive as you can!

(a) posters (b) textbooks (c) worksheets

Use of English > page 184

Exercise 3

- team
- races
- match
- competitions
- record, medal
- beat, scored
- took part

Exercise 4

- break - broke; do - did;
forget - forgot;
happen - happened;
hit - hit; laugh - laughed;
push - pushed; put - put;
see - saw; take - took;
tell - told; want - wanted

Exercise 6

- didn't use to be
- didn't use to go
- did she use to study
- used to study

REFERENCES

AUDIO SCRIPT pages 210-211

FURTHER PRACTICE

- Use of English, Student's Book page 184
- Class debates pages 256-257
- Self-assessment 2 and Self-check 2, Workbook pages 26-27/
Online Practice
- Extra digital activities: Use of English, Reading, Listening

ASSESSMENT

- Unit 2 Language Test (Vocabulary, Grammar, Use of English)
- Unit 2 Skills Test (Dictation, Listening, Reading, Communication)
- Unit 2 Writing Test
- Units 1-2 Cumulative Review Test
- Units 1-2 Exam Speaking

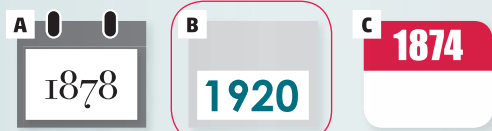
LISTENING

- 8 **1.25** You are going to hear five short recordings. Read questions 1–5 and study the pictures. Then listen and choose the correct answer for each recording.

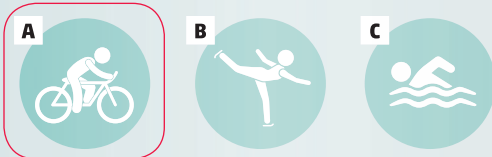
STRATEGY | Multiple choice task with picture options

Look at the pictures and questions very carefully to check that you understand what the pictures show. This will give you an idea of what sort of information to listen for.

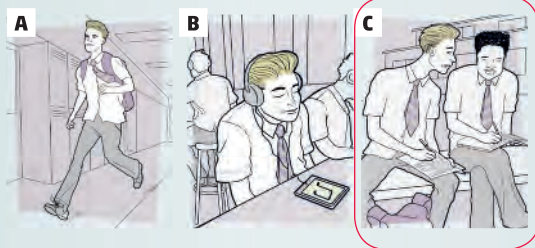
- 1 When could women first get degrees from Oxford University?



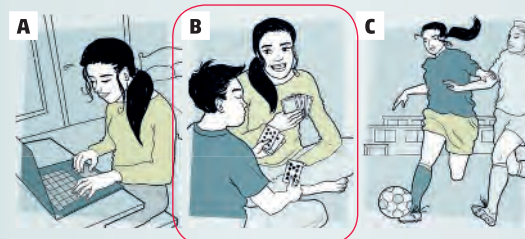
- 2 Which sportsperson did the girl write about for her school project?



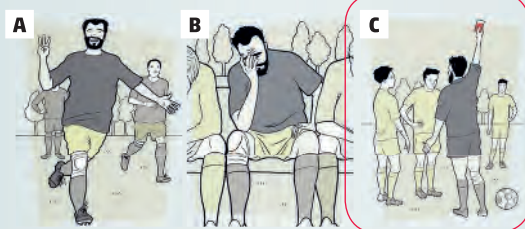
- 3 Why did the boy apologise to his teacher?



- 4 In which situation does the girl cheat?



- 5 Which picture shows Lucas' father?



- 9 **1.26** Listen to a recording about Spanish basketball player Pau Gasol. Then listen again and write down what you hear.

STRATEGY | Dictation

Use the time during the first reading of the dictation to get to know the topic and pick out some key words.

SPEAKING

- 10 In pairs, role play the situation below. Then change roles and do the task again.

Student A

You are preparing to run a mini-marathon. You did not go to the last training session and your coach wants to know why. Student B is your sports coach.

- Say why you missed the session and apologise.
- Explain why there was a problem.
- Apologise again. Offer to do an extra training session.
- Suggest a day and time for the training.
- End the conversation.

Student B

You are a sports coach. Student A did not come to the last training session and you want to know why. Use the phrases below to help you.

- *Hello (name). Please, come in. Do you know why I wanted to see you?*
- *You usually come to every training session. What happened?*
- *OK, I understand. Please tell me next time when there is a problem.*
- *That sounds like a good idea. When can you do this?*

WRITING

- 11 You see this ad in your school magazine.

INSPIRING!

Tell us about the life of an inspirational member of your family. Explain why he/she is inspirational, write about their early life, personality, talents and achievements. You can win a weekend break for a family of four!

Write your entry for the competition.

Exercise 11

Depending on which exams you are preparing your students for, ask them to write 100–150 words.



The four Ps to a perfect presentation

At some point in life, everyone has to stand up and speak in front of a group of people. For most of us this can be extremely stressful, but there's some good news. Although not everyone can be a great public speaker like Barack Obama or Oprah Winfrey, giving a presentation is definitely a skill you can learn. Here are four steps to a successful presentation.

1 PLAN

When you first start to plan a presentation, ask yourself these questions:

- Who is your audience? At school, you're talking to your teacher and classmates, but an official exam is a more serious and formal situation.
- Why are you giving the presentation? What is the message of your speech? Decide if you want to make the listeners laugh, inform them about something, or maybe persuade them to agree with your ideas.
- How much time have you got? This will help you decide how much information to share with your audience.

2 PREPARE

At this stage you should:

- Research your topic. Make sure you understand your subject well. Decide what you want to say and try to make it interesting for your audience.
- Organise your ideas into a clear introduction, main body and conclusion. You can start with a joke, some surprising facts, a personal anecdote or a question to get the listeners' attention.
- Create note cards to help you remember what to say. Don't try to learn your presentation by heart word for word. Instead, put two or three key points on note cards and follow your plan.

3 PRACTISE

Practising helps you feel more confident when you speak in public. It's a good idea to:

- Practise in front of a mirror and watch your body language. Remember that you can use your body and facial expressions to help the audience understand your message. It is also a good idea to move during the presentation to keep the audience's attention.
- Time your speech. Read through your presentation and see if you can keep to the time limit. You can also record yourself speaking to observe how you use your voice.
- Practise in front of an audience, for example family and friends. This will help you deal with stress and prepare to answer any questions.

4 PRESENT

The big day is now here. For your actual presentation:

- Wear clothes which are comfortable but appropriate for the occasion. Think about whether your audience will wear formal or informal clothes and wear something similar.
- Look at the listeners as you speak. Smile at the audience and breathe deeply as this will help you feel less nervous. Never read the presentation from a page but speak directly to the people in your audience.
- Use your own words and don't speak too fast. Speak clearly and try to sound confident.

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REFERENCES

VIDEO/AUDIO SCRIPT page 226

EXTRA ACTIVITY IN CLASS

Invite students to tell the class about a presentation they found interesting. Why was it interesting? What did they like about it? Was there anything they didn't like? What do they think makes a presentation interesting? If there is time, let them discuss in pairs/groups first, then share their ideas with the class.

NEXT CLASS

Students think about their classmates' feedback from Exercise 9 and prepare a new presentation. They record it and play it for the class in the next lesson or, if time allows, they give their new presentations in front of the class. Have a brief feedback session: was their classmates' feedback helpful? Did it help them improve? How?

1 In pairs, answer the questions.

- 1 Describe the last time you gave a presentation. What was it about? How did you feel?
- 2 In which situations in your life could public speaking skills be useful? Say why.

2 In pairs, discuss the opinions about giving presentations. Choose the options that you think are correct. Say why.

- 1 Giving an exam presentation is different from / similar to a classroom presentation.
- 2 It is a good / bad idea for a speaker to start a presentation by saying something funny.
- 3 The way a presenter uses their body during a talk can / cannot change the message.
- 4 It is OK / not OK for a presenter to speak longer than scheduled.
- 5 The best way to prepare for a presentation is to practise it alone / with someone else.
- 6 It is OK / not OK for presenters to read from a page so they don't forget what to say.

3 Read the text and check your answers to Exercise 2.

4 Which three tips from the text do you think are the most useful? In pairs, explain why.

5 1.27 Watch or listen to a student giving two presentations and answer the questions.

- 1 What are the topics of Jenny's presentations?
- 2 What pros and cons does she mention about the issues?

LIFE SKILLS VIDEO



1



2

6 1.27 Watch or listen again and look at photos 1-2. For each presentation (P1 and P2), rate aspects A-E below from 1 to 5 (1 = poor, 5 = excellent).

	P1	P2
Ideas and organisation		
A The beginning of the presentation was interesting		
B The presentation had a clear structure.		
Presenting		
C The presenter communicated his ideas in an effective way (eye contact, body language, facial expression.)		
D The presenter spoke strongly and clearly.		
E The presenter looked confident and relaxed.		

7 Study the box below. Which of the phrases could you use to begin a presentation (B) and which to end it (E)?

SPEAKING | Giving presentations

- ☐ E Do you have any questions?
- ☐ B The subject/topic of my talk today is ...
- ☐ B I'd like to start by talking about ...
- ☐ E That brings me to the end of my presentation.
- ☐ E To summarise, .../To conclude, ...
- ☐ B Before I start, it might surprise you to learn that ...
- ☐ E Well, that's it from me. Thank you for listening.
- ☐ B Today I'd like to talk about ... But first, did you know that ...?

8 Read the quote. In pairs, explain what it means using your own words.

“All great speakers were bad speakers at first.
Ralph Waldo Emerson (American poet)”

9 Do the task below.

LIFE SKILLS | Project

Prepare a two-minute presentation on a subject you find interesting.

- Follow the tips from this lesson (Plan, Prepare, Practise, Present). Use some of the phrases from Exercise 7 to help you.
- Give your presentation in front of the class and listen to presentations from other students.
- Give each other feedback. Say what you liked about the presentation and what you could improve.

Exercise 5

- 1 Is competition good for children? Should students take a break before going to university?
- 2 Is competition good for children?

Pros: competition is part of our academic and working lives; thanks to competition, we can improve our skills; it can be motivating for those students who are able to win because they are very good at maths or sports and enjoy taking part in school contests.

Cons: there are some students who are just not good at competing; They often forget things which normally they would remember. Losing in competitions can cause them to feel less talented than others and less confident; Experts say that it is better to compete with ourselves rather than with other people.

Should students take a break before going to university?

Pros: you're used to studying - you're in the 'learning zone', and if you take time off, it may be harder to get back into studying habits; it might be more difficult to get a place at university; if you finish education earlier, you can start your career earlier too.

Cons: some students decide to take a break for a year and travel to other countries to do some part time work; you can get different types of work experience and learn about your strengths and weaknesses; you can become more responsible and mature so that when you return to studying you have a better attitude.

03

Far from home

VOCABULARY Holiday activities, travelling, transport

GRAMMAR Past Continuous and Past Simple, relative pronouns [Use of English > page 185](#)

SPEAKING Asking for information

WRITING A blog post

VIDEO Grammar ▶ Communication ▶ Documentary ▶

Magical Moments

PHOTO COMPETITION

Send in a photo of your most magical holiday moment. Where was it? What were you doing? Write a text of no more than eighty words to tell us about it. You can win fantastic prizes.



Wild horses Steve Curry, New York

Last summer we were staying in a hotel in Scotland. One evening, we went for a drive. At about 7 p.m. we were going along a very quiet road. I wasn't looking at the countryside, I was playing a video game. Suddenly, my dad stopped the car. Right in front of us were lots of wild horses. They were running straight at our car. As they were going past, I took this photo. It was amazing!



Swimming in the rain

Kerry Kane, London

We were sunbathing on a beach in Cornwall. I was eating an ice cream when suddenly it started to rain. My parents ran to a café but my sister Lara said, 'Let's go for a swim! We're wet anyway.' While we were swimming, I took this photo. The rain stopped and the sun came out. We felt great. The only problem was that our towels were really wet!



A double rainbow

Adam Clark, Dublin

I was staying with my uncle on his farm in Canada. One evening it wasn't raining, so I went for a walk. As I was walking, I noticed it was getting very dark. Then I saw two rainbows over the fields! It was beautiful. I took lots of photos. It started to rain when I was going home but I didn't care.

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REFERENCES

VIDEO SCRIPT page 227

EXTRA ACTIVITIES IN CLASS

- After Exercise 10, put students in pairs or small groups and give them a minute to look at the collocations in Exercises 1 and 10. Ask them to close their books. They take it in turns to say the second part of the collocation for their partner to say the verb (e.g. A: Your bag. B: Pack. Pack your bag.).

- After the Grammar Video activity, put students in new pairs and get them to tell each other about a funny or embarrassing experience they had on holiday.

- 1 In pairs, check you understand the holiday activities in the box. Then think of some more things we typically do on holiday.

climb a mountain go for a swim/drive
lie/sunbathe on the beach make a trip pack your bag
see the sights watch the sun rise/set visit relatives

- 2 **SPEAKING** In pairs, use the vocabulary in Exercise 1 to talk about the things you did during your last holiday.

A *Did you see the sights the last time you went on holiday?*

B *No, I didn't. I just lay on the beach all day.*

- 3 Look at the 'Magical Moments' photos and read the stories. Which one is your favourite? Say why.

Past Continuous and Past Simple

- 4 Match sentences 1–2 with the uses of the Past Continuous a–b.

1 ☐ At about 7 p.m. we were going along a quiet road.

2 ☐ I was staying with my uncle on his farm in Canada.

a to give the background to a story

b to say that someone was in the middle of an action at a specific time

- 5 Read this sentence from one of the stories and answer the questions.

While we were swimming, I took this photo.

1 Did these actions happen

a one after another? ☐ b at the same time?

2 Which action was shorter and which tense do we use to talk about it? *Taking the photo was shorter. We use the Past Simple to talk about the shorter action.*

- 6 Read the Grammar box and find more examples of the Past Continuous and Past Simple in the stories.

Past Continuous and Past Simple

We use the Past Continuous:

- to give the background to a story
- to talk about an unfinished action at a time in the past
- to show that a long activity was interrupted by a short one (in the Past Simple)

	I • He • She • It	We • You • They
+	I was swimming .	They were running .
–	She wasn't dancing .	We weren't walking .
?	Was he sunbathing ? Yes, he was ./ No, he wasn't .	Were they singing ? Yes, they were ./ No, they weren't .
Wh-?	Whose car was he driving ?	What were you doing yesterday at 10 p.m.?

Linkers: when, while, as

Grammar Reference and Practice > page 175

- 7 Look at the photos and stories again and correct the sentences.

1 Kerry was eating lunch when it started to rain.

No, she wasn't eating lunch. She was eating an ice cream.

2 Lara was looking at the camera when Kerry took the photo.

3 Steve's mum was driving the car when the horses appeared.

4 The horses were running away from Steve's car.

5 Adam was staying in a hotel in Canada.

6 The sun was coming up when Adam saw the rainbows.

- 8 What do you think your partner was doing at these times? Ask and check if your guesses were correct.

ten o'clock last night six o'clock this morning
last Saturday at 8 p.m. last Sunday at 11 a.m.

A *Were you sleeping at ten o'clock last night?*

B *No, I wasn't. I was studying Maths.*

- 9 **1.28** Complete the text with the Past Simple or Past Continuous. Listen and check.

We ¹*were travelling* (travel) to France on a car ferry.

I ²_____ (feel) a bit sick, so I ³_____ (go) outside to get

some air. While I ⁴_____ (look) down at the sea,

I ⁵_____ (see) a dolphin. It ⁶_____ (swim) next

to the ship. As I ⁷_____ (watch), it ⁸_____ (jump) high

out of the sea. I ⁹_____ (get) a wonderful photo.

- 10 Complete the sentences with the correct forms of the travel verbs from the box. Then in pairs, say if the sentences are true for you.

catch drive ride sail wait

1 I was running to *catch a bus* to school when I realised it was a holiday.

2 The first time I *_____ the car*, my dad was sitting beside me with his eyes closed.

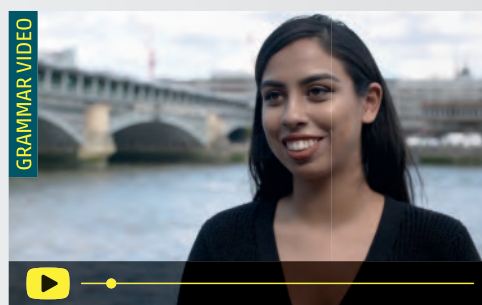
3 I met my boyfriend/girlfriend while I *_____ at a bus stop*.

4 I *_____ my bike* when I saw our teacher.

5 While we *_____ on a ferry*, there was a storm.

9 Read the sentence below and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

Tell me about a magical moment that happened to you on holiday.



Exercise 7

- 2 No, she wasn't looking at the camera. She was looking at the water.
3 No, Steve's mum wasn't driving the car when the horses appeared. His dad was driving the car.
4 No, the horses weren't running away from the car. They were running straight at/towards the car.
5 No, he wasn't staying in a hotel. He was staying on his uncle's farm.
6 No, the sun wasn't coming up when he saw the rainbows. It was going down.

Exercise 9

- 2 was feeling
3 went
4 was looking
5 saw
6 was swimming
7 was watching
8 jumped
9 got

Exercise 10

- 2 was driving
3 was waiting
4 was riding
5 were sailing

☐ I can use the Past Simple and Continuous to talk about past experiences.

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FURTHER PRACTICE

- Photocopiable extra Grammar Video activity 3, page 258
- Grammar Reference and Practice, Student's Book page 175
- Workbook pages 28–29/Online Practice
- Photocopiable resource 10: A special memory, pages 266, 285

- Extra digital activities: Grammar Checkpoint 3A

ASSESSMENT

Grammar Quiz 3A

3B VOCABULARY | Travelling

- 1 **THINK BACK** In pairs, talk about the kind of transport you can/can't take in/from your town or region.

You can't take the underground in our town but you can take a bus.

You can take a plane from ... airport.

- 2 Check you understand the highlighted words. Then in groups, say which holidays you would/wouldn't like to go on and why.

- 1 a one-day **excursion** to a theme park
- 2 a weekend **city break** in London or Paris
- 3 a **school trip** to an outdoor centre in Wales
- 4 a **package holiday** to a Greek island
- 5 a three-week **cruise** in the Caribbean
- 6 a scientific **expedition** to the Antarctic
- 7 an **adventure holiday** in an African safari park
- 8 a nine-month **journey** around the world

- 3 Read the holiday reviews below. What kinds of holiday from Exercise 2 do they describe? Which trip do you prefer? Say why.

Review 1: a school trip; Review 2: a package holiday

- 4 In pairs, complete the table using the highlighted verbs from the reviews. Add words and phrases from the reviews to make collocations. Then use a dictionary to help you make more collocations.

Transport	go/travel by train, coach , ... take the underground , ...
Accommodation	stay in a five-star hotel, a budget hotel , ...
Activities	go climbing, put on your sunscreen , ...

- 5 Study **Watch out!** and choose the correct verbs to complete the sentences. Use the holiday reviews to help you.

- 1 Did you **go** / take by train or coach?
- 2 We **got** / went a taxi to the airport.
- 3 I **stayed** / travelled in the worst hotel in London.
- 4 Two days later we left **for** / to Moscow.
- 5 As the plane was **checking in** / **taking off** I shut my eyes.
- 6 I fell asleep while we were **flying** / **landing** over the Atlantic Ocean.
- 7 We **arrived** / left at the airport three hours before the flight.
- 8 What time did you arrive **in** / **at** the station?
- 9 We **boarded** / missed the plane early.
- 10 It took us five minutes to **put on** / **put up** the tent.
- 11 Yesterday we arrived **in** / **at** Thailand.

WATCH OUT!

We say **arrive in** a city/country or **at** a station/airport, etc., NOT **arrive to**.

We say **leave for** a place, NOT **leave to**.

When travelling by plane, **take off** = leave and **land** = arrive.

- 6 **SPEAKING** Think about a holiday or school trip you went on. In pairs, ask and answer the questions. Use the vocabulary from Exercises 4 and 5.

- 1 How did you get there?
- 2 Where did you stay?
- 3 What did you do?
- 4 Was it a good trip?

Exercise 4

Transport:

go/travel by bus, taxi, underground, plane **take** the underground, a train, a coach, a bus, a taxi **leave** miss the bus **get** a taxi **board** the plane **take off** fly to Crete **land** an hour late

Accommodation:

put up the tents arrive at the campsite **check in** a hotel

Activities:

go kayaking, windsurfing, mountain biking, hiking, sightseeing **visit** museums **put on** your sunscreen/bikini **sunbathe**

HOLIDAY REVIEWS

[CLICK HERE](#) to write a review of your holiday



Destination: Brecon Outdoor Centre, Wales
Review by: Joe Queen, Norwich

●●●●○ GETTING THERE

We **went by** coach to Wales. We had a lot of fun on the way but the trip took five hours and it was too hot. I was glad when we **arrived at** the campsite.

●●●●○ ACCOMMODATION

It wasn't easy to **put up** the tents but they were big, so there was plenty of space for our backpacks and boots. Unfortunately, there were no beds, so we had to put our sleeping bags on the ground.

●●●●● ACTIVITIES

We **went** kayaking on the river, windsurfing on a lake, mountain biking and hiking in the mountains. We were always doing something. It was brilliant!

●●●●○ YOUR VERDICT

A great school trip, especially the activities. I really recommend it. I was sorry to **leave**.



Destination: Heraklion, Crete
Review by: Helen Green, Oxford

●○○○○ GETTING THERE

We **missed** the bus, so we **got** a taxi to the train station. Then we **travelled by** train to London and **took** the underground to the airport. We **boarded** the plane on time but there was a delay before we **took off**. Although we **flew** directly to Crete, we **landed** an hour late. I was exhausted when we finally **checked in**.

●●●●● ACCOMMODATION

We **stayed in** a budget hotel but it was fantastic! Big swimming pool, excellent food and my room had a double bed. I'm not surprised the hotel was fully booked.

●●●●○ ACTIVITIES

We went sightseeing every morning and **visited** lots of museums. In the afternoons I just **put on** my sunscreen and sunbathed by the pool!

●●●○○ YOUR VERDICT

It was our first package holiday. I loved the hotel and Crete is a great place to visit but the journey was a nightmare.

REFERENCES

CULTURE NOTES page 201

EXTRA ACTIVITY IN CLASS

In pairs or small groups, students look at the activities in the table in Exercise 4 and say which ones they have tried and/or would like to try. For the ones they have tried, they should say whether they

enjoyed them and why/why not. For the ones they would like to try, they should explain why.

FURTHER PRACTICE

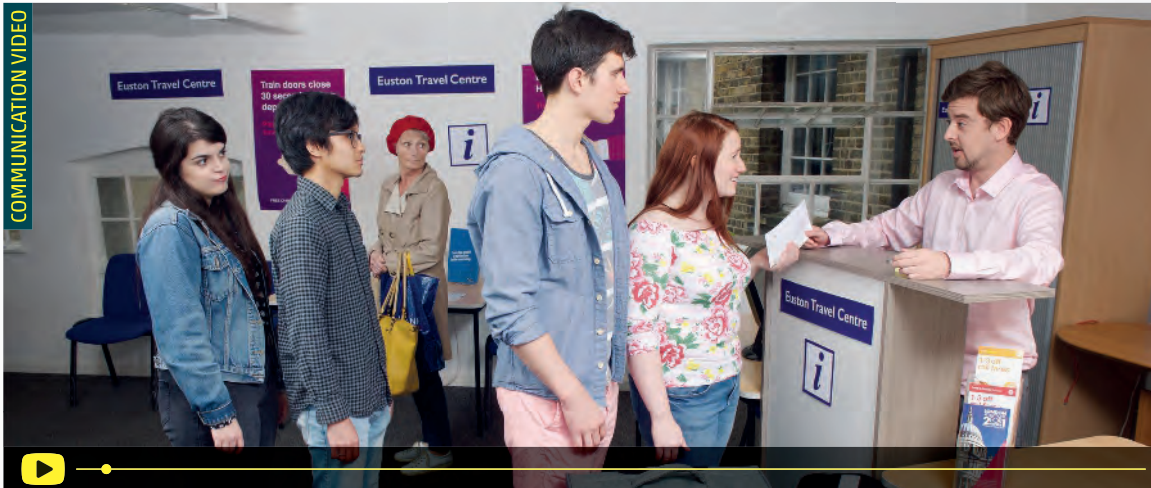
- Workbook page 30/Online Practice
- Photocopiable resource 11: Holiday snap, pages 266, 286
- Extra digital activities: Vocabulary Checkpoint 3

ASSESSMENT

Vocabulary Quiz 3

NEXT CLASS

Ask students to bring in a photo of a famous tourist attraction/destination in their country/city/area.



1 Where do most tourists to your country come from? What kind of things do they like doing? Discuss in pairs.

2 Match the places from the box with the descriptions.

Left Luggage taxi rank tourist office travel centre
tube station waiting room

A place where you can ...

- a sit and wait for a bus/train *waiting room*
- b get a taxi *taxi rank*
- c catch an underground train *tube station*
- d leave heavy bags for a few hours *Left Luggage*
- e ask about timetables, buy tickets *travel centre*
- f find out travel information, book hotels, get maps/leaflets *tourist office*

3 **10** **1.29** Look at the photo, watch or listen to the conversation and answer the questions.

- 1 Where do the tourists want to go? *to Glasgow*
- 2 What information do they want?
- 3 What problem do they have?
- 4 Why are they surprised at the end?

4 **10** **1.29** Study the Speaking box. Watch or listen again and tick the expressions you hear.

SPEAKING | Asking for information

- ☒ Excuse me, what time is the next train to ...?
- ☒ Which platform does the train leave from?
- ☒ Where's the nearest tube station/bus stop/taxi rank?
- ☒ Is there a bus/tram we can catch to ...?
- ☐ Is there a restaurant/bank/Travel Centre near here?
- ☒ How far is it to ...?
- ☐ Pardon me, I didn't hear that.
- ☒ I'm sorry, I didn't catch that.

5 **1.30** Complete the conversations with one word in each gap. Listen and check. Then in pairs, practise the conversations.

Hazel Excuse me. What time is the ¹next train to Glasgow?

Man Five fifty-nine.

Hazel I'm sorry, I didn't ² catch that. Can you ³ say it again, please?

Joe Which ⁴platform does the train leave from?

Lee 8B.

Joe How ⁵ far is it to the Brunswick Centre?

Alda It's not far. It's about ...

Hazel Is ⁶ there a bus we can catch to get there?

Joe Or maybe we can take a cab. Where's the ⁷ nearest taxi rank?

Alda The taxi rank is over there. But you can ⁸ walk. It's only five minutes.

Joe ⁹ Where is the Left Luggage?

Alda Next to Platform 16.

WATCH OUT!

British English
tube/underground
lift
taxi

American English
subway
elevator
cab

6 **1.31 PRONUNCIATION** Listen to questions 1–4 and repeat. Pay attention to the underlined words.

- 1 How far is it to the bus station?
- 2 Is there a map of the underground?
- 3 What time is the next coach to Leeds?
- 4 Is there a tram we can catch to the Old Town?

7 **1.32** Listen and write down the answers to the questions in Exercise 6. Then in pairs, practise the conversations.

8 In pairs, role play the situations. Student A, go to page 189. Student B, go to page 191.

Exercise 3

2 the time of the train, the platform it leaves from, the nearest hamburger restaurant, how far it is to the Brunswick Centre, the nearest taxi rank
3 They can't understand English accents.
4 The person they understand perfectly is not English – she's Portuguese.

☐ I can ask for information in situations related to travelling.

37

REFERENCES

AUDIO SCRIPT page 211
VIDEO/AUDIO SCRIPT page 227

EXTRA ACTIVITY IN CLASS

Use the photos students bring in to lead in to Exercise 1. Why is this site/destination famous? What do tourists do there?

FURTHER PRACTICE

Workbook page 31/Online Practice

NEXT CLASS

Ask students to choose an English artist or a famous place/tourist attraction in England and research it online. They should bring in pictures to show the class if possible. You could divide the class into two groups, A and B, and assign 'artists' to group A and 'places' to group B.

3D GRAMMAR



Exercise 2

- 1 Banksy
- 2 Adele
- 3 Sherlock Holmes
- 4 Stonehenge
- 5 Rolls Royce
- 6 King's Cross
- 7 Stratford-upon-Avon
- 8 tea

England is a country that a lot of people visit, but what do you know about it? Read the clues below and find the answers!

- 1 A graffiti artist who likes to be anonymous.
- 2 A young woman that has a great voice.
- 3 A detective whose residence is at 221B Baker Street, London.
- 4 A prehistoric monument which is over 4,000 years old.
- 5 A company that started making very expensive cars in Manchester in 1906.
- 6 A train station which is famous for Platform 9¾.
- 7 The town where William Shakespeare was born.
- 8 A drink we love in England.



Exercise 7

- 1 Buckingham Palace
- 2 which/that, Liverpool
- 3 who/that, J. K. Rowling
- 4 whose, Ed Sheeran



1 In one minute, write down everything you know about England. Then in pairs, compare your lists.

2 1.33 In pairs, read the quiz. Do you know the answers? Listen and check.

Relative pronouns

3 Look at the quiz and answer the questions.

Which of the underlined words refer to ...

- a things? which and that
- b people? who and that
- c places? where, which and that
- d possessions? whose

4 Look at clues 7–8 in the quiz and answer the questions.

- 1 What comes after *where* when we define a place – a noun/pronoun or a verb? **a noun/pronoun**
- 2 When can we leave out *who*, *which* and *that* – when the next word is a noun/pronoun or a verb? **a noun/pronoun**

5 Study the Grammar box and check your answers to Exercises 3 and 4.

Relative pronouns

Which and *that* refer to things and places.

Who and *that* refer to people.

We also use *where* for places when the next word is a noun or pronoun.

Whose refers to possessions.

We can leave out *who/which/that* when the next word is a noun or pronoun.

Grammar Reference and Practice > page 175

6 Choose the correct relative pronouns. There may be more than one correct answer. Tick two sentences where you can leave out the relative pronoun.

- 1 ☒ Breakfast was the only meal that / *who* / *whose* I liked.
- 2 ☐ Old Trafford is the stadium *what* / where / *who* Manchester United play.
- 3 ☐ London is a city *where* / which / *who* has some great museums.
- 4 ☐ Coldplay is a group *which* / *who* / whose songs make me sad.
- 5 ☒ Benny Hill was an English comedian that / *which* / who my parents loved.

7 1.34 In pairs, complete the questions with relative pronouns and try to answer them. Listen and check.

What's the name of ...

- 1 the place where the Queen of England lives?
- 2 the city ___ is famous for the Beatles?
- 3 the woman ___ wrote the Harry Potter books?
- 4 the singer ___ songs include 'Castle on the Hill' and 'Shape of You'?

8 **SPEAKING** Think of three interesting facts about your country (a person, a place, a product, food or drink) and share them with the class. Use relative pronouns.

38 ☐ I can use relative pronouns to talk about people, things and places.

REFERENCES

AUDIO SCRIPT page 211
CULTURE NOTES page 201

EXTRA ACTIVITIES IN CLASS

- As a lead-in, ask students to tell the class about the artist/place they researched at home. They could do this as a mini-presentation in front of the

class. In large classes, students could do this in groups.

- After Exercise 7, elicit all the places in England that were talked about during the lesson. Which one would students most like to visit? Why?

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book page 175

- Workbook page 32/Online Practice
- Photocopiable resource 12: A travel crossword, pages 267, 287
- Extra digital activities: Grammar Checkpoint 3D

ASSESSMENT

Grammar Quiz 3D

3E LISTENING AND VOCABULARY

03



1 SPEAKING In pairs, answer the questions.

- How do you feel when you travel (e.g. relaxed, bored, nervous)?
- Do you prefer to travel by coach, plane or train? Say why.
- The last time you travelled, did you arrive at the airport or station early, on time or late? Talk about the trip.

2 In pairs, match the airport vocabulary from the box with the definitions.

arrivals boarding pass book a flight budget airline
cancelled check-in (desk) delayed departure lounge
gate hand luggage security trolley

- A bag or case that you take onto the plane with you. *hand luggage*
- A company that sells cheap flights. *budget airline*
- A thing that you put your bags on. *trolley*
- A thing that you need to get on the plane. *boarding pass*
- A place with lots of shops and restaurants. *departure lounge*
- The place where they check you and your luggage. *security*
- The place where you first show your ticket. *check-in (desk)*
- The place where you go after you land. *arrivals*
- The place where you wait to board the plane. *gate*
- To buy a plane ticket. *book a flight*
- Bad news: your flight is late. *delayed*
- Worse news: your flight is not taking off. *cancelled*

3 1.35 Complete the text with the correct forms of the words and phrases from Exercise 2. Listen and check.

I ¹ *booked* my flight to New York online with a ² _____ airline. It was a bargain! I printed my ³ _____ at home, so I didn't need to go to the ⁴ _____. I just went straight to ⁵ _____. I checked a monitor in the ⁶ _____ and saw that my flight was ⁷ _____ by half an hour. I wasn't happy but at least it wasn't ⁸ _____. My ⁹ _____ was heavy, so I got a ¹⁰ _____ and went round the shops. I bought a present for Caitlin. Then I went to the ¹¹ _____ to board the plane. The flight was fine. I went to sleep thinking about Caitlin waiting for me in ¹² _____ at JFK.

4 1.36 Study Active Listening and read the questions in Exercise 5. Then choose the correct answers in the summary below. Listen to the conversation and check.

This is a conversation between ¹ *two* / *three* people on a ² *plane* / *train*. They're talking about the ³ *fun* / *problems* you can have when you travel.

ACTIVE LISTENING | Predicting

- Look at the visuals to help you decide what the context of the audio recording is.
- Try to guess what the people are talking about. That will help you activate the vocabulary you need.
- Listen for key words from the questions. They can confirm that your predictions are right or wrong.

5 1.36 Listen to the conversation again and choose the correct answers.

- Why did Tom almost miss the flight?
a He didn't know his seat number.
b He had a problem at security.
c He spent too long in the café.
- Why did he miss his flight to New York?
a Because of the weather.
b He got to the airport late.
c He didn't have his passport with him.
- Kate's dad was flying to
a Istanbul. **b** Edinburgh. c Frankfurt.
- Her dad missed his flight because he
a was talking on the phone.
b had a problem with his computer.
c didn't hear them calling his name.
- How much did Tom's ticket cost?
a £150 b £115 c £500
- Where is the plane going?
a To an island in the Caribbean.
b To a city in Spain.
c We don't know.

6 SPEAKING Think of a time you had a problem when you were travelling. What happened? In pairs, tell your stories. Use the prompts below to help you.

you miss your train you can't get a seat
it's too crowded it's fully booked
you can't find your ticket you feel ill on the coach
your flight/bus is delayed you get on the wrong bus

7 In pairs, discuss how to avoid/solve the problems in Exercise 6. Use the ideas below or your own.

allow plenty of time for your journey book a seat
book your ticket early check for up-to-date travel news
not travel in the high season
make a list and pack carefully pay attention

You should reserve a seat before you travel.

Exercise 3

- budget
- boarding pass
- check-in (desk)
- security
- departure lounge
- delayed
- cancelled
- hand luggage
- trolley
- gate
- arrivals

☐ I can predict what an audio recording is going to be about.

39

REFERENCES

AUDIO SCRIPT page 211

EXTRA ACTIVITY IN CLASS

After Exercise 7, ask students to talk about their most memorable experience while travelling. They could do this in pairs or groups or, in smaller classes, this could be a whole-class activity.

FURTHER PRACTICE

- Workbook page 33/Online Practice
- Photocopiable resource 13: Grenada, Granada, pages 267, 288

NEXT CLASS

Ask students to think about what might make a trip 'an adventurous experience'. Use their ideas to lead in to, or after, Exercise 1 in the next lesson.

3F READING AND VOCABULARY

Exercise 5

- 2 valid
- 3 hospitable
- 4 border
- 5 set out
- 6 visa
- 7 overland
- 8 solo
- 9 state

Exercise 6

- 2 thirty-seven
- 3 1981
- 4 the USA
- 5 twice
- 6 www.wateraid.org

1 SPEAKING In pairs, answer the questions.

- 1 Do you like travelling? Say why.
- 2 What countries would you like to visit?

2 Look at the photo, the map and the title of the text. Then read the first and last paragraph. What is the text about?

- a A man who travelled alone from England to South America.
- ☒ b A man who travelled around the world without using planes.
- c A man who broke the world record for a round-the-world trip.

3 Read the text and choose the correct answers.

- 1 Which sentence is true?
a Graham planned to travel by air and sea.
☒ b Graham made the journey for more than one reason.
c Graham wanted to do dangerous things.
d Graham reached his destination in less than 12 months.
- 2 In which part of the world did Graham have the most problems?
a South America b the Caribbean c Europe
☒ d Africa
- 3 Where did he get the visa for Mauritania?
a on a bus b at the border ☒ c in Morocco
d in Mauritania
- 4 What was the worst thing that happened to Graham?
a He fell ill.
b Someone stole his passport.
☒ c The police arrested him.
d Nothing bad happened to him.
- 5 The woman on the bus in Iran
☒ a couldn't speak English.
b was worried about her grandson.
c asked Graham what time the bus arrived.
d invited Graham to meet her family.
- 6 Why was South Sudan important for Graham?
a It was the first country on his list in 2009.
☒ b It was the last country he visited.
c It was the only country he didn't visit.
d It became a country after he visited it.

4 Match the highlighted words from the text with the definitions.

- 1 A country or nation. *state*
- 2 A line between two countries. *border*
- 3 Not by sea or air. *overland*
- 4 A stamp in a passport that lets you visit a country. *visa*
- 5 Legal, authentic, acceptable. *valid*
- 6 Start a journey. *set out*
- 7 Alone. *solo*
- 8 Travel in another person's vehicle. *hitchhike*
- 9 Welcoming to visitors or guests. *hospitable*

5 Complete the questions with words from Exercise 4. Then in pairs, ask and answer the questions.

- 1 Is it a good idea to *hitchhike* on your own at night?
- 2 Have you got a _____ passport? When did you get it?
- 3 Are people in your country _____?
- 4 What countries has your country got a _____ with?
- 5 How do you feel when you _____ on a long journey?
- 6 Do you need a _____ in your passport to visit the UK?
- 7 Can you travel _____ from your country to Norway?
- 8 Do you prefer to travel _____ or with someone else?
- 9 Is Scotland an independent _____?

6 1.38 Listen to a description of the charity that Graham was collecting money for. Complete the notes with 1-2 words in each gap.

WaterAid

Objective: It provides people around the world with ¹*clean water*, safe toilets and hygiene education.

President: Prince Charles

Works in ²_____ countries in Africa, Asia, Central America and the Pacific.

Started in ³_____. Main office is in London but also has offices in Australia, Japan, Sweden and ⁴_____.

Organises sports activities to raise money.

Publishes 'Oasis' Magazine ⁵_____ a year.

Website: ⁶_____

7 In pairs, find information about another charity. Then present your charity to the rest of the class.

- 1 What does it do?
- 2 Where does it operate?
- 3 When did it begin?
- 4 How does it raise money?
- 5 Does it publish a magazine?

8 REFLECT | Values In pairs, discuss the questions.

- 1 Why are charities important?
- 2 Would you like to join a charity? Say why.

11 WATCH AND REFLECT Go to page 164. Watch the documentary *A great adventure* and do the exercises.



REFERENCES

AUDIO SCRIPT page 212
VIDEO SCRIPT page 227
CULTURE NOTES page 202

EXTRA ACTIVITY IN CLASS

After Exercise 8, discuss the following questions in groups or as a class: *Are there any charities in your town/city/country? What are they? What do they do?*

FURTHER PRACTICE

Workbook pages 34-35/Online Practice

NEXT CLASS

Ask students to think about a trip (real or imaginary) they made to a town. They should find (or draw) pictures of the place and bring them to class.

Graham Hughes

& the Odyssey Expedition

1.37

On 1 January 2009, Graham Hughes from Liverpool, England, sailed across the River Plate from Argentina to Uruguay on a ferry. He was **setting out** on an incredible **solo** journey. He was going to visit every country in the world. And he was going to be the first person to do it without flying.

He was doing it to set a Guinness World Record and to collect money for the charity WaterAid. But he also wanted to show that the world isn't such a dangerous place.

Graham hoped to complete the trip in under a year. In the end it took him almost four years.

It started well. He visited all twelve countries in South America in only two weeks. But then in the Caribbean, he met his first big problem – islands! You can't travel **overland** to every country in the world, often there are no ferries between islands and Graham can't walk on water. He solved his problem by **hitchhiking** on other people's boats.

From North America, he sailed to Iceland on a container ship. Europe was easy. He got a railway ticket which allowed him to travel everywhere in Europe by train. It only took him a few weeks to visit fifty countries. Then he arrived in Africa.

He was planning on just three months there. It took him almost three years! He had problems with transport and also with politics. For example, he had a **valid**

passport, but he also needed a **visa** to enter Mauritania. Unfortunately, they weren't selling visas at the **border**.

So, he travelled 1,250 miles by bus all the way back to the place where he knew that he could get a visa – Morocco. When he returned to Mauritania a week later, he couldn't believe his eyes. They were selling visas at the border. And they were \$5 cheaper than the visas in Morocco!

During his journey Graham was never seriously ill. And nobody stole anything particularly valuable from him. However, he was arrested twice. Once in Cape Verde, when the police thought he was transporting immigrants. And again in the Congo, for being a spy! On both occasions he spent six days in jail.

He had some bad times but many more good times. Above all, he learned how **hospitable** people can be. One time when he was travelling on a night bus in Iran, he saw an old woman who was talking on her phone. She handed it to him. It was the woman's grandson. 'My grandmother's worried because the bus arrives very early,' he explained in English. 'She wants to invite you home to make you breakfast.' Graham accepted the invitation.

Finally, after three years, ten months and twenty-one days Graham arrived in the 21st and final country on his odyssey. It was South Sudan, the newest **state** in the world, a country that didn't even exist when he started his journey.

The world is your oyster

www.youroyster.blogspot.com



I'm Dominykas, I'm nineteen and I'm from Lithuania. I write about culture, food and, above all, travelling! The name of my blog comes from Shakespeare: I can do anything I want to, the world's my oyster. It means 'use all the opportunities that the world offers you' – that's my philosophy in life!

15th May. A wonderful trip to Wales.

My cousin Lukas recently invited me to the small seaside town where he studies – Aberystwyth in Wales.

I flew to Birmingham. Lukas was waiting for me at the airport. From Birmingham, we caught a train to Aberystwyth. The train journey was slow but very scenic. It was raining when we arrived, so we went straight to the house that Lukas shares with five friends. Everyone was very welcoming.

The next day we explored Aberystwyth. We had a walk along a beach, I took some fantastic photos and we visited the castle, too. It was too cold to swim but some brave people were windsurfing! On the third day, we climbed Cader Idris – a big mountain north of the town. It was snowing when we got to the top but the view was spectacular. On the last day, we went for an enjoyable drive along the coast.

Like Lithuania, Wales is a small country but people are very open and friendly. For example, everyone smiles and says 'hello' when you pass them on the street – it made a really positive impression. Overall, I had a brilliant time and made some great new friends!

42

REFERENCES

CULTURE NOTES page 202

EXTRA ACTIVITIES IN CLASS

- In pairs or small groups, students brainstorm ideas for each of the points in the writing task in Exercise 8.
- After students write their blog post, they illustrate it using the pictures they have brought in. The posts can then be displayed around the classroom for other students to read.

FURTHER PRACTICE

Workbook page 36/Online Practice

NEXT CLASS

Ask students to study the word list and do the Remember More exercises on Student's Book pages 44–45.

- 1 Look at Dominykas' blog. Would you like to visit the place in the photo? Say why.
- 2 Read the blog post and answer the questions in pairs.
 - 1 Where does Dominykas come from? *Lithuania*
 - 2 Who is Lukas? *Dominykas' cousin*
 - 3 How did Dominykas travel to Wales? *He flew.*
 - 4 How many days did he stay there? *four*
 - 5 What was the weather like during his stay? *Cold; it was raining and snowing.*
 - 6 Did he enjoy himself? *Yes, he had a brilliant time.*

3 Read the blog post again and tick the things Dominykas writes about.

- ☒ how he got there
- ☒ what he did
- ☒ what the people were like
- ☐ history of the place
- ☒ overall impression
- ☐ how much it cost

4 Find at least eight positive adjectives in the blog post. Then match the adjectives from the box with their synonyms.

enjoyable scenic spectacular welcoming

- 1 amazing *spectacular*
- 2 attractive *scenic*
- 3 fun *enjoyable*
- 4 hospitable *welcoming*

5 Replace the underlined adjectives in the sentences below with more interesting ones. Use Exercise 4 to help you.

- 1 The local people we met were nice. *hospitable*
- 2 The journey through the mountains was great. *fantastic*
- 3 The weather was good all week. *wonderful*
- 4 There were attractive views of the sea. *scenic*
- 5 I thought the country was nice. *amazing*

6 REFLECT | Culture In pairs, answer the questions.

- 1 According to Dominykas, how do people in Wales greet strangers? *They smile and say 'hello' when you pass them on the street.*
- 2 How do people in your country greet people they know/don't know? Use the prompts below.

avoid eye contact bow ignore kiss (on the cheek/hand) say 'hi' shake hands (with) smile wave

In our country we generally only greet people we know but sometimes we say 'hello' to people hiking in the mountains ...

- 3 Why are greetings important?

Aberystwyth



7 Study the Writing box and put paragraphs A-E in the correct order. Then in pairs, say which of the things in Exercise 3 the author mentions.

- 3 A After we checked into the hotel, we took the underground to the centre and walked along the Champs-Élysées. It was really beautiful.
- 5 B It was my first trip abroad and it made a positive impression. The people aren't so friendly and it's expensive but I had a really enjoyable time.
- 1 C I visited Paris on a school trip last May.
- 4 D The next day was brilliant. We visited museums, ate some fantastic food and even spoke some French (very badly!) On the third day, we took a boat ride on the river Seine and climbed to the top of the Eiffel Tower. The view was spectacular.
- 2 E We took the train to France through the Channel Tunnel. The journey was a bit dull because it was raining, so we couldn't enjoy the scenery.

WRITING | A blog post

Paragraph 1

Mention where you went:

I recently visited ...

My cousin/friend invited me ...

I stayed with my aunt in ...

It's a seaside town/a tourist centre/a small town in the mountains.

Paragraph 2

Mention how you got there and what the journey was like:

We flew to ... /caught the train to ...

The journey was slow/(un)comfortable/tiring/pleasant/scenic.

Paragraph 3

Talk about how you spent your time:

On the first/last/second/third day, ...

(On) the next day ...

We swam, sunbathed, went sightseeing/mountain biking.

I had a(n) amazing/magical/enjoyable/fantastic time.

Paragraph 4

Sum up your overall experience:

... made a positive impression.

People were welcoming/great/friendly/interesting.

Overall, I had a wonderful/enjoyable time.

It was great fun.

8 WRITING TASK Write a blog post about a trip (real or imaginary) you made to a town.

- Describe the town you visited and when the trip took place.
- Give and justify your opinion about the town.
- Recommend one place that is especially interesting.
- Describe a problem that occurred during your visit and the way you solved it.

☐ I can write a blog post.

43

REMEMBER MORE

Exercise 1

- 1 flight
- 2 airport
- 3 check-in
- 4 time
- 5 took off
- 6 destination

- 1 Complete the text with one word from the word list in each gap.**

Our ¹f_____ was at 5 p.m., so we arrived at the ²a_____ at 3 p.m. We went to the ³c_____ desk and then through security. The plane was on ⁴t_____ and we ⁵t_____ o_____ at five o'clock exactly. Our ⁶d_____? Orlando in Florida!

- 2 Match the two parts of the collocations. Then check with the word list.**

- | | |
|---------------------------------|--------------|
| 1 ☐ pack | a a souvenir |
| 2 ☐ buy | b a photo |
| 3 ☐ take | c the bus |
| 4 ☐ miss | d a bag |

- 3 Choose the correct words. Then check with the word list.**

- 1 Which word means that something happened later than planned?
*cancelled / **delayed***
- 2 Where do people go when they are flying from an airport?
*arrivals / **departure lounge***
- 3 Which of these do you leave at the check-in desk?
***suitcase** / hand luggage*
- 4 Which word completes the phrase: The world is your ...?
*border / **oyster***

Exercise 4

- 1 comedian
- 2 invitation
- 3 wonderful
- 4 dangerous

- 4 Complete the sentences with the correct words formed from the words in bold. Then check with the word list.**

- 1 I'd love to be a _____. I like making people laugh. **COMEDY**
- 2 Thank you for the _____ to your birthday party. **INVITE**
- 3 We had a _____ holiday in France. **WONDER**
- 4 Don't be scared. Plane travel isn't _____. **DANGER**

ACTIVE VOCABULARY | Rhymes

Rhymes can help us remember new words and phrases. You can find many rhymes in songs and poems. For example, you could say the *next station is my destination*. Look at the wordlist and find more words that rhyme.

3A GRAMMAR AND VOCABULARY

5.15

- café** (n) /'kæfeɪ/
camera (n) /'kæməɾə/
car ferry (n) /'kɑː feɪ/
catch a bus /kætʃ ə 'bʌs/
climb a mountain /klaɪm ə 'maʊntən/
come out /kʌm 'aʊt/
drive a car /draɪv ə 'kɑː/
fantastic (adj) /fæn'tæstɪk/
field (n) /fi:ld/
get dark /get 'dɑːk/
get some air /get səm 'eə/
go for a walk/swim/drive /gəʊ fər ə 'wɔːk/ 'swɪm/ 'draɪv/
go on holiday /gəʊ ɒn 'hɒlədeɪ/
ice cream (n) /aɪs 'kriːm/
lie/sunbathe on a beach /laɪ/ 'sʌnbəθ ɒn ə 'bi:tʃ/
magical (adj) /'mædʒɪkəl/
make a trip /meɪk ə trɪp/
pack your bag /pæk jə 'bæg/
rainbow (n) /reɪnbəʊ/
ride a bike /raɪd ə 'baɪk/
run (v) /rʌn/
sail on a ferry /seɪl ɒn ə 'feɪri/
see the sights /siː ðə 'saɪts/
ship (n) /ʃɪp/
stay with sb /steɪ wɪθ 'sʌmbədi/
take a photo /teɪk ə 'fəʊtəʊ/
towel (n) /'taʊəl/
visit relatives /vɪzɪt 'relatɪvz/
wait at the bus stop /weɪt ət ðə 'bʌs stɒp/
watch the sun rise/set /wɒtʃ ðə 'sʌn 'raɪz/ 'set/
wet (adj) /wet/
wild (adj) /waɪld/
wonderful (adj) /'wʌndəfəl/

3B VOCABULARY 5.16

- accommodation** (n) /ə'kɒmə'deɪʃən/
activity (n) /æk'tɪvəti/
adventure holiday (n) /əd'ventʃə 'hɒlədeɪ/
airport (n) /'eəpɔːt/
arrive at/in /ə'raɪv ət/ɪn/
board the plane /bɔːd ðə 'pleɪn/
brilliant (adj) /'brɪljənt/
budget/five-star hotel (n) /bʌdʒət/ 'faɪv stɑː hə'tel/
check in /tʃek 'ɪn/

- city break** (n) /'sɪti breɪk/
cruise (n) /kruːz/
delay (n) /dɪ'leɪ/
destination (n) /destɪ'neɪʃən/
double bed (n) /dʌbl 'bed/
excellent (adj) /'eksələnt/
excursion (n) /ɪk'skɜːʃən/
expedition (n) /ekspe'dɪʃən/
fall asleep /fɔːl ə'sliːp/
flight (n) /flaɪt/
fly (v) /flaɪ/
fully booked /fʊli 'bʊkt/
get a taxi /get ə 'tæksi/
go climbing/hiking/kayaking/mountain biking/sightseeing/windsurfing /gəʊ 'klaɪmɪŋ/ 'haɪkɪŋ/ 'kaɪækɪŋ/ 'maʊntən 'baɪkɪŋ/ 'saɪt'siːɪŋ/ 'wɪndzɜːfɪŋ/
go/travel by train /gəʊ/ 'trævəl baɪ 'treɪn/
have (a lot of) fun /hæv (ə lɒt əv) 'fʌn/
journey (n) /'dʒɜːni/
lake (n) /leɪk/
land (v) /lænd/
leave (v) /liːv/
miss the bus /mɪs ðə 'bʌs/
nightmare (n) /'naɪtmeə/
on time /ɒn 'taɪm/
outdoor centre (n) /aʊtdɔː 'sentə/
package holiday (n) /'pækɪdʒ 'hɒlədeɪ/
put on sunscreen /pʊt ɒn 'sʌnskriːn/
put up /pʊt 'ʌp/
recommend (v) /'rekə'mend/
review (n) /rɪ'vjuː/
river (n) /'rɪvə/
school trip (n) /'skuːl trɪp/
sleeping bag (n) /'sliːpɪŋ bæɡ/
stay in a hotel/campsite/tent /steɪ ɪn ə həʊ'tel/ 'kɑmpsaɪt/ 'tent/
swimming pool (n) /'swɪmɪŋ puːl/
take a coach/plane/taxi/bus/train/the underground /teɪk ə 'kəʊtʃ/ 'pleɪn/ 'tæksi/ 'bʌs/ 'treɪn/ ði 'ʌndəgraʊnd/
take off /teɪk 'ɒf/
train station (n) /'treɪn 'steɪʃən/
visit a museum /vɪzɪt ə mjuː'ziəm/

3C SPEAKING AND VOCABULARY

5.17

- leaflet** (n) /'liːflɪt/
Left Luggage (n) /'left 'lʌɡɪdʒ/

EXTRA ACTIVITIES IN CLASS

- Play *True or False* with vocabulary from the word list. Divide students into teams. Give teams in turn true/false statements about a word, e.g. *A budget hotel is an expensive hotel.* (F) *Your destination is the place you are going to when you travel.* (T) In stronger classes, students could also play in groups, with players taking it in turns to give

statements for their group to decide if they are true or false. Each correct answer gives teams one point and the team with the most points wins.

- Choose phrases of more than one word from the word list. Say the first word or first part of the phrase and get students to complete it, e.g. *watch the sun ...* (rise), *miss your ...* (flight/train), *pack your ...* (bag).

FURTHER PRACTICE

Workbook page 37/Online Practice

NEXT CLASS

Ask students to revise Unit 3.

lift/elevator (n) /lɪft/'eləvətə/

map (n) /mæp/

opening/closing times (n) /'əʊpənɪŋ/'kləʊzɪŋ taɪmz/

platform (n) /'plætfɔːm/

taxi rank (n) /'tæksi ræŋk/

taxi/cab (n) /'tæksi/kæb/

ticket (n) /'tɪkt/

timetable (n) /'taɪm'teɪbəl/

tourist (n) /'tuərɪst/

tourist office (n) /'tuərɪst 'ɒfɪs/

tram (n) /træm/

travel centre (n) /'trævəl 'sentə/

tube station (n) /'tjuːb 'steɪʃən/

tube/underground/subway (n) /tjuːb/ 'ʌndəgraʊnd/'sʌbweɪ/

wait for a bus/a train /wert fə ə 'bʌs/ə 'treɪn/

waiting room (n) /'weɪtɪŋ ruːm/

walk (v) /wɔːk/

3D GRAMMAR 5.18

anonymous (adj) /ə'nɒnɪməs/

comedian (n) /kə'miːdiən/

detective (n) /dɪ'tektɪv/

famous for /'feɪməs fə/

graffiti artist (n) /græ'fɪti ˌɑːtɪst/

monument (n) /'mɒnjəmənt/

prehistoric (adj) /priː'hɪstɒrɪk/

residence (n) /'rezɪdəns/

stadium (n) /'steɪdiəm/

3E LISTENING AND VOCABULARY

5.19

arrivals (n) /ə'reɪvəlz/

boarding pass (n) /'bɔːdɪŋ pɑːs/

book a flight/seat/hotel /bʊk ə 'flaɪt/'siːt/ 'həʊtəl/

budget airline (n) /bʌdʒət 'eəlaɪn/

cancelled (adj) /'kænsəld/

change flights /tʃeɪndʒ 'flaɪts/

check-in desk (n) /tʃekɪn 'desk/

crowded (adj) /'kraʊdɪd/

delayed (adj) /dɪ'leɪd/

departure lounge (n) /dɪ'pɑːtʃə 'laʊndʒ/

early (adj) /'ɜːli/

gate (n) /geɪt/

get on the plane /get ɒn ðə 'pleɪn/

hand luggage (n) /'hænd 'lʌɡɪdʒ/

high season (n) /haɪ 'siːzən/

miss your flight/train /mɪs jə 'flaɪt/'treɪn/

monitor (n) /'mɒnɪtə/

passport (n) /'pɑːspɔːt/

rucksack (n) /'rʌksæk/

seat number (n) /'siːt nʌmbə/

security (n) /sɪ'kjʊərɪti/

trolley (n) /'trɒli/

3F READING AND VOCABULARY

5.20

acceptable (adj) /ək'septəbəl/

aid (n, v) /eɪd/

arrest (v) /ə'rest/

authentic (adj) /ɔː'thɛntɪk/

border (n) /'bɔːdə/

charity (n) /'tʃærɪti/

collect/raise money /kə'lekt/'reɪz 'mʌni/

container ship (n) /kən'teɪnə ʃɪp/

dangerous (adj) /deɪndʒərəs/

hitchhike (v) /'hɪtʃhaɪk/

hospitable (adj) /'hɒspɪtəbəl/

hygiene (n) /'haɪdʒiːn/

immigrant (n) /'ɪmɪgrənt/

incredible (adj) /ɪn'kredɪbəl/

invitation (n) /ɪnvə'teɪʃən/

invite (v) /ɪn'vaɪt/

island (n) /'aɪlənd/

jail (n) /dʒeɪl/

legal (adj) /'liːgəl/

magazine (n) /'mæɡə'ziːn/

nation (n) /'neɪʃən/

occasion (n) /ə'keɪʒən/

odyssey (n) /'ɒdɪsi/

operate (v) /'ɒpəreɪt/

overland (adv) /əʊvə'lænd/

plan (n, v) /plæn/

publish (v) /'pʌblɪʃ/

safe (adj) /seɪf/

set out /,set 'aʊt/

solo (adj) /'səʊləʊ/

solve a problem /sɒlv ə 'prɒbləm/

spy (n) /spaɪ/

stamp (n) /stæmp/

state (n) /steɪt/

transport (n) /'træns'pɔːt/

transport (v) /træn'spɔːt/

travel around the world /,trævəl ə'raʊnd ðə 'wɜːld/

valid (adj) /væləd/

visa (n) /'viːzə/

visitor/guest (n) /'vɪzətə/gest/

website (n) /'websaɪt/

3G WRITING AND VOCABULARY

5.21

amazing (adj) /ə'meɪzɪŋ/

attractive (adj) /ə'træktɪv/

avoid eye contact /ə'vɔɪd 'aɪ 'kɒntækt/

bow (v) /baʊ/

castle (n) /'kɑːsəl/

coast (n) /kəʊst/

comfortable/uncomfortable (adj) /'kʌmfətəbəl/ 'ʌn'kʌmfətəbəl/

dull (adj) /dʌl/

enjoy yourself /ɪn'dʒɔɪ jə'self/

enjoyable (adj) /ɪn'dʒɔɪəbəl/

explore (v) /ɪk'splɔː/

friendly (adj) /'frendli/

fun (adj) /fʌn/

greet (v) /griːt/

have a brilliant time /,hæv ə 'brɪljənt 'taɪm/

ignore (v) /ɪg'nɔː/

kiss on the cheek/hand /kɪs ɒn ðə 'tʃiːk/'hænd/

local people (n) /,ləʊkəl 'piːpəl/

make a positive impression /,meɪk ə ,pɒzətɪv ɪm'preʃən/

make new friends /,meɪk njuː 'frendz/

open (adj) /əʊpən/

opportunity (n) /,ɒpə'tjuːnɪti/

pleasant (adj) /'plezənt/

say hi /,seɪ 'haɪ/

scenery (n) /'siːnəri/

scenic (adj) /'siːnɪk/

seaside (n) /'siːsaɪd/

shake hands with sb /ʃeɪk 'hændz wɪθ sʌmbədi/

smile (n, v) /smaɪl/

spectacular (adj) /spektækjələ/

stranger (n) /'streɪndʒə/

the world is your oyster /ðə 'wɜːld ɪz jə 'ɔɪstə/

tiring (adj) /'taɪərɪŋ/

view of the sea /vjuː əv ðə 'siː/

wave (v) /weɪv/

welcoming (adj) /'welkəmɪŋ/

VOCABULARY AND GRAMMAR

Exercise 1

- 2 fully 3 city
4 check-in 5 budget
6 tourist 7 safari
8 boarding 9 hand
10 hotel 11 luggage
12 rank 13 holiday
14 airline 15 bag
16 park 17 station
18 room

Exercise 2

- 2 pack
3 take
4 stay, go
5 sunbathe, climb
6 go, see
7 visit, go
8 buy, watch

Exercise 4

- 1 was shining, were driving, started
2 was cycling, saw, wasn't looking, was going, crashed
3 fell, was sitting, was still sleeping, reached
4 were you doing, called, was packing, was listening, didn't hear

Exercise 5

- 2 who/that
3 whose
4 (which/that)
5 which/that
6 where

1 Complete the phrases with the words from each box.

A boarding budget check-in city ~~double~~ fully hand safari tourist

- 1 double bed 4 _____ desk 7 _____ park
2 _____ booked 5 _____ hotel 8 _____ pass
3 _____ break 6 _____ office 9 _____ luggage

B airline bag hotel holiday luggage park rank room station

- 10 five-star _____ 13 package _____ 16 theme _____
11 left _____ 14 budget _____ 17 tube _____
12 taxi _____ 15 sleeping _____ 18 waiting _____

2 Complete the questions with the verbs from the box.

buy climb go (x3) pack see sunbathe stay take travel visit watch

WOULD YOU RATHER ...

- 1 travel by train or plane?
2 _____ your bag the night before or at the last minute?
3 _____ photos with your phone or a camera?
4 _____ in a hotel or _____ camping?
5 _____ on a beach or _____ a mountain?
6 _____ for a swim or _____ the sights?
7 _____ a museum or _____ hiking?
8 _____ souvenirs or _____ the sun rise?

3 Choose the correct verbs to complete the sentences. Sometimes more than one verb is possible.

- 1 As the plane was going / landing / taking off I shut my eyes tightly.
2 Excuse me, do you know how to make / put on / put up a tent?
3 I had to stand all the way because I forgot to book / check / pay a seat.
4 I love driving / riding / sailing boats but my boyfriend prefers driving / riding / sailing a bike.
5 It was an easy trip. It only stayed / took / travelled an hour.
6 The train arrived / left / went on time.
7 We caught / missed / waited for the bus, so we had to walk home.
8 It's 9 a.m. What time can we board / book / check in at the hotel?

4 Complete the sentences with the correct Past Simple or Past Continuous forms of the verbs in brackets.

- 1 When I woke (wake) up this morning, the sun _____ (shine), but as we _____ (drive) to school, it _____ (start) to snow.
2 George _____ (cycle) down a mountain when he _____ (see) wild horses. He _____ (not look) where he _____ (go), so he _____ (crash) into a tree.
3 My grandmother _____ (fall) asleep while she _____ (sit) on a bus. She _____ (still/sleep) when the bus _____ (reach) the end of the line.
4 'What _____ (you/do) when I _____ (call) you last night?' 'I _____ (pack) my bag for my holiday. I _____ (listen) to music, so I _____ (not hear) the phone. Sorry.'

5 Complete the sentences with the correct relative pronouns. If it's possible to omit the pronoun, put it in brackets.

- 1 Bath is a city (that) you should visit.
2 Dr Watson is the doctor _____ lives with Sherlock Holmes, the detective.
3 Roald Dahl is a writer _____ most famous books are for children.
4 The pound is the currency _____ the British use.
5 The Thames is the river _____ goes through London.
6 This is the house _____ Charles Dickens lived.

USE OF ENGLISH

6 Choose the correct words a-d to complete the text.

STRATEGY | Multiple choice cloze

First, read the text and try to understand as much as you can while ignoring the gaps. Then do the task.

An act of kindness

A few years ago I was travelling abroad ¹ _____ bus. We got to the ² _____ with another country. I showed the guard my ³ _____. I wasn't worried because it was ⁴ _____ and I knew I didn't need a ⁵ _____ for that country. Unfortunately, he told me to get off the bus and wait. Soon, the bus ⁶ _____ without me. An hour later, they gave me my passport. I tried to ⁷ _____ but nobody stopped, so I started walking. The countryside was ⁸ _____ but I felt exhausted and it was getting dark. Then a man on a motorbike stopped. He spoke to me. We ⁹ _____ hands. He took me home to meet his family and spend the night. They were so ¹⁰ _____ that I invited them to visit me in my country.

- 1 a at b by c in d on
2 a border b journey c state d transport
3 a money b pass c passport d photos
4 a safe b valid c valuable d welcoming
5 a number b problem c vehicle d visa
6 a arrived b left c sailed d stayed
7 a fly b hitchhike c ride d travel
8 a friendly b overland c spectacular d tiring
9 a kissed b shook c smiled d waved
10 a enjoyable b hospitable c magical d scenic

Use of English > page 185

FURTHER PRACTICE

- Use of English, Student's Book page 185
- Class debates pages 256–257
- Self-assessment 3 and Self-check 3, Workbook pages 38–39/Online Practice
- Extra digital activities: Use of English, Reading, Listening

ASSESSMENT

- Unit 3 Language Test (Vocabulary, Grammar, Use of English)
- Unit 3 Skills Test (Dictation, Listening, Reading, Communication)
- Unit 3 Writing Test

READING

- 7 Read the short story below and choose the correct answers.

STRATEGY | Multiple choice task

First, read the text and the main parts of the questions without reading the answers. Try to answer the questions yourself. Then read the options a–c; if your answer is one of them, it's probably correct.

- Why did Randy wake up late?
 - He forgot to set his alarm.
 - His clock wasn't working.
 - His clock was slow.
- Who was Kate?
 - a girl Randy met on the bus
 - a friend of Randy's in Boston
 - Randy's girlfriend from Miami
- How did Randy finally get to the airport?
 - by car
 - by bus
 - by subway
- Why couldn't Randy board his flight?
 - He forgot his boarding pass.
 - The plane was taking off.
 - He was at the wrong gate.
- How do you think Randy felt at the end of the story?
 - delighted
 - unlucky
 - sad

SPEAKING

- 8 Look at the photo showing a passenger at an airport. In pairs, take turns to describe what you can see in the photo and answer the questions below.



- What do you think happened?
- How do you think the man is feeling?

WRITING

- 9 You see this ad on a booking website.

Holidays and problems

Tell us about a holiday when things went wrong. Say when and where you went, describe the journey, mention the problems you had and how you solved them.

Write a blog post about a trip in which you had some problems.

Exercise 9

Depending on which exams you are preparing your students for, ask them to write 100–150 words.

Luck

Randy woke up and checked the time. It was 6.05. No problem. His flight to Miami was at 7.45. However, then he realised the alarm clock wasn't ticking. He reached for his phone. It was 6.50. He was late. He thought fast. The airport was a twenty-minute drive from his apartment in Boston. He could still catch the plane.

Randy grabbed his bag and the car keys, ran down the stairs and got into his car. It was 6.58. He turned the key but the car didn't start. He tried again. The battery was dead.

Suddenly, he saw a bus. It was the airport express! He jumped out of his car. A few seconds later he was sitting on the bus, a smile on his face. He was going to make it. He was going to see Kate, the girl he loved. Ten minutes later the bus was stuck in a traffic jam. Randy checked his phone. 7.09! What could he do?



The subway! There was a direct line to the airport. He got off the bus, ran to the station and got on the train just as it was leaving the platform.

He got to the airport at 7.25. Fortunately, the security check was quick. Unfortunately, the gate was a long way from the departure lounge. When he got there, he showed his boarding pass. The woman at the gate shook her head and pointed out of the window. A plane was moving down the runway. Randy watched sadly as his plane left for Miami without him.



Later, Randy was sitting at home, wondering why he was so unlucky. The door bell rang. He got up and walked slowly to the door. It was probably going to be more bad news. He opened the door and there was Kate. She was standing in the doorway, smiling. 'Surprise!' she said.

04

A good buy

VOCABULARY Food and drink, shopping, fashion

GRAMMAR Comparison of adjectives, quantifiers, articles with singular countable nouns [Use of English > page 185](#)

SPEAKING Opinions

WRITING A formal letter of complaint

VIDEO Grammar ▶ Documentary ▶ Communication ▶

THE INCREDIBLE, SHRINKING

Chocolate Bar



2016



DO YOU LOVE CHOCOLATE?

IF YOU DO, THEN YOU KNOW THAT CHOCOLATE BARS AREN'T AS BIG AS THEY USED TO BE.

In 2013 the average chocolate bar weighed fifty-five grams; in 2016 it was only forty-nine grams. Chocolate bars are smaller and lighter than before. They aren't worse than they used to be but they aren't better either. And they certainly aren't cheaper. So why is it happening? Here are the most important reasons.

- **COCOA:** In 2015–16 West Africa had some of its worst weather in recent years. Cocoa production fell, so now chocolate is more expensive than before.
- **HEALTH:** Many people today want to be fitter and healthier. Larger chocolate bars have more calories so they are becoming less popular than smaller bars.
- And the last but not the least important reason – **MONEY:** Smaller bars at the same price mean bigger profits from sales.

This situation isn't good enough! It's certainly not the best news for chocoholics like me! Let's hope our favourite snack doesn't become too expensive in the future!

4A GRAMMAR AND VOCABULARY

1 SPEAKING In pairs, ask and answer the questions.

- 1 Do you like chocolate? What's your favourite chocolate bar?
- 2 How much money do you spend on chocolate or other snacks in a typical week?
- 3 Do you ever give chocolate as a gift? If so, on what occasions?

2 Look at the cartoons. In pairs, say why you think the situation in the second cartoon has changed.

because chocolate bars (and boxes) are getting smaller

3 Read the article and say why chocolate bars are shrinking.

- because cocoa production fell due to bad weather, so the prices of chocolate went up
- because people are more health-conscious and don't want to eat fattening snacks
- because companies want to make more money

Comparison of adjectives

4 Read sentences 1–3 and decide which meanings are correct: a or b.

- 1 Chocolate bars aren't as big as they used to be.
 - a Chocolate bars are bigger now.
 - ☒ b Chocolate bars are smaller now.
- 2 Now chocolate is more expensive than before.
 - ☒ a Chocolate was cheaper before.
 - b Chocolate was not cheaper before.
- 3 This situation isn't good enough.
 - ☒ a This situation is too bad.
 - b This situation is better than before.

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REFERENCES

VIDEO SCRIPT page 228

EXTRA ACTIVITY IN CLASS

After Exercise 9, students choose any six adjectives from the lesson and use them to make true sentences about themselves / people they know / their opinions. They have to use one of the target structures in each of their sentences: comparative, superlative, too or enough.

FURTHER PRACTICE

- Photocopiable extra Grammar Video activity 4, page 258
- Grammar Reference and Practice, Student's Book page 176
- Workbook pages 40–41/Online Practice
- Photocopiable resource 14: Compare this!, pages 267, 289

- 5 Study the Grammar box and find more examples of comparatives, superlatives and ways of comparing in the article.

Comparison of adjectives

Adjective		Comparative	Superlative
one syllable	sweet safe hot	sweeter safer hotter less sweet/ safe/hot	the sweetest the safest the hottest the least sweet/ safe/hot
ending in -y	busy	busier/ less busy	the busiest/ the least busy
two or more syllables	famous	more famous/ less famous	the most famous/ the least famous
irregular	good bad	better worse	the best the worst

Ways of comparing:

- **not as** big (**as**) = smaller (**than**)
- **too** small = **not** big **enough**

Grammar Reference and Practice > page 176

- 6 Complete the text with the correct forms of the adjectives in brackets.

Sammy Joe 10 March 9.54 a.m.

Did you see that article about the size of chocolate bars? Shocking! But chocolate isn't the only thing that is getting ¹*smaller* (small). I'm sure they used to sell cola in ²_____ (large) cans. And bottles of ketchup aren't ³_____ (big) as they used to be.

TrishM 10 March 10.05 a.m.

Very true, Sam! And did you notice that jars and bottles are ⁴_____ (thin) than they used to be? But what's even ⁵_____ (surprising) is that sometimes ⁶_____ (small) jars of coffee are ⁷_____ (expensive) than bigger ones. Crazy!

Peter59 10 March 10.12 a.m.

Packets of crisps aren't ⁸_____ (big) enough. And tins of tuna are too ⁹_____ (small)! The tuna used to be ¹⁰_____ (tasty), too, and the oil isn't ¹¹_____ (delicious) as it used to be!

MellowMel 10 March 11.05 a.m.

Stop complaining, everyone! Our shops have a ¹²_____ (great) range of interesting food from all over the world than ever before, our diet is generally ¹³_____ (healthy) than thirty years ago and luckily food is ¹⁴_____ (expensive) than it used to be for our ancestors!

- 7 Complete the texts with the superlative forms of the adjectives in brackets.

In 1930 a man called Franklin Mars presented his ¹*newest* (new) chocolate bar. He named it after his family's favourite horse. Today it is the ²_____ (popular) chocolate bar in the world. The Mars family were the ³_____ (rich) family in the USA for many years. The horse's name was Snickers.

The ⁴_____ (expensive) chocolate bar in the world comes from Ecuador. It contains the world's ⁵_____ (fine) cocoa beans and it costs almost \$200!

- 8 Rewrite the sentences without changing the meaning using the words in bold.

- 1 It's too expensive. **CHEAP**
It's not cheap enough.
- 2 The soup isn't hot enough. **TOO**
- 3 Bananas are cheaper than they used to be. **EXPENSIVE**
- 4 I'm not as fat as I was before. **THIN**
- 5 Mum is busier than Dad. **LESS**

- 9 Compare each pair of food items using the comparative of the adjectives from the box. Then make another sentence with the same meaning using **not as ... as**. There may be more than one correct answer.

cheap expensive good/bad (for you) fattening
filling healthy nutritious popular tasty

- 1 fruit and chocolate
Fruit is healthier than chocolate.
Chocolate isn't as healthy as fruit.
- 2 crisps and nuts
- 3 salad and chips
- 4 water and cola
- 5 a sandwich and a hamburger
- 6 yoghurt and cream
- 7 potatoes and tomatoes

- 10 **SPEAKING** In groups, compare your answers to Exercise 9 and try to agree on the three best snacks.

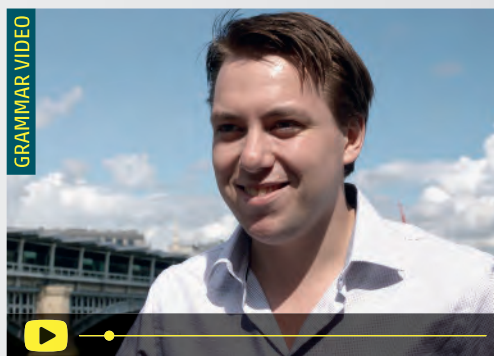
- A *I think crisps are the best snack. They're the tastiest.*
- B *Crisps are tasty but they're too salty. They aren't as good for you as fruit.*
- C *Yes, fruit is better than crisps. It's healthier.*

- 11 In groups, follow the instructions below.

- Find out the most popular snack items with the people in your class.
- Ask people when they usually eat snacks.
- Find out which snack has the biggest/smallest number of calories. Which result is most surprising?

▶ 12 Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

Which was the best and the worst meal you had last week?



☐ I can use comparatives and superlatives to compare things.

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Exercise 6

- 2 larger
- 3 as big
- 4 thinner
- 5 more surprising
- 6 smaller
- 7 more expensive
- 8 big
- 9 small
- 10 tastier
- 11 as delicious
- 12 greater
- 13 healthier
- 14 less expensive

Exercise 7

- 2 most popular
- 3 richest
- 4 most expensive
- 5 finest

Exercise 8

- 2 The soup is too cold.
- 3 Bananas are less expensive than they used to be.
- 4 I'm thinner than I was before.
- 5 Dad is less busy than Mum.

- Extra digital activities: Grammar Checkpoint 4A

ASSESSMENT

Grammar Quiz 4A

NEXT CLASS

Ask students to make a list of all the food and drink words they know. Elicit these on the board in the next lesson, before Exercise 2.



Today is World Food Day, so we're taking a look at

BREAKFASTS AROUND THE WORLD

What do people in different countries eat for breakfast? How much fruit? How many eggs? Are there any sausages? Is there any cheese?

1 In pairs, ask and answer the questions.

- What time do you have breakfast?
- Where do you have breakfast?
- What do you usually eat for breakfast?
- Is your typical breakfast healthy?

Exercise 2

Photo A: porridge, melon

Photo B: bacon, sausages, beans, mushrooms

Photo C: olives, cucumber, bread, sugar

2 Check you understand the food and drink words in the box. Which things can you see in the photos? In pairs, add more words to the box.

bacon beans cream croissant cucumber doughnut grapes honey jam lemon maple syrup melon milkshake muffin mushrooms olives pancake porridge roll salmon salt sausage sugar watermelon

3 Read the text. In pairs, match people 1–3 with photos A–C. Which of the three breakfasts do you like the most/least? Say why.

I like the Turkish breakfast the most because ...

4 2.1 PRONUNCIATION Look at the underlined syllables and add the food items from the box to the table below. Listen and check.

butter carrots egg ham honey jam lemon
lentils mushroom nuts

/ʌ/	/e/	/æ/
muffin, <u>butter</u> ...	melon, <u>egg</u> ...	pancake, <u>carrots</u> ...

5 SPEAKING Check you understand the adjectives from the box. Then in pairs, use them to talk about food and drink that you like/don't like/love/can't stand/prefer.

bitter/sweet delicious/disgusting crunchy/smooth
fizzy/still fresh/dry hard/soft heavy/light
mild/spicy

A *I love honey, it's sweet and delicious.*

B *I don't like Mexican food. It's very spicy.*

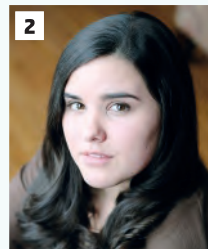
A *I prefer crunchy peanut butter.*



1

A **Amantle** from Gaborone, Botswana

My favourite breakfast is *bogobe*. There aren't many things that are so delicious. It's porridge with some milk, a little sugar and a few pieces of melon. We eat a lot of fruit in Botswana, especially watermelons. In my family, we all drink bush tea for breakfast. It comes from the Rooibos plant and it's a lovely red colour. It's very good for you. You can't drink too much bush tea. I don't put any milk in my tea but you can if you like.



2

C **Aylin** from Izmir, Turkey

For breakfast, we have some cheese, a few olives, some fresh tomatoes or cucumbers and lots of white bread with some butter and a bit of honey or jam. A lot of people eat breakfast in cafés or pastry shops. We don't drink any coffee with breakfast, we drink tea. Our word for breakfast, *kahvalti*, means 'before coffee'.



3

B **Sam** from Coventry, England

During the week, I don't eat much food for breakfast because there isn't enough time, so I just have some cereal or a croissant. But at weekends I make a full English breakfast: a couple of eggs, some bacon, a few sausages, some beans, a few mushrooms, a tomato, a little bit of toast and butter and a lot of tea. I know there are too many calories in it, but I love it.

50

☐ I can talk about food and drink from different countries.

EXTRA ACTIVITY IN CLASS

Help students with the pronunciation of the words in the box in Exercise 2; focus on word stress. Put students in pairs and ask them to mark the stressed syllable in each word, then to practise saying them. Model their pronunciation if necessary.

FURTHER PRACTICE

- Workbook page 42/Online Practice
- Photocopiable resource 15: Food quiz, pages 268, 290
- Extra digital activities: Vocabulary Checkpoint 4

ASSESSMENT

Vocabulary Quiz 4

NEXT CLASS

Ask students to make a list of what's in their fridge at home.

- 1 In groups, discuss the strangest/biggest breakfasts you know about.

The strangest breakfast I know about is my dad's. He eats ...

Quantifiers

- 2 Add names of food and drink from the text on page 50 to the table below.

	Countable	Uncountable
Nouns	eggs, <i>sausages</i> , ...	fruit, ...
Quantifiers	<i>a couple of</i> , ...	<i>a little</i> , ...

- 3 Find the quantifiers from the box below in the text on page 50 and add them to the table in Exercise 2. Some quantifiers go in both columns of the table.

a couple of a few a little a (little) bit of
a lot of/lots of any enough many much some
too many too much

- 4 Study the Grammar box and *Watch out!* and check your answers to Exercise 3.

Quantifiers

We use:

- *many, too many, a few, a couple of* with countable nouns
- *much, too much, a little, a (little) bit of* with uncountable nouns
- *some, any, a lot of, lots of, enough* with both countable and uncountable nouns

+	There	are	too many/a lot of/ lots of/some/a few/ a couple of/enough	eggs.
		is	too much/a lot of/ lots of/some/a little/ a (little) bit of/enough	milk.
-	There	aren't	many/any/enough	eggs.
		isn't	much/any/enough	milk.
?	Are	there	any/enough	eggs?
	Is			milk?
	How many	eggs	are	there?
	How much	milk	is	

Grammar Reference and Practice > page 176

WATCH OUT!

There's **a (little) bit of** cheese.

How much cheese is there? There's **a (little) bit**.

There's **a lot/lots of** milk.

How much milk is there? There's **a lot/lots**.

- 5 Complete the questions with the correct quantifiers. Then read the text on page 50 again and answer the questions.

- Is there any fruit in Amantle's breakfast?
- How much bread does Aylin eat for breakfast?
- How many eggs does Sam have for breakfast?
- Are there any bananas in Sam's breakfast?

- 6 Read the forum and choose the correct quantifiers.

Write in and tell us about breakfast in your country

HuaGuangzhou 26 July 2.17 p.m.

In China, we don't have ¹enough / *some* time to eat breakfast at home, so ²*a bit* / a lot of people eat breakfast while travelling to work.

Tiffany2go 26 July 5.14 p.m.

I think we eat ³*too many* / too much food in the USA. A popular breakfast is ⁴a few / *a little* pancakes with ⁵*any* / some bacon and ⁶a little bit / *a little* of maple syrup. And maybe ⁷a couple of / *enough* muffins, too!

Winekipedia 26 July 6.23 p.m.

Polish people eat ⁸lots of / *much* cold things for breakfast: cheese, meat and fish. There isn't ⁹*many* / much fresh fruit in a typical Polish breakfast, especially in winter. There aren't ¹⁰enough / *some* fresh vegetables, either.

- 7 In pairs, look at the shopping list and make sentences with *there is/are plus not enough, too many or too much*.

Shopping list for a picnic for six people

- 1 bottle of cola (330 ml)
- 1 egg
- 12 watermelons
- 2 kilos of butter
- 2 cartons of juice (200 ml)
- 2 small packets of crisps
- 36 rolls
- 6 kilos of cheese
- fruit: a banana and a pear

There isn't enough cola.

- 8 **SPEAKING** Work in pairs. You need to buy food and drink for a party tonight. Student A, go to page 189. Student B, go to page 191. First, read your instructions. Then role play the conversation.

Exercise 2

Nouns

Countable: watermelons, olives, tomatoes, cucumbers, croissant, beans mushrooms

Uncountable: cheese, porridge, milk, sugar, melon, bush tea, bread, butter, honey, jam, coffee, cereal, bacon, toast

Exercise 3

Quantifiers

Countable: a couple of, a few, many, too many

Uncountable: a little, a little bit of, much, too much

Both: a lot of, lots of, any, enough, some

Exercise 5

1 Yes, there is some melon in Amantle's breakfast.

2 Aylin eats lots of bread for breakfast.

3 Sam has a couple of eggs for breakfast.

4 No, there aren't any bananas in Sam's breakfast.

Exercise 7

There isn't enough cola. There aren't enough eggs.

There are too many watermelons.

There is too much butter. There isn't enough juice.

There aren't enough crisps. There are too many rolls.

There is too much cheese. There isn't enough fruit.

☐ I can use quantifiers to talk about countable and uncountable nouns.

51

EXTRA ACTIVITY IN CLASS

After Exercise 5, students, in pairs, ask and answer about food in their fridge, using the lists they made at home and language from the Grammar box.

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book page 176

- Workbook page 43/Online Practice
- Photocopiable resource 16: How healthy is my diet?, pages 268, 291
- Extra digital activities: Grammar Checkpoint 4C

ASSESSMENT

Grammar Quiz 4C

NEXT CLASS

Ask students to think about the last thing they bought. Where did they get it? Why did they buy it? If possible, they should also bring in a photo of the item (or the item itself, if appropriate). Use this to lead in to Exercise 1 in the next lesson, inviting different students to tell the class about their purchase.

4D READING AND VOCABULARY

1 SPEAKING In pairs, ask and answer the questions.

- 1 Do you enjoy shopping? Say why.
- 2 Which of these things do you like or dislike shopping for?

clothes electronic gadgets food/snacks
make-up and toiletries (e.g. deodorant, shampoo)
presents school items shoes/trainers

2 Study Active Reading and read the text quickly to identify the main idea. What is it about?

- a Hobbies that become a job.
- b How you can get a job as a mystery shopper.
- c What it's like to be a mystery shopper.

ACTIVE READING | Understanding the main idea

To understand the main idea of a text:

- read the first paragraph carefully
- read the rest of the text quickly
- don't worry if you don't understand every word

To understand the main idea of a paragraph:

- look for the key (most important) sentence – it's often the first one
- find the key words and phrases in the paragraph

3 Use Active Reading to help you find the main idea of paragraphs 1–6 in the text. Then match headings A–G with paragraphs 1–6. There is one extra heading.

- A No week is the same
- B The negative side of the job
- C Why I became a mystery shopper
- D My plans for the future
- E Skills and qualities of a good mystery shopper
- F The positive side of the job
- G What is a mystery shopper?

4 Read the text again and answer the questions.

- 1 Why was the job of mystery shopper the perfect job for Matt?
because he was a student and he could choose to work during quieter weeks
- 2 Why does Matt complain about his stay at the hotel?
- 3 What two skills does Matt say are very important in his job?
- 4 Apart from the money, what else does Matt like about his job?
- 5 How does Matt know that what he does is successful?

5 Work in pairs. Does mystery shopping sound like an interesting job to you? Say why.

Exercise 4

2 because it was in the most boring town in England
3 good memory and good writing skills 4 it's never boring 5 when he returns to a shop and sees that the service is better thanks to his reports

2.2

MATT MURPHY, MYSTERY SHOPPER

It seems that most of us enjoy shopping these days. For young people in the UK, shopping is the fourth most popular free time activity, after watching TV, meeting friends and listening to music. So just imagine somebody paid you to go shopping! Sounds great, doesn't it?



52

☐ I can understand the main idea of a text and a paragraph and talk about shopping.

REFERENCES

VIDEO SCRIPT page 228
CULTURE NOTES page 203

EXTRA ACTIVITY IN CLASS

After Exercise 8, put students in small groups and ask them to tell each other about their favourite place (or way) to shop. Alternatively, if time allows, they could write a short paragraph about it.

FURTHER PRACTICE

- Workbook pages 44–45/Online Practice
- Photocopiable resource 17: Is online shopping better than in-store shopping?, pages 268, 292

1 G I'm Matt Murphy and I'm a mystery shopper. Companies pay me to visit shops and pretend to be an ordinary customer. Afterwards, I report on what I saw. Was the shop tidy? Did the shop assistants smile? Could they answer my difficult questions? Were the changing rooms clean? Was there a long queue for the checkout?

2 C I started when I was a student. I wanted to work part-time but I didn't want a normal job because some weeks I was too busy with my studies at college. Mystery shopping was ideal because I could choose to work during quieter weeks. I registered with a market research company and they put my name on their database.

15 They were happy with my work and began offering me more hours. Now I'm studying for a Master's degree, but I still work as a mystery shopper when I need a little extra money.

3 A Usually my work takes me to chain stores, shopping malls and department stores. But sometimes my job is to visit a cinema or a restaurant. Once I had to stay the night in a hotel (in the most boring town in England!) My favourite job was when I flew to Berlin for a travel agency. It was a lot of fun.

4 E Being a mystery shopper is harder than some people think. You need a good memory and good writing skills (you have just twenty-four hours to write a 1,600-word report). The most important thing is to be discreet - you have to act 'normally' at all times, even when you're secretly filming people with a hidden camera under your coat (that's not as easy as it seems!)

5 F What do I like about my job? Well, the money isn't bad. On a good day, I can earn about £150. I also enjoy the variety of being a mystery shopper - it's not always as enjoyable as the trip to Berlin but it's never boring. And finally, I sometimes go back to a shop I visited before. It's always great to see the service is better because then I know that my job is making a difference.

6 B The job isn't perfect, of course. Some companies don't pay you (you just get a discount on something you 'bought'). And sometimes there is no work for many weeks. Mystery shopping is a good way to earn extra money but it's not enough to live on. The biggest problem is that it changed how I feel about shopping. I used to love it, but now I'm annoyed when I have to go out to buy milk!

6 Match the highlighted words and phrases from the text with the definitions.

- 1 Help that you get in place such as a shop, restaurant or hotel. **service**
- 2 One of a group of shops owned by the same company.
- 3 A large shop with different parts that sell different types of things.
- 4 A place in a shop where you can try on clothes.
- 5 A person who buys goods from a shop.
- 6 A large building with lots of different shops.
- 7 A reduction in price.
- 8 A line of people waiting for something.
- 9 A place in a large shop where you pay.
- 10 Someone whose job is selling things in a shop.

7 Complete the sentences with a word or phrase from Exercise 6.

- 1 I get a twenty percent **discount** at the bookshop because I'm a student.
- 2 There were really long _____ at the supermarket today - there were only three _____ open. Perhaps a lot of the _____ are ill.
- 3 Excuse me, where's the _____? I'm not sure if these trousers are the right size.
- 4 The shops on the High Street are really quiet on cold days. Everyone prefers to drive out to the _____.
- 5 Taylors is the biggest _____ in town. You can buy almost everything in one big shop.

8 SPEAKING In pairs, ask and answer the questions.

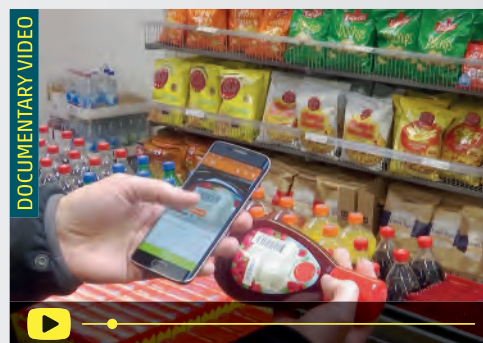
- 1 What are your favourite chain stores/shopping malls in your area?
- 2 Which shops in your town have the best/worst service in your opinion?
- 3 Do you have a customer discount in any shops?

9 REFLECT | Society Think of arguments for or against the statement below. Then in groups, discuss the statement.

Shopping is a popular free-time activity in many countries and that's a good thing.

I (don't) think it's a good thing because ...

▶ **13 WATCH AND REFLECT** Go to page 165. Watch the documentary *Round-the-clock shop* and do the exercises.



Exercise 6

- 2 chain store
- 3 department store
- 4 changing room
- 5 customer
- 6 shopping mall
- 7 discount
- 8 queue
- 9 checkout
- 10 shop assistant

Exercise 7

- 2 queues, checkouts, shop assistants
- 3 changing room
- 4 shopping mall
- 5 department store

NEXT CLASS

Ask students to bring in their favourite piece of clothing (or a photo of it). Use this to start the next lesson, and lead in to the topic. In pairs or groups, students tell each other about their clothes, saying why this particular piece of clothing is their favourite, when they bought it, how often/when they wear it, etc.

4E LISTENING AND VOCABULARY



Exercise 1

It's a second-hand/
charity shop.

1 SPEAKING Look at photo A and decide what kind of shop it is. Then in pairs, ask and answer the questions.

- What do you do with clothes you don't wear anymore? Do you give them away? If so, who do you give them to?
- Do you (or any people you know) buy second-hand clothes? Where do you get them?
- Are charity shops common in your country?

2 Check you understand the adjectives in the box. Then in pairs, look at photo B. Which adjectives best describe the girls' style?

cool/uncool fashionable/unfashionable
formal/informal simple/sophisticated smart/scruffy

3 2.3 Listen to Part 1 of a radio programme about fashion and decide if statements 1–6 are true or false.

- ☐ Buying clothes in charity shops is fun but expensive.
- ☐ Maxine is a fashion design student.
- ☐ Kings Road is in West London.
- ☐ Chelsea is well-known for its clothes shops.
- ☐ The charity shops in Chelsea are expensive.
- ☐ It's possible that Maxine bought a dress that belonged to a celebrity.

4 2.4 In pairs, check you understand the words for clothes and accessories in the box. Add more words to the box. Then listen to Part 2 of the radio programme and tick the words you hear.

☒ belt ☒ blouse ☒ bracelet ☒ earrings
☒ handbag ☒ hat ☐ kilt ☒ pyjamas ☒ raincoat
☒ scarf ☐ suit ☒ sweatshirt ☐ tie ☒ tights
☒ underwear

B



5 2.4 In pairs, look at tips 1–10. Which ones are good advice when buying clothes in charity shops? Listen again and check.

- ☐ Trust your instincts – buy the first nice thing you see.
- ☒ Be patient and take your time.
- ☒ Try to check all the clothes in the shop.
- ☐ Never buy dirty clothes.
- ☒ Don't worry if something looks shabby.
- ☒ Don't buy underwear or sleepwear.
- ☒ Don't buy second-hand shoes.
- ☐ It's better to buy accessories in chain stores.
- ☒ Make friends with the people who work in the shop.
- ☒ Women should also look at the men's clothes.

6 In pairs, decide what the highlighted words and phrases mean.

- This blouse costs just £7! What a **bargain**!
- This **designer label** sweatshirt looks **brand new**.
- These shoes don't **fit** – they're too small.
- This hat is **just perfect for you**.

7 2.5 Listen to Part 3 of the programme and complete the notes with 1–3 words in each gap.

- Sophie bought a belt, a hat and a **designer label** **sweatshirt**.
- Maxine thinks Sophie has found good **bargains** in the shop.
- In Maxine's opinion, old clothes bought from charity shops are more **stylish and original** than our modern clothes.
- She also thinks that old clothes are better **quality** than newer clothes.
- As the clothes are cheap, you can **experiment** with different fashions.
- Maxine likes shopping in charity shops because you get something for yourself but also **help other people**.

8 SPEAKING In pairs, ask and answer the questions.

- Where do you usually buy your clothes?
- Is it important to you to have your own style?
- What can clothes tell you about someone's personality?

54

☐ I can understand the main idea and find specific details in a conversation about shopping.

REFERENCES

AUDIO SCRIPT page 212

EXTRA ACTIVITY IN CLASS

After Exercise 4, write the following categories on the board and check students understand their meaning: *Clothes, Accessories, Jewellery*. In pairs or groups, students categorise the words in Exercise 4 (both those in the box and the ones they added themselves).

FURTHER PRACTICE

- Workbook page 46/Online Practice
- Photocopiable resource 18: Fashion Feature, pages 268, 293

4F SPEAKING

- In pairs, look at the photo and answer the questions.
 - What do you think the situation is?
 - Do you often go clothes shopping with your parents? Do you enjoy it?
- 14** **2.6** Watch or listen to Part 1 of the conversation and answer the questions.
 - How is the boy feeling?
 - What do you think the boy's opinion is about the shoes his mother is showing to him?
- 15** **2.7** Watch or listen to Part 2 of the conversation. Was your guess in question 2 in Exercise 2 correct?
- 16** **2.8** Study the Speaking box. Then watch or listen to the whole conversation again and tick the expressions you hear.



04

Exercise 1

1 The family are buying shoes for the boy. It seems the parents rather than the boy are choosing the shoes.

Exercise 2

1 The boy is feeling annoyed and fed up.
2 He doesn't like them.

SPEAKING | Opinions

Asking for opinions

- ☒ What do you think?
- ☒ Don't you think ...?
- ☒ What's your opinion/view?

Giving opinions

- ☒ I think/believe ...
- ☒ In my opinion/view, ...
- ☒ If you ask me, ...
- ☒ Personally, ...
- ☒ Frankly, ...
- ☒ To be honest, ...
- ☐ It seems to me ...

Agreeing

- ☒ Absolutely.
- ☒ I agree (with you).
- ☒ I totally agree.
- ☒ Me too!
- ☒ You're right.
- ☐ I couldn't agree (with you) more!

Partly agreeing

- ☒ You've got a point but ...
- ☒ I suppose so.
- ☐ Fair point, but ...

Disagreeing

- ☐ I know what you mean but ...
- ☒ I'm not sure about that.
- ☐ I don't think so.
- ☒ I don't agree.
- ☒ I disagree.
- ☐ No way!

- 2.9** In pairs, complete the conversation with one word in each gap. Listen and check.

Adele Wow, Maxine! I think you look fabulous.

Sam Yeah, me ¹too! What an amazing dress, Maxine.

Maxine Thanks, guys! It's second-hand. I bought it from a charity shop for five pounds.

Adele Really? Doesn't it feel strange to wear somebody else's old clothes?

Maxine No, I don't think ²so. What do you mean?

Adele Well. Perhaps somebody died in it? I don't think I could wear second-hand clothes. What do you ³think, Sam?

Sam No, I ⁴don't agree. I sometimes wear my mum's old things. If you ask ⁵me, it's nice you can give some old clothes a 'second life'.

Maxine I totally ⁶agree. And in my ⁷opinion, the quality is much better than new clothes. No horrible synthetic materials ...

Sam I couldn't agree more!

Adele You've got a ⁸point. But what happens if there's a problem? You can take new clothes back to the shop and change them.

Maxine Fair point, but it only cost £5. To ⁹be honest, it isn't a problem when the clothes are cheap, right?

Adele Yes, I ¹⁰suppose so.

- In groups of three, practise reading the conversation in Exercise 5 with other phrases from the Speaking box.

- In pairs, look at the statements below. Take turns to give your opinion and ask your partner if he/she agrees or disagrees with you.

- It's important to look smart at all times.
- Designer labels are a waste of money.
- One shirt/jacket/sweater/pair of shoes is enough.

Personally, I think it's important to look smart at all times. What's your opinion?

- In groups, discuss the questions.

- Are shopping malls changing traditional shopping streets in the centre of your town?
- Do you prefer shopping in big department stores and hypermarkets or in small independent shops? Say why.
- Is shopping online more fun than going shopping in a town centre?

☐ I can express, agree or disagree with opinions politely.

55

REFERENCES

VIDEO/AUDIO SCRIPT pages 228–229

EXTRA ACTIVITIES IN CLASS

- As a lead in, invite different students to tell the class about the last time they went shopping with a family member. In bigger classes, students could do this in groups.

- After Exercise 8, write the following statement on the board: *It's important to always wear fashionable clothes.* Individually or in pairs, students think about their views and make notes to take part in a class debate. They should use language from the Speaking box. In bigger classes, the debate can also be held in groups.

FURTHER PRACTICE

Workbook page 47/Online Practice

NEXT CLASS

Ask students to look up *unboxing* at home, choose an unboxing clip to watch online and be prepared to tell the class about it in the next lesson.



10 August, 21.30



10 August, 21.31

Exercise 1

Unboxing is removing a new purchase from its box or packaging and examining it in front of other people on a social media site.

Exercise 2

1 because she's looking forward to opening the box of knives
2 because the company sent her spoons instead of knives

Exercise 3

1 the poor service, the fact she received spoons instead of knives not once but twice, the fact she couldn't get through to anyone when she phoned the company, the fact she had to pay for the phone calls 2 improve the quality of their service, give prompt refunds or exchanges, employ human call centre staff instead of using automated responses 3 send her the knives she ordered and give her compensation

Dear Sir/Madam,

- 1 I am writing to complain about the quality of the service in your company.
- 2 On 3 August this year, I purchased a set of BestChef knives from your website. It arrived on time, but when I opened the box, I found a set of teaspoons. This was most inconvenient because I need the knives for my college course.
- 3 I returned the set of spoons immediately and sent an email explaining why. I received an automated response. Two weeks later a package arrived. Unfortunately, the package contained the same set of spoons as before! I called your company to complain but didn't manage to speak to anyone. To make matters worse, I had to pay for the calls.
- 4 I feel you should improve the quality of your service. In your returns policy on your website you promise a prompt refund or exchange if anything is unsatisfactory but sadly, that is not true. This is unacceptable. You should also employ people to answer emails and phone calls instead of using automated responses.
- 5 I believe you should send me the knives I ordered with a refund of £89 as compensation for the inconvenience that it caused. I look forward to your reply.

Yours faithfully,

Ella O'Connell

4G WRITING AND VOCABULARY | A formal letter of complaint

- 1 **SPEAKING** What is unboxing? Do you watch people unboxing online? Is it fun or a waste of time? Say why.
- 2 **2.10** In pairs, look at the photos and answer the questions. Listen and check.
 - 1 Why is Ella happy in the first picture?
 - 2 Why is she unhappy in the second picture?
 - 3 Can you predict what she does next? Does she:
 - a write a bad review about the company on the Internet?
 - b contact the police?
 - c write to the company to explain the problem?
- 3 **Read the letter of complaint and answer the questions.**
 - 1 What does Ella complain about?
 - 2 What suggestions does she make to the company to improve their service?
 - 3 What does she want the company to do?
- 4 In pairs, look at Ella's letter again and match paragraphs 1–5 with their contents a–e.
 - a [4] Suggestions to improve the company's service.
 - b [3] What Ella did and the other problems she had.
 - c [1] The reason for writing.
 - d [5] The type of compensation Ella wants.
 - e [2] What went wrong and the problems it caused.
- 5 **Match the underlined expressions in Ella's letter with their paraphrases.**
 - 1 Another problem was ...
To make matters worse ...
 - 2 It was a big problem. *This was most inconvenient.*
 - 3 I expect you to write back to me. *I look forward to your reply.*
 - 4 I can't tolerate this situation. *This is unacceptable.*
 - 5 I feel sad to say ... *Unfortunately, ...; sadly, ...*

REFERENCES

AUDIO SCRIPT page 213
CULTURE NOTES page 203

EXTRA ACTIVITY IN CLASS

Start the lesson by inviting different students to tell the class about the unboxing video they watched at home. In bigger classes or if time is short, they can do this in pairs or small groups.

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book page 176
- Workbook page 48/Online Practice

NEXT CLASS

Ask students to study the word list and do the Remember More exercises on Student's Book pages 58–59.

6 Study the Writing box and put the paragraphs in the letter below in the correct order.

WRITING | A formal letter of complaint

Paragraph 1

Give your reason for writing:

I am writing to complain about ...

Paragraphs 2-3

Say what went wrong, what you did and what other problems you had:

Unfortunately, .../Sadly, ...

This was most inconvenient/a big problem.

To make matters worse, ...

Paragraph 4

Give suggestions on ways the company can improve its service:

This is unacceptable.

I feel that you should improve .../change .../make sure .../check .../employ people to answer phone calls.

Paragraph 5

Say what compensation you want:

I believe you should give me a refund/an apology.

Formal beginning and ending

Remember to begin and end your letter with formal expressions:

Dear Sir/Madam, ...

I look forward to your reply.

Yours faithfully, ...

7 In pairs, choose the correct words to complete the sentences.

- 1 Can you tell me what your returns policy / service is? I'm not happy with the glasses I returned / purchased from you last week and I'd like to exchange / order them for smaller ones.
- 2 I think you should give me a bargain / refund because the guarantee / product you sent me was faulty. I enclose the discount / receipt and I look forward to your reply.
- 3 I'm still waiting for the plates I ordered / received from your company last month.

8 Study Watch out! and complete the sentences with a/an or the.

- 1 The shop where I work opens at nine o'clock.
- 2 She gave me a receipt. I put the receipt in my pocket.
- 3 Has this product got a guarantee? How long is the guarantee?
- 4 Can I speak to the manager, please? I wish to make a complaint.
- 5 'A package arrived for you this morning.' 'What was in the package?'
- 6 I want to buy a recipe book. What's the price of the book with the red cover?

WATCH OUT!

Articles with singular countable nouns

We use *a/an* to talk about a person or thing for the first time. When we mention the same person or thing again, we use *the*:

*We had **an** exam in the afternoon. After **the** exam, I went back to the shop.*

We also use *the* to talk about one specific person or thing: ***The** shop assistant refused to give me my money back.*

Grammar Reference and Practice > page 176

9 SPEAKING In pairs, use the phrases from the Writing box and Exercise 7 to role play a phone call to a company and complain about a faulty purchase. Take turns to be the customer.

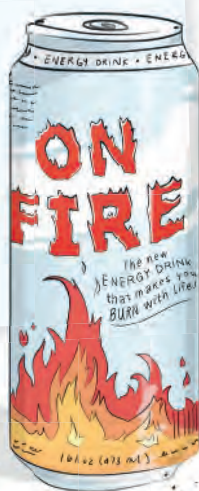
10 WRITING TASK Write a letter of complaint about *either* your faulty purchase from Exercise 9 *or* the problem below. Use the Writing box and *Watch out!* to help you.

You ordered a pair of trainers online. They cost £49.99. They arrived the next day but they were the wrong size (too big). You sent them back. A week later another pair arrived, but they were too small. You returned them. Finally, they sent you the right size, but they were the wrong colour.

☐ I can write a simple formal letter of complaint.

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- A **4** After the exam, I went back to the shop to return the other four cans and to ask for a refund. Unfortunately, the shop assistant refused to give me my money back. To make matters worse, we both felt nervous and jumpy and later in the evening I had a panic attack.
- B **1** Dear Sir/Madam,
- C **6** I believe I should receive a refund of £6. I enclose the receipt and I look forward to your reply.
- D **3** Yesterday I bought six cans of On Fire in a shop near my school. My friend Freya and I drank some at lunchtime. Unfortunately, it immediately made us ill. I got a terrible headache and Freya had an allergic reaction – her skin went red. This was a big problem because we had an exam in the afternoon.
- E **2** I am writing to complain about On Fire, the new energy drink your company makes.
- F **7** Yours faithfully,
- G **5** It is unacceptable to sell such a bad product. I feel you should stop selling it immediately. Or at least you should put a health warning in big letters on the cans.



REMEMBER MORE

Exercise 1

Fruit and vegetables

beans, cucumber, lemon, lentils, melon, olive, tomato, watermelon, pear

Adjectives for food

cheap, delicious, disgusting, expensive, fattening, fizzy, fresh, heavy, light, mild, smooth, soft, spicy, still, sweet, tasty, nutritious, salty, good/bad for you, filling, popular

Containers

bottle, can, carton, packet, tin

- 1 Add more words and phrases from the word list to the vocabulary maps.



- 2 Make adjectives from these words. Then check with the word list.

- 1 hide (v) – hidden
- 2 nutrition (n) – nutritious
- 3 jump (v) – jumpy
- 4 fashion (n) – fashionable
- 5 disgust (v) – disgusting

- 3 Find two types of shop and two types of store on the word list.

charity/shoe/clothes shop	shop
chain/department store	store

- 4 Find the opposites of these adjectives on the word list.

- 1 cheap – expensive
- 2 fizzy – still
- 3 spicy – mild
- 4 smart – scruffy
- 5 hard – soft

- 5 Do the task below.

Make a shopping list of all the types of food and drink that you need for this week. Then write down the names and types of shops that you need to visit.

4A GRAMMAR AND VOCABULARY

5.22

average (adj)	/ˈævərɪdʒ/
beans (n)	/biːnz/
bottle (n)	/ˈbɒtl/
calorie (n)	/ˈkæləri/
can (n)	/kən/
cheap (adj)	/tʃiːp/
chips (n)	/tʃɪps/
chocoholic (n)	/tʃɒkəˈhɒlɪk/
chocolate (n)	/ˈtʃɒklɪt/
chocolate bar (n)	/ˈtʃɒklət bɑː/
cocoa (n)	/ˈkəʊkəʊ/
coffee (n)	/ˈkɒfi/
complain (v)	/kəmˈpleɪn/
contain (v)	/kənˈteɪn/
crisps (n)	/krɪspz/
expensive (adj)	/ɪkˈspensɪv/
fattening (adj)	/ˈfætənɪŋ/
filling (adj)	/ˈfɪlɪŋ/
fruit (n)	/fruːt/
good/bad for you	/ˈɡʊd/ˈbæd fə ʒə/
gram (n)	/ɡræm/
health (n)	/helθ/
healthy (adj)	/ˈhelθi/
jar (n)	/dʒɑː/
ketchup (n)	/ˈketʃəp/
luxury (n)	/ˈlʌkjəri/
nutritious (adj)	/njuːˈtrɪʃəs/
oil (n)	/ɔɪl/
packet (n)	/ˈpækɪt/
popular (adj)	/ˈpɒpjələ/
price (n)	/praɪs/
production (n)	/prəˈdʌkʃən/
profit (n)	/ˈprɒfɪt/
range (n)	/reɪndʒ/
salad (n)	/ˈsæləd/
sale (n)	/seɪl/
salty (adj)	/ˈsɔːlti/
sandwich (n)	/ˈsænwɪdʒ/
shrink (v)	/ˈrɪŋk/
snack (n)	/snek/
tasty (adj)	/ˈteɪsti/
tin (n)	/tɪn/
tuna (n)	/ˈtjuːnə/
typical (adj)	/ˈtɪpɪkəl/
weigh (v)	/weɪ/

4B VOCABULARY 5.23

bacon (n)	/ˈbeɪkən/
beans (n)	/biːnz/
bitter (adj)	/ˈbɪtə/
bush tea (n)	/ˈbʊʃ tiː/
butter (n)	/ˈbʌtə/
carrot (n)	/ˈkærət/
cereal (n)	/ˈsɪəriəl/
cheese (n)	/tʃiːz/
cream (n)	/kriːm/
croissant (n)	/ˈkwɑːsɒŋ/
crunchy (adj)	/ˈkrʌntʃi/
cucumber (n)	/ˈkjuːkʌmbə/
delicious (adj)	/dɪˈlɪʃəs/
disgusting (adj)	/dɪsˈɡʌstɪŋ/
doughnut (n)	/ˈdəʊnʌt/
dry (adj)	/draɪ/
egg (n)	/eg/
fizzy (adj)	/ˈfɪzi/
fresh (adj)	/fref/
grapes (n)	/ɡreɪps/
ham (n)	/hæm/
hard (adj)	/hɑːd/
heavy (adj)	/ˈhevi/
honey (n)	/ˈhʌni/
jam (n)	/dʒæm/
lemon (n)	/ˈlemən/
lentils (n)	/ˈlentɪz/
light (adj)	/laɪt/
maple syrup (n)	/ˈmeɪpəl ˈsɪrəp/
melon (n)	/ˈmelən/
mild (adj)	/maɪld/
milk (n)	/mɪlk/
milkshake (n)	/ˈmɪlkʃeɪk/
muffin (n)	/ˈmʌfɪn/
mushroom (n)	/ˈmʌʃruːm/
nut (n)	/nʌt/
olive (n)	/ˈɒlɪv/
pancake (n)	/ˈpæŋkeɪk/
pastry shop (n)	/ˈpeɪstri ʃɒp/
plant (n)	/plɑːnt/
porridge (n)	/ˈpɒrɪdʒ/
roll (n)	/rəʊl/
salmon (n)	/ˈsælmən/
salt (n)	/sɔːlt/
sausage (n)	/ˈsɒsɪdʒ/

EXTRA ACTIVITIES IN CLASS

- Divide the class into teams. Give each team in turn a word or phrase from the word list. They have to use it correctly in a sentence. Each correct sentence gives each team one point, and the team with the most points at the end are the winners.

- Divide the class into three teams and assign one category from Exercise 1 to each team (*Fruit and vegetables*, *Adjectives for food* and *Containers*). Each team writes anagrams with five or six words from their category, then close their books. Teams swap lists, and the first team to solve all the anagrams are the winners.

FURTHER PRACTICE

Workbook page 49/Online Practice

NEXT CLASS

Ask students to revise Unit 4.

slice (n) /slaɪs/

smooth (adj) /smuːð/

soft (adj) /sɒft/

spicy (adj) /ˈspaɪsi/

still (adj) /stɪl/

sugar (n) /ˈʃʊɡə/

sweet (adj) /swiːt/

tea (n) /tiː/

toast (n) /təʊst/

tomato (n) /təˈmɑːtəʊ/

watermelon (n) /ˈwɔːtəˌmelən/

white bread (n) /ˈwaɪt ˈbred/

4C GRAMMAR 5.24

carton (n) /ˈkɑːtn/

pear (n) /peə/

vegetable (n) /ˈvedʒtəbəl/

4D READING AND VOCABULARY 5.25

annoyed (adj) /əˈnɔɪd/

area (n) /ˈeəriə/

chain store (n) /ˈtʃeɪn stɔː/

changing room (n) /ˈtʃeɪndʒɪŋ ru:m/

checkout (n) /ˈtʃekaut/

coat (n) /kəʊt/

customer (n) /ˈkʌstəmə/

database (n) /ˈdeɪtəbeɪs/

deodorant (n) /diːˈəʊdərənt/

department store (n) /dɪˈpɑːtmənt stɔː/

discount (n) /ˈdɪskaʊnt/

discreet (adj) /dɪˈskriːt/

electronic (adj) /ˌelɪkˈtrɒnɪk/

gadget (n) /ˈɡædʒɪt/

hidden (adj) /ˈhɪdn/

make-up (n) /ˈmeɪk ʌp/

market research (n) /ˈmɑːkət rɪˈsɜːtʃ/

memory (n) /ˈmeməri/

mystery shopper (n) /ˈmɪstəri ˈʃɒpə/

offer (n, v) /ˈɒfə/

queue (n) /kjuː/

reduction (n) /rɪˈdʌkʃən/

register (v) /ˈredʒɪstə/

report (n, v) /rɪˈpɔːt/

service (n) /ˈsɜːvɪs/

shampoo (n) /ˈʃæmˈpuː/

shop assistant (n) /ˈʃɒp əˈsɪstənt/

shopping (n) /ˈʃɒpɪŋ/

shopping mall (n) /ˈʃɒpɪŋ mɔːl/

skill (n) /skɪl/

supermarket (n) /ˈsuːpəˌmɑːkɪt/

toiletries (n) /ˈtɔɪlɪtrɪz/

trainers (n) /ˈtreɪnəz/

travel agency (n) /ˈtrævel ˌeɪdʒənsi/

variety (n) /vəˈraɪəti/

4E LISTENING AND VOCABULARY 5.26

accessory (n) /əkˈsesəri/

bargain (n) /ˈbɑːɡɪn/

belt (n) /belt/

blouse (n) /blaʊz/

bracelet (n) /ˈbreɪslɪt/

brand new (adj) /ˈbrænd ˈnjuː/

charity shop (n) /ˈtʃærəti ʃɒp/

clothes shop (n) /ˈkləʊðz ʃɒp/

cool (adj) /kuːl/

decade (n) /ˈdekeɪd/

designer label (n) /dɪˈzaɪnə ˌleɪbəl/

earring (n) /ˈɪərɪŋ/

experiment (v) /ɪkˈsperɪmənt/

fashion (n) /ˈfæʃən/

fashionable (adj) /ˈfæʃənəbəl/

fit (v) /fɪt/

formal (adj) /ˈfɔːməl/

handbag (n) /ˈhændbæg/

hat (n) /hæt/

informal (adj) /ɪnˈfɔːməl/

instinct (n) /ˈɪnstɪŋkt/

just perfect for you /dʒʌst ˈpɜːfɪkt fə ju/

kilt (n) /kɪlt/

pyjamas (n) /pəˈdʒɑːməz/

quality (n) /ˈkwɒləti/

raincoat (n) /ˈreɪnkəʊt/

scarf (n) /skɑːf/

scruffy (adj) /ˈskrʌfi/

second-hand (adj) /ˌsekənd ˈhænd/

shabby (adj) /ˈʃæbi/

simple (adj) /ˈsɪmpəl/

sleepwear (n) /ˈsliːpweə/

smart (adj) /smɑːt/

sophisticated (adj) /səˈfɪstɪkətɪd/

style (n) /stɑɪl/

stylish (adj) /ˈstaɪlɪʃ/

suit (n) /suːt/

sweatshirt (n) /ˈswetʃɜːt/

tie (n) /taɪ/

tights (n) /taɪts/

trust (v) /trʌst/

underwear (n) /ˈʌndəweə/

well-known (adj) /ˌwel ˈnəʊn/

4F SPEAKING 5.27

fabulous (adj) /ˈfæbjələs/

independent shop (n) /ˌɪndɪˌpendənt ˈʃɒp/

material (n) /məˈtɪəriəl/

shoe shop (n) /ˈʃuː ʃɒp/

shopping centre (n) /ˈʃɒpɪŋ ˌsentə/

synthetic (adj) /sɪnˈθetɪk/

waste (n) /weɪst/

4G WRITING AND VOCABULARY 5.28

allergic reaction (n) /əˌlɜːdʒɪk rɪˈælkʃən/

bargain (n) /ˈbɑːɡɪn/

compensation (n) /ˌkɒmpənˈseɪʃən/

discount (n) /ˈdɪskaʊnt/

employ (v) /ɪmˈplɔɪ/

enclose (v) /ɪnˈkləʊz/

exchange (v) /ɪksˈtʃeɪndʒ/

faulty (adj) /ˈfɔːlti/

guarantee (n) /ˌɡærənˈtiː/

immediately (adv) /ɪˈmiːdiətli/

improve (v) /ɪmˈpruːv/

jumpy (adj) /ˈdʒʌmpi/

order (v) /ˈɔːdə/

package (n) /ˈpækɪdʒ/

predict (v) /prɪˈdɪkt/

product (n) /ˈprɒdʌkt/

prompt (adj) /prɒmpt/

purchase (n, v) /ˈpɜːtʃɪs/

receipt (n) /rɪˈsiːt/

receive (v) /rɪˈsiːv/

refund (n) /ˈriːfʌnd/

response (n) /rɪˈsɒns/

return (v) /rɪˈtɜːn/

returns policy (n) /rɪˈtɜːnz ˌpɒlɪsi/

sadly (adv) /ˈsædli/

service (n) /ˈsɜːvɪs/

set (n) /set/

teaspoon (n) /ˈtiːspuːn/

warning (n) /ˈwɔːnɪŋ/

VOCABULARY AND GRAMMAR

- 1 Complete the table with the words from the box. Then think of more words for each category.**

bacon chips cucumber doughnut eggs grapes
honey lemon muffin olives sausages sugar

Fruit and vegetables	Sweet things	Fried foods
<u>cucumber</u> , ... grapes, lemon, olives	doughnut, honey, muffin, sugar	bacon, chips, eggs, sausages

- 2 Choose one or two words that go with each container.**

- a bar of chocolate / coffee / jam
- a bottle of butter / cheese / water
- a can of beans / cola / sugar
- a jar of chips / honey / olives
- a packet of biscuits / crisps / melons
- a carton of croissants / juice / milk

- 3 Complete the sentences with the words from the box.**

bargains bracelets designer hat raincoat
second-hand scarf suit sweatshirt tie tights

- When it's cold and wet, I wear a sweatshirt on top of my T-shirt, _____ under my skirt, a _____ around my neck, a _____ on my head and a heavy _____ to keep me dry.
- My dad works in a bank, so he has to wear a _____ and a _____ when he goes to work.
- Charity shops sell _____ clothes, not new clothes. You can find fantastic _____ – last week I bought a _____ label dress for only £5! I often buy jewellery like _____ and earrings there.

- 4 Which words match these definitions?**

- A place where you can try on clothes. changing room
- A person who helps you in a shop. shop assistant
- The place where you pay in a supermarket. checkout
- A big shop which sells different things on different floors. department store
- A type of shop which is exactly the same in different cities. chain store
- A big building with lots of different shops, some big and some small. shopping mall/centre
- A reduction in price. discount
- A piece of paper that shows when and where you bought something. receipt
- Money you get when you return something that you bought. refund
- A line of people waiting to buy something. queue

- 5 Complete the second sentence so that it means the same as the first one.**

- The tea is very hot. I can't drink it.
The tea is too hot for me to drink.
- My meal doesn't look as nutritious as yours.
Your meal looks more nutritious than mine.
- This bottle of cola is too small for me.
This bottle of cola is not big enough for me.
- To me, cooking is more exciting than cleaning.
To me, cleaning is less exciting than cooking.
- This supermarket sells the freshest vegetables.
No other supermarket sells fresher vegetables.
- Other restaurants in our town are less crowded than this one.
This restaurant is the most crowded in our town.

- 6 Choose the correct words a–c to complete the sentences.**

- I haven't got _____ time. Can you find me a quick cake recipe?
a much b some c a little
- _____ chocolate do you usually eat in one week?
a How much b How many c How few
- _____ people do their shopping online but I don't believe it's safe.
a Much b A couple of c Lots of
- I think there are _____ desserts to choose from. I don't really know which one to get.
a too much b too many c not much
- Please try this cake – it doesn't contain _____ sugar.
a a little b any c some
- Excuse me, have you got _____ jeans in a size 8?
a too many b a few c any
- To make a Spanish omelette, you need three eggs, two potatoes and _____ salt.
a a bit b a little bit c a bit of
- Do we really have _____ time to do the shopping this afternoon? Or shall we go tomorrow?
a little b enough c much
- Nick gets _____ pocket money, so he doesn't need a part-time job.
a a little bit b much c a lot of

- 7 Complete the text with one word in each gap.**

In my opinion, this is the ¹best breakfast in the world. Maybe it has too ²many calories – it's bigger ³than some main meals – but it's ⁴more delicious than any other breakfast I know. I start with a ⁵little orange juice, just a small glass. Then I eat ⁶some breakfast cereal with fresh fruit. I usually have a ⁷few grapes and an apple. ⁸The apple must be hard and crisp. After that, I have ⁹a sausage and a ¹⁰couple of fried eggs or maybe three if I'm really hungry. Boiled eggs aren't as good ¹¹as fried eggs. I have toast with a little ¹²bit of butter. I don't put too ¹³much butter on my toast and I don't put ¹⁴any jam on it either. Finally, I drink a ¹⁵lot of tea – two or three cups!

Exercise 3

1 tights, scarf, hat, raincoat 2 suit, tie
3 second-hand, bargains, designer, bracelets

REFERENCES

AUDIO SCRIPT page 213

FURTHER PRACTICE

- Use of English, Student's Book page 185
- Class debates pages 256–257
- Self-assessment 4 and Self-check 4, Workbook pages 50–51/ Online Practice
- Extra digital activities: Use of English, Reading, Listening

ASSESSMENT

- Unit 4 Language Test (Vocabulary, Grammar, Use of English)
- Unit 4 Skills Test (Dictation, Listening, Reading, Communication)
- Unit 4 Writing Test
- Units 3–4 Cumulative Review Test
- Units 3–4 Exam Speaking

USE OF ENGLISH

- 8 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.

STRATEGY | Key word transformations

Make sure you read the first sentence carefully and understand the meaning. The second sentence must be as close to that meaning as possible.

- There isn't a worse shop in town. **THE**
It's the worst shop in town.
- Mama Mia is better than Luigi's. **AS**
Luigi's isn't as good as Mama Mia.
- Kim's fit but not as fit as Tim. **THAN**
Tim's fitter than Kim.
- Kyle has only got a little money. **MUCH**
Kyle has not got much money.
- There's no sugar in this tea. **ANY**
There isn't any sugar in this tea.
- There's too much food on the table. **ENOUGH**
There isn't enough space on the table for all the food.

Use of English > page 185

LISTENING

- 9 2.11 You are going to hear ten short recordings. Read questions 1–10 and the possible answers. Then listen and choose the correct answer for each recording.

STRATEGY | Multiple choice task

If you're not sure which option to choose, use the method of elimination: start by crossing out the answer which is definitely wrong, then the one which you think is probably wrong, until you are left with only one option.

- What did the boy have for lunch yesterday?
☒ a hamburger
☐ b bacon and eggs
☐ c a tomato salad
- Where are the people?
☐ a in a supermarket
☒ b in a restaurant
☐ c at home
- Who is the man?
☒ a a shop assistant
☐ b a store manager
☐ c a customer
- What did the man think of the cake?
☒ a It was delicious.
☐ b It was spicy.
☐ c It was hard.
- How much pepper is in the man's soup?
☐ a too much
☒ b not enough
☐ c none

- Where did the woman buy the dress?
☐ a in a shopping mall
☐ b in a department store
☒ c in a charity shop
- What does the boy want to do with the trousers?
☐ a try them on
☐ b exchange them
☒ c return them
- What does the man complain about?
☐ a receiving the wrong product
☒ b receiving a faulty product
☐ c receiving the product late
- Which adverts annoy the girl the most?
☐ a billboards
☒ b pop-up ads
☐ c radio commercials
- What does the boy do?
☒ a gives his opinion
☐ b asks the girl for her opinion
☐ c agrees with the girl

SPEAKING

- 10 Read the information below. Then in pairs, do the speaking task.

A friend of yours wants to open a café for teenagers and university students in your town. You would like to help him/her to make the café an attractive place for young people. Talk together about the different things your friend could do and say which idea would be best.

Look at the pictures which show some ideas to help you.



WRITING

- 11 You recently had a terrible meal in a restaurant. Write a letter to a family member explaining why the meal was so bad and what you did about it.

Exercise 11

Depending on which exams you are preparing your students for, ask them to write 100–150 words.



- 1 Which types of adverts from the box do you most often see/hear? Which do you think are the most attractive?

billboards Internet advertising posters
TV/radio commercials

- 2 2.12 Listen to the conversation between Anthony and Paulina and answer the questions.

- 1 What did Anthony buy?
- 2 Why did he buy it?
- 3 How does he feel now about what he bought?

- 3 In pairs, ask and answer the questions.

- 1 Have you ever bought something because of an advert?
- 2 Do you sometimes buy products which you don't need? If so, why do you buy them?

- 4 2.13 Listen to three radio commercials and complete the table.

	Product advertised	Reason for buying
Advert 1	smartphone	
Advert 2		
Advert 3		

- 5 In groups of three, discuss the questions.

- 1 Would you buy any of the products from Exercise 4? Say why.
- 2 Do you believe all of the information about each product? Say why.
- 3 Could any of the products have a negative effect, e.g. on people's health or on our planet?

- 6 Read the text and match advertising techniques 1–6 with example adverts A–D. There are two extra techniques.

A 2

DO YOU OFTEN FEEL TIRED DURING THE DAY?

Try new Nutri-Cola

75% of people who drink it said they had more energy. Do the things you need to do, and do them better – with new Nutri-Cola!

C 4

NO MORE FLAT, DRY HAIR!

cleans and freshens your hair and gives it new life. Use **STAR STYLE** today and free your hair!

STAR STYLE SHAMPOO

D 1

Everyone is now using

GLITZ TOOTHPASTE

for whiter, brighter, healthier teeth. Why aren't you? Go on – show us your **GLITZ** smile too!

B 6

NEW

ANKLE-LENGTH GAZELLE JEANS ARE IN THE SHOPS NOW!

Go to your local store today and get a free belt or bag with your new jeans. Don't miss out!

Exercise 2

- 1 A new computer game.
- 2 It had good reviews on his forum and the adverts made the game look amazing.
- 3 It was a waste of money and he doesn't want to and/or can't spend any more money on it. Plus, he didn't actually need another computer game.

Exercise 4

Advert 1

Reason for buying: It comes in loads of colours, has 128 gigs of memory, thousands of apps and super-high quality both front and back, and photo features. A phone for cool people.

Advert 2

Product advertised: sport shoes
Reason for buying: They are ultra-light and ultra-comfortable, and professional sportspeople wear them. Maybe they make you fast, too.

Advert 3

Product advertised: cakes
Reason for buying: Tasty, healthy (full of vitamins and minerals), and will fill you with energy. They're also easy for parents to prepare.

REFERENCES

AUDIO SCRIPT page 213

EXTRA ACTIVITY IN CLASS

If your class has Internet access, watch a short advert with students and get them to identify the advertising technique(s) from the text which are used in the advert. Then have a brief class discussion about the advert. What does it promise the customer? What do they think about the product/advert?

THE SECRETS OF ADVERTISING

We live in a world of advertisements. They are everywhere: on TV and the radio, on the Internet and billboards. Some of them are funny, others can be irritating. But how do they work? Here are some of the most common advertising techniques.

1 Bandwagon advertising

To 'jump on the bandwagon' means to do what other people do. The advertiser shows us what other people are buying and tells us that we should buy it, too. Adverts also sometimes suggest that you're the only person who hasn't bought the product yet.

2 Facts and statistics

Advertisers use these to make their product appear better and more effective than other products on the market.

3 Using celebrities

A famous face or voice sells the product. Famous people, who probably have never used the product, recommend it to customers. This technique works because wearing the same watch as your favourite actor makes you feel like a star too.

4 Emotional appeal

Adverts often play with our feelings and tell us that we need to buy a specific product to be 'cooler' and more beautiful. They can also use our fear of getting old or sick, or having an accident.

5 The ideal family

Do you know why families in TV adverts are always so happy? It is a promise to us that if we buy what that family are buying, we can be happy, too!

6 Special offer

This technique makes us believe that we get something for nothing or are buying something at a special price.

7 Complete the gaps with the words from the box.

advert features ~~only~~ reviews technique
wisely

LIFE SKILLS | How to be a smart consumer

- Buy ¹only what you need.
- Do not buy a product on impulse or because of an ²_____.
- Think about what ³_____ the advertisers use to sell their product.
- Read online ⁴_____ and research the ⁵_____ of a product before you buy it.
- Spend your money ⁶_____.

8 In pairs, write a radio commercial or a short advert to advertise one of the products or services below. Use one of the advertising techniques from the text in Exercise 6. Share your ideas with the class. Who had the best advert? Say why.

- a luxury car
- new perfume for men
- an exotic family holiday
- online banking services

9 DEBATE Is advertising a good or a bad thing? Discuss in groups. Use the arguments below to help you.

For advertising:

- Adverts inform us about new products on the market and their features.
- Adverts help us compare different products and their prices.
- Adverts show that the company is trying to satisfy its customers.

Against advertising:

- Adverts often present products as better than they are in reality.
- Adverts can make people feel bad about themselves and their image.
- Adverts can have a negative influence on people, e.g. in the case of cigarettes, fast food, etc.

10 Do the task below.

LIFE SKILLS | Project

- A** Find 1–2 examples of different types of adverts (on TV, on the Internet, in magazines, etc.) and bring them or their descriptions to the next class.
- B** Present your adverts to the class. Talk about:
- what product they advertise
 - what each advert promises the customer
 - which advertising technique each advert uses (if any)
 - what you think about the product and the advert

Exercise 7

- 2 advert
3 technique
4 reviews
5 features
6 wisely

05

Fit and well

VOCABULARY Home, household chores, fitness, health

GRAMMAR Modal verbs, past modal verbs [Use of English > page 186](#)

SPEAKING Permission

WRITING A note/short message

VIDEO Grammar ▶ Documentary ▶ Communication ▶



Marty

THE MINIMALIST



WHAT IS MINIMALISM?

It's living without unnecessary things. My flat used to be really messy, but then I read a great Japanese book called *The Life-Changing Magic of Tidying Up**. It changed my life. You should read it.

DO YOU HAVE TO GET RID OF ALL YOUR THINGS TO BE A MINIMALIST?

No, you have to get rid of a lot but you mustn't get rid of everything. You have to keep some things but you should only keep things you really like. You shouldn't hold onto things for sentimental reasons. Don't keep that sweater just because it was a present from your gran. We all have lots of things we never use. You don't need more than three shirts, or four pairs of trousers, or one spoon, one mug, one bowl ...

SO, SHOULD WE THROW OUT ALL THE THINGS WE DON'T USE?

You don't have to throw them in the bin. You could give them to friends or donate them to a charity shop like I do.

WHAT'S IT LIKE BEING A MINIMALIST?

It's good. You don't have to spend so much time cleaning or tidying up because you don't have so many things. But you must be organised. You mustn't leave things lying around on surfaces. I live in a tiny flat but it's neat and tidy: there's a place for everything and everything is in its place. When your home is tidy, you feel happier. Another advantage is that if you don't buy stuff you don't need, you can afford to buy good quality, so you have beautiful things that you love instead of rubbish you don't really like.

* *The Life-Changing Magic of Tidying Up: The Japanese Art of Decluttering and Organizing* by Marie Kondo, 2011

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REFERENCES

AUDIO SCRIPT page 214
VIDEO SCRIPT page 229
CULTURE NOTES page 203

EXTRA ACTIVITY IN CLASS

After Exercise 8, students change partners. They make guesses about their new partner and rewrite the sentences in Exercise 8 about him/her (e.g. *You don't have to tidy up your bedroom every day.*). They then compare answers and check their guesses.

FURTHER PRACTICE

- Photocopiable extra Grammar Video activity 5, page 259
- Grammar Reference and Practice, Student's Book page 177
- Workbook pages 52–53/Online Practice

- 1 **SPEAKING** Read the first paragraph of the text on page 64. Then in pairs, say if you have 'unnecessary things' at home. Give examples.
- 2 Look at the table below and find the **things that you can see in the photos**. Then in pairs, add more words to the categories.

Furniture and decorations	wardrobe, curtains, carpet, rug, ...
Fixed things	window sill, radiator, stairs, ...
Places for things	drawer, hanger, surface, ...

- 3 Read the text. Then in pairs, ask and answer the questions.
- What are the advantages of being a minimalist?
 - Are you a messy person or are you organised?
 - How often do you tidy up your room?
 - Do you throw things out regularly or do you hold onto things?
 - How do you get rid of stuff you don't want any more?

Modal verbs

- 4 Find verbs 1–7 in the text and match them with their meanings a–f. Use one meaning twice.
- | | |
|--|-----------------------------|
| 1 ☐ should | a it's necessary |
| 2 ☐ have to | b it isn't necessary |
| 3 ☐ shouldn't | c it's a good idea |
| 4 ☐ don't have to | d it isn't a good idea |
| 5 ☐ could | e it isn't allowed |
| 6 ☐ must | f it's a suggestion/an idea |
| 7 ☐ mustn't | |
- 5 Study the Grammar box and **Watch out!** and check your answers to Exercise 4.

Modal verbs

must/have to = it's necessary
You **must** do exercises every day.
You **have to** throw the rubbish out on Thursdays.

don't have to = it isn't necessary
You **don't have to** go to Japan to be a minimalist.

should = it's a good idea
You **should** watch that film; it's good.

shouldn't = it isn't a good idea
You **shouldn't** wear pink; it doesn't suit you.

mustn't = don't do it, it isn't allowed
You **mustn't** smoke here.

could = it's a suggestion/an idea
You **could** lend me that book if you like.

Grammar Reference and Practice > page 177

WATCH OUT!

Must and *Have to* both mean that something is necessary but they're not exactly the same. We typically use *must* for personal opinions and *have to* for facts, rules or external obligations.

- 6 Choose the correct verbs to complete the tips.

TOP TIPS FOR MINIMALISTS

- To be a minimalist, you **could** / **have to** be organised and disciplined.
- You **could** / **shouldn't** start by making a list of all the things you own.
- You **mustn't** / **should** keep anything that you don't use regularly.
- You **should** / **shouldn't** get multipurpose things, e.g. a sofa bed.
- You **don't have to** / **must** throw things out if you don't use them.
- You **don't have to** / **mustn't** eat every meal alone but you **must** / **shouldn't** invite too many people to your home.

Exercise 3

1 a tidy home, you only have things you like, you don't need to spend so much time on housework, you can afford better things, you can be happier

Exercise 7

2 must
3 don't have to, could
4 shouldn't
5 have to
6 should
7 mustn't

- 7 **2.14** Marty's family come to visit. Complete the sentences with verbs from the Grammar box. Then listen and check. What happened to Marty?

- Dad** It's a very neat flat. Karen, you **should** keep your room tidy like this.
- Mum** I _____ have a cup of tea, son. I'm really thirsty.
- Mum** You _____ wear the same clothes all the time. You _____ put on that sweater your gran gave you. It's nice and warm.
- Mum** You _____ give away presents. It's not right.
- Marty** You _____ share a mug. I've only got one cup.
- Dad** One mug! You _____ get some more mugs.
- Marty** If you're a minimalist, you _____ keep things that you don't use.

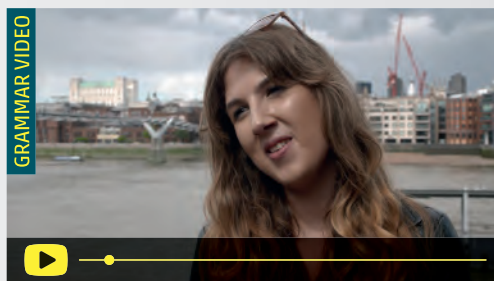
- 8 **SPEAKING** Do you agree or disagree with these statements? Discuss in pairs.

- You have to tidy up your bedroom every day.
- You mustn't throw all your rubbish in the same bin.
- You should always do the dishes as soon as you finish eating.
- You shouldn't own more than three shirts and four pairs of trousers.
- You don't have to buy something every time you go to the shops.
- You must be organised in life to be happy.

I don't have to tidy up my room every day but I have to do it every weekend.

- 17** Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

What should you do to lead a happy life?



☐ I can use modal verbs to talk about suggestions and obligations.

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- Photocopiable resource 19: Our new room, pages 269, 294
- Extra digital activities: Grammar Checkpoint 5A

ASSESSMENT

Grammar Quiz 5A

NEXT CLASS

Ask students to make a list of all the home appliances they know in English and/or look up any appliances they have at home but don't know the English words for. Elicit these on the board in the next lesson and use them to pre-teach/extend the vocabulary in Exercise 5.

5B VOCABULARY | Household chores



- 1 SPEAKING** In pairs, look at the cartoon. What do you think of Mum's idea? Could it work in your home?
- 2** Complete the collocations for household chores with the words from the box. Use the to-do list in Exercise 1 to help you.

your bed the dog the carpets the furniture
~~your room~~ the rubbish your shoes
 the washing machine

- 1 tidy up your room
- 2 dust the furniture
- 3 walk the dog
- 4 vacuum the carpets
- 5 take out the rubbish
- 6 make your bed
- 7 empty the washing machine
- 8 polish your shoes

- 3** Make more household chores using a verb from box A and a noun from box B. You can use some of the verbs and nouns more than once.

A air clean do iron mop/sweep set/clear
 wash up/dry wipe

B the cooker the cooking the dishes the floor
 the house a shirt the surfaces the table

air the house, ...

- 4** In pairs, answer the questions. Use the phrases from Exercise 3 and *Watch out!*

- 1 Which chores do you do or help with at home?
- 2 Which chore is the worst in your opinion?
I always/sometimes/never ...
I think cleaning the cooker is the worst chore.

WATCH OUT!

do the chores/the housework/the dishes/the windows/
 the cooking/the cleaning/the washing-up/the ironing/
 the dusting, etc.

but **make** your bed/breakfast/a meal/a cup of tea/
 a sandwich

- 5** In pairs, say what we use these home appliances to do. Which appliance is the most useful?

dishwasher freezer fridge iron kettle
 microwave oven vacuum cleaner washing machine

You use a microwave to cook or heat up food.

- 6** In groups, think of chores we don't have to do anymore because of technology. Use the vocabulary from Exercises 3 and 5.

Thanks to the vacuum cleaner we don't have to sweep the floor with a brush, and thanks to the washing machine, we ...

- 7 REFLECT | Society** In groups, discuss the questions.

- 1 Do you think teenagers should help at home?
- 2 Should teenagers earn their pocket money by working at home? Say why.

Exercise 3

clean the cooker/the floor/
 the house/the surfaces
 do the cooking/the dishes
 iron a shirt
 mop/sweep the floor
 set/clear the table
 wash up/dry the dishes
 wipe the cooker/
 the surfaces/the table

Exercise 5

You use a dishwasher to wash the dishes.
 You use a freezer to freeze food.
 You use a fridge to keep food and drink cold and fresh.
 You use an iron to iron clothes.
 You use a kettle to boil water.
 You use an oven to cook or warm up food.
 You use a vacuum cleaner to clean/vacuum the floors and carpets.
 You use a washing machine to wash clothes.

66 ☐ I can talk about household chores.

EXTRA ACTIVITY IN CLASS

Individually, students list their three least favourite chores. In groups, they then compare and discuss their lists, and try to agree on the group's three least favourite chores. This can be done before or after Exercise 4.

FURTHER PRACTICE

- Workbook page 54/Online Practice
- Photocopiable resource 20: Are you sweeping the floor?, pages 269, 295
- Extra digital activities: Vocabulary Checkpoint 5

ASSESSMENT

Vocabulary Quiz 5

NEXT CLASS

Ask students to think about one thing they are allowed to do, one thing they have to do and one thing they don't have to do at school. They should write one sentence about each (e.g. *I have to study for a test every week.*).



- 1 SPEAKING** Describe the photo. Then in pairs, ask and answer the questions. Use the phrases on page 55 to give your opinions.
- Is it easy or hard for young people to move out of their family home and start living on their own?
 - What are the good/bad sides of sharing a flat with people your own age?
- 2** Read the article. Does it mention any of your ideas from Exercise 1?

Past modal verbs

- 3** Find sentences in the article that have the same meaning as the sentences below.

- I was allowed to eat when I wanted.
I could eat when I wanted.
- You weren't allowed to stay out late.
- It was necessary to eat meals at regular times.
- It wasn't necessary to tidy my room.

- 4** Study the Grammar box and find more examples of past modals in the article.

Past modal verbs

could = it was possible or allowed in the past
I **could** do what I wanted as a child.

couldn't = it wasn't possible or allowed
We **couldn't** open the door yesterday.

had to = it was necessary
Dad **had to** wear a uniform to school.

didn't have to = it wasn't necessary
I **didn't have to** get up early this morning.

Grammar Reference and Practice > page 177

- 5** **2.15** Read about teenage life in Britain in 1958. Complete the sentences with the correct past modal verbs. Then listen and check.

- Most teenagers **had to** leave school at sixteen so they _____ earn money.
- Most young people _____ go to university.
- Teenagers _____ give most of the money they earned to their parents.
- Most boys _____ spend eighteen months in the army. Girls _____ join the army if they wanted to but they _____.
- Most people _____ wash their clothes in a washing machine.

- 6** Use the phrases below and the verbs from the Grammar box in Exercise 4 to make sentences about the time when you were ten. Then in pairs, compare your sentences.

do a lot of homework go to bed early
play in the street tell your parents where you were going
watch anything you wanted on TV wear make-up
wear school uniform wear what you wanted

When I was ten years old, I didn't have to do a lot of homework.

- 7** **SPEAKING** In groups, say what other things you had to/didn't have to or could/couldn't do when you were ten.

- I had to feed the hamster.*
- I didn't have to do that but I had to take the dog for a walk.*
- I couldn't do that because we didn't have a dog.*

Exercise 3

- You couldn't stay out late.
- You had to eat meals at regular times.
- I didn't have to tidy my room.

Exercise 5

- could
- couldn't
- had to
- had to, could, didn't have to
- couldn't

A GUIDE FOR NEW STUDENTS

FREEDOM! OR IS IT?

FRESHERS FIRST

Dan Price

New studies, new friends and maybe a new home in a new town. The first month at university is a taste of freedom.

When you were at school, you had to be there from 8.30 to 3.30 every day. At home, you had to eat meals at regular times. You couldn't listen to loud music and you couldn't stay out late. But when you're a student, you don't have to follow the same rules.

I remember my first weeks at university. Suddenly I didn't have to go to class every day. I could wear what I wanted. I didn't have to tidy my room – it was my decision. I could spend all night partying with friends – my choice. I could listen to loud dubstep at two in the morning. Breakfast at 4 a.m.? Why not? I could eat when I wanted.

But student life wasn't perfect. Firstly, food didn't magically appear like it did at home. You had to buy it and then cook it! Secondly, there were four other guys in my flat in halls* and they were also enjoying 'freedom'. One never washed up. Another stole other people's food from the fridge. And nobody cleaned the bathroom. I had to do it myself because the others were too lazy. I began to complain: 'These dishes won't wash themselves!' 'Turn that music down – it's 4 a.m.!'

It was then I realised two things: one, I was turning into my parents, and two, freedom has a downside.

* halls of residence – a building where students live. In the UK, students usually have their own bedroom but share a kitchen/bathroom with 4–6 other students.

☐ I can use modal verbs to talk about the past.

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REFERENCES

AUDIO SCRIPT page 214
CULTURE NOTES page 203

EXTRA ACTIVITY IN CLASS

After Exercise 5 or 7, refer students to the sentences they wrote at home. Get them to compare their lists in groups and say what they could/had to/didn't have to do two years ago.

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book page 177
- Workbook page 55/Online Practice
- Photocopiable resource 21: It was worse for me!, pages 269, 296
- Extra digital activities: Grammar Checkpoint 5C

ASSESSMENT

Grammar Quiz 5C

NEXT CLASS

Ask students to make a list of things they think a guest should/shouldn't do when they go to stay in someone's house. Start the next lesson by eliciting these on the board. Does the box in Exercise 1 mention any of their ideas?

5D SPEAKING

Exercise 1

1 When guests come to stay in your house, you should clean the room/ have fun/give them time to relax/ make a special meal/make plans/ put out a towel/take them out. You shouldn't be noisy/leave a mess on surfaces/sleep a lot.

2 When you stay at a friend's house, you should bring a gift/leave a mess on surfaces/sleep a lot. You shouldn't be noisy/leave a mess on surfaces/sleep a lot.

Exercise 2

The boy is a guest and the woman is a host, perhaps on an exchange visit or a language stay. The boy feels very nervous.

- 1 In pairs, check you understand the phrases in the box. Then use them to complete the sentences below.

be noisy bring your own hairdryer/towel/toothpaste
bring a gift clean the room have fun
help yourself to food and drink leave a mess on surfaces
give them time to relax make a special meal
make plans put out a towel sleep a lot take them out

- 1 When guests come to stay in your house, you should/ shouldn't ...
2 When you go to stay in a friend's house, you should/ shouldn't ...

- 2 **18** **2.16** Look at the photo. Who are the people? How does the boy at the door feel? Watch or listen to Part 1 of the conversation and check.

- 3 **18** **2.16** Study the Speaking box and Watch out! Then watch or listen to Part 1 of the conversation again and choose the phrases you hear in the sentences below.

- 1 Konrad Is it alright/ Do you mind if I come in?
Erin Yes, of course/ go ahead.
2 Erin Can I take your coat?
Konrad No, I'm afraid not / please don't. It's a bit cold.
3 Konrad Do you mind if I/ Can I keep my shoes on?
Erin No, I don't mind/ you can't. Of course not.

SPEAKING | Permission

Question	'Yes'	'No'
Can I have this banana?	Yes, of course.	Sorry, you can't. That's my breakfast.
Is it alright if I change the channel?	Sure, go ahead.	I'm afraid not. This is my favourite show.
Do you mind if I open the door?	No, of course not.	Please don't. It's a bit cold.
Do you mind if I smoke?	No, I don't mind.	Yes, I do. I hate the smell.

WATCH OUT!

Do you mind if ...? = Is it a problem for you if ...?

If someone asks you *Do you mind if ...?* and it isn't a problem, you should answer *No (= No, it isn't a problem.)*

Do you mind if I say something?

No, I don't./No, that's no problem.

If something is a problem, you should answer *Yes (= Yes, it's a problem.)*

Do you mind if I borrow your hairdryer?

Yes, I do, sorry. I'm using it at the moment.



- 4 **19** **2.17** Complete the exchanges with two or three words in each gap. Watch or listen to Part 2 of the conversation and check. How does Konrad feel by the end of the conversation?

- Erin This is your room.
Konrad It's very nice but is it alright if I close the window?
Erin Sure, go ahead.
Konrad Sorry to ask but can I have a shower?
Erin I'm sorry, you can't. There isn't a shower.
Konrad Do you mind if I have a bath then?
Erin No, of course not.
Konrad Do you mind if I use your Wi-Fi connection?
Erin Yes, I do! I'm just joking. That's no problem.

- 5 In pairs, ask for permission and respond appropriately. Student A, go to page 189. Student B, go to page 191.

- A *Can I take this chair?*
B *No, I'm sorry you can't. I'm sitting on it.*

- 6 Work in pairs. Imagine you're staying at your partner's house. Use the prompts below to ask for, give or refuse permission. Take turns to be the host and the guest.

- 1 You really need a shower but you don't have a towel in your suitcase.
2 You're hungry. There are some bananas on the table.
3 Your favourite programme is on TV. You want to watch it.
4 You feel really tired.
5 You're cold but you forgot to bring a sweater.
6 You want to call home but the battery on your phone is dead.

68 ☐ I can ask for, give and refuse permission.

REFERENCES

VIDEO/AUDIO SCRIPT page 229

EXTRA ACTIVITY IN CLASS

After Exercise 3, highlight the importance of sounding polite when asking for permission. Model the rising intonation in the questions in the Speaking box and get students to practise it in pairs or small groups.

FURTHER PRACTICE

Workbook page 56/Online Practice

NEXT CLASS

Ask students to think about activities they have tried which can help them get fit. Start the next lesson by eliciting their ideas on the board, as a lead-in to Exercise 1. Ask for a show of hands for who has tried the activities on the board.

HEATHER HUNT'S FITNESS BLOG

GET FIT WITH HEATHER!



	VLOG	PODCAST
How to get fit	•	•
The importance of warming up	•	•
Gyms & personal trainers	•	•
Jogging to a healthy heart	•	•
Working out 1: press-ups and weight training	•	•
Working out 2: sit-ups, pull-ups and stretching		•
How to set up a home gym		•
Burning off calories with aerobics		•

1 SPEAKING In pairs, ask and answer the questions.

- How much exercise do you get in a week?
- Generally, do you feel fit or unfit?
- What would you like to do to get fitter?

2 Read the introduction to Heather's blog. Check you understand the highlighted words related to working out. Then in pairs, ask and answer the questions.

- Do you always warm up before you exercise or play sports? What do you do?
- What are the advantages of joining a gym or having a personal trainer?
- Look at the ways for getting fit in the blog menu. Which of them do you do?

3 2.18 Listen to Part 1 of Heather's podcast and choose the correct answers.

- What is today's podcast about?
 a jogging
 b gyms and personal trainers
 c **doing exercises at home**
- What does Heather say about setting up a gym at home?
 a It's expensive. b **It's easy.** c It's difficult.

4 2.19 Listen to Part 2 of the podcast and match photos A-D with pieces of equipment 1-4.

- ☐ yoga mat
- ☐ pull-up bar
- ☐ A dumbbells
- ☐ B resistance band



5 2.19 Listen to Part 2 of the podcast again and complete the notes with 1-3 words in each gap.

- In a flat there usually isn't enough **space** for big exercise machines.
- It helps if you can **move furniture** easily.
- The most important piece of equipment you need is a **yoga mat**.
- You can use tins of soup, **cartons of milk** or bags of sand for weights.
- It's easier to concentrate on your exercises if you can see yourself **doing them**.

6 2.20 Study Active Listening. Then listen to extracts from the podcast and decide if words 1-3 are nouns, adjectives or verbs.

- treadmill
noun
- spare
adjective
- breathe
verb

ACTIVE LISTENING | The meaning of new words

When you hear a new word in a recording:

- decide what kind of word it is (noun, verb, adjective, etc.)
- use the context (information that comes before or after the word) to give you clues about the meaning
- ask yourself if the word is similar to another word you know or to a word in your language

7 2.20 Listen again and match words 1-3 from Exercise 6 with their meanings a-c.

- ☐ to send air into and out of your lungs
- ☐ a piece of exercise equipment
- ☐ not used, free or available

8 2.21 Listen and work out the meaning of words 1-5. Use Active Listening to help you.

- casters
small wheels fixed to the bottom of a piece of furniture so that it can move
- essential **necessary**
- quid **pounds**
- roll up **a tube or cylinder**
- abdominal **of the stomach**

9 SPEAKING In pairs, ask and answer the questions.

- Do you think a home gym is a good idea? Say why.
- What are the best ways to keep fit in your opinion?

☐ I can work out the meaning of new words in a web podcast and talk about health and fitness.

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REFERENCES

AUDIO SCRIPT pages 214-215

EXTRA ACTIVITY IN CLASS

Students choose four words/phrases from Exercises 4, 6 and 8 and write one sentence for each. They then remove those words from their sentences to

make a gap-fill exercise. They swap exercises and complete them in class or as homework.

FURTHER PRACTICE

- Workbook page 57/Online Practice
- Photocopiable resource 22: Fit @ Home, pages 269, 297

NEXT CLASS

Ask students to think about a typical diet in their country/area and make notes.

5F READING AND VOCABULARY

Exercise 5

2 soft drinks 3 get exercise 4 full up 5 stay fit 6 go on a diet
7 fast food 8 low in sugar 9 sleep well

- 1 **SPEAKING** In pairs, match photos A-D with places 1-4 below. Check your answers on page 190. Then say in which of the places you would most/least like to live and why.

- 1 ☐ a small town in Sardinia, Italy
- 2 ☐ the suburbs in Southern California
- 3 ☐ a village in Costa Rica
- 4 ☐ the city of Okinawa, Japan

- 2 In pairs, say what you think the places in the photos have in common. Then quickly read the first paragraph of the article and check your ideas.

The people living there have long life expectancy.

- 3 Read the rest of the article and choose the correct answers.

- 1 People in blue zones
 - a have very little in common.
 - b move there when they're old.
 - ☒ c often live longer than normal.
 - d don't share their secret with others.
- 2 Dan Buettner
 - a was the first person to travel to all these places.
 - b wanted to live to be 100.
 - ☒ c thought of the phrase 'blue zones'.
 - d gave the people in 'blue zones' some advice about food.
- 3 Meals in blue zones
 - a are a chance for people to be alone.
 - ☒ b are a time to relax.
 - c last a short time.
 - d are special silent occasions.
- 4 It's true to say that people in blue zones
 - a work very hard.
 - ☒ b have active lifestyles.
 - c don't have cars.
 - d go to bed early.
- 5 The people Dan spent time with
 - a are never unhappy.
 - b are all religious.
 - ☒ c spend a lot of time with others.
 - d love older people more than others.

- 4 **2.23 PRONUNCIATION** Find one word in each group that we pronounce with a different stress from the others. Listen and check.

- 1 dairy enjoy healthy lifestyle
- 2 believe belong consume diet
- 3 developed different important together
- 4 exercise respected vegetable villages
- 5 community generation importantly inhabitant

- 5 Use the highlighted collocations related to health and lifestyle from the article to complete the statements below. Then in pairs, say if the statements are true or false for you.

- 1 I don't eat many dairy products but I love yoghurt!
- 2 Our school shop doesn't sell _____ – you can only buy water.
- 3 The only time I _____ is when I walk the dog.
- 4 When my gran cooks for us, we feel really _____ afterwards!
- 5 I go to a gym to work out so I can _____.
- 6 I want to _____ so I can lose weight.
- 7 I don't have a healthy diet – I eat too much _____ like burgers and fries.
- 8 I love popcorn – it's got lots of vitamins and it's _____ and calories!
- 9 I don't usually _____ before exams.

- 6 **SPEAKING** In groups, read these 'blue zone' tips for healthy living. Which things do you do already? Which are the most difficult to follow? Which would you like to do?

- Drink water instead of soft drinks.
- Sleep for eight hours.
- Eat a lot of nuts.
- Switch off your TV/phone during meals.
- Walk instead of taking a bus or going by car.
- Don't eat too much (or any) meat.
- Watch something funny on the Internet as part of your day.
- Stop eating snacks.
- Eat just two meals a day.
- Go without food on one day a week.
- Eat five pieces of fruit every day.
- Spend more time with your neighbours.

- 7 **REFLECT | Society** In groups, answer the questions.

- 1 Do elderly people have an important role in your society? Do people respect them?
- 2 Is it a good thing for grandchildren to spend a lot of time with grandparents? Say why.
- 3 Would you be happy to spend more time with your grandparents?

- 20 WATCH AND REFLECT** Go to page 166. Watch the documentary *An average diet* and do the exercises.



REFERENCES

VIDEO SCRIPT page 229
CULTURE NOTES page 203

EXTRA ACTIVITY IN CLASS

After Exercise 6, refer students to the notes they made at home about a typical diet in their country/area. Have a brief class discussion about it: how healthy do students think it is? Could their country/area be 'a blue zone'?

FURTHER PRACTICE

Workbook pages 58–59/Online Practice

NEXT CLASS

Ask students to make a list of symbols they often use in text messages to friends and what these symbols mean.



2.22

EMMA CARTER

'BLUE ZONES' AND WHAT WE CAN ALL LEARN FROM THEM

The suburbs of a town in San Bernardino County, California; villages in Greece and Costa Rica; a city in Okinawa, Japan; a small town in Sardinia. At first sight, these places are very different. Some of them are in the most developed countries in the world, while in others the way of life hardly ever seems to change. But Dan Buettner, an American writer and explorer, noticed that these very different places have one thing in common: people there have a good chance of living to be a hundred years old or more. He called these places 'blue zones' and decided to spend time with the people who lived there to try to find out the secret to their long lives.

The first thing Dan noticed about the inhabitants of blue zones was their healthy diet. They eat a lot of fruit and vegetables. They don't eat much meat but get their protein from beans, lentils or nuts. They don't eat many dairy products, either. Their diets are low in sugar and salt. And they don't consume a lot of fast food or soft drinks.

Secondly, Dan noticed something very interesting, not about what the people ate, but how they ate. In 'blue zones' people often have two meals a day, not three, and they don't usually have snacks between meals. They stop eating when they no longer feel hungry – not when they feel 'full up'. They don't go on diets but often go without food for a day or during a special time of year. Most importantly, in blue zones people see food as a gift and meals as a special time. They switch off TVs or smartphones and give thanks before they eat. Then they sit, eat, talk, take their time and enjoy their food.

Another thing that Dan noticed was that people living in blue zones across the world all seem to share certain habits in their lifestyles. They get exercise naturally by working outdoors. They stay fit by walking (not driving). And they sleep well (seven or eight hours a night, usually).

Finally, Dan found that the inhabitants of blue zones in all those different places around the world have a similar way of looking at life. They are generally optimistic. Many of them believe that a 'higher power' is looking after them. And nearly all of them feel they belong to a larger group.

Community is very important to them. Neighbours, friends and family come together often, and people from different generations (for example grandparents and grandchildren) have a lot of contact with each other. Older people are important and respected members of the community.

Dan returned to America, where he writes and gives talks on the lessons he learned from talking to people in blue zones. He believes it's never too late to change how we live for the better – because, as the Chinese say, 'live well, live long ...'



5G WRITING AND VOCABULARY | A note/short message

1 In pairs, describe the photo. Who are the people? Where are they? Why are they there? How do they feel?

2 Read the notes and messages 1–7 and look at the names in the box. Then in pairs, say who wrote each message and who they wrote it to.

himself Sam Sam's mum Sam's dad
Sam's neighbour Lucy

1 *Sam's mum wrote a message to Sam.*

1 Tried to call you but no answer. Bad news. Dad's in hospital. Poss heart attack. 😞 You mustn't worry but maybe you should come asap? ❤️

2

Things to do

- Check out London – Hereford buses
- Get L to feed Cleo & water plants
- Present for dad – chocs? grapes? book?

3

bus Lon-Her –
dep 11.30 –
arr 15.40

4

My dad's ill, have to go home. Think u
can look after Cleo and water the plants?
Instructions on fridge. Thx. Sam

5

Lucy,
• cat food under sink
• tin opener in top drawer
• don't give C too much food
• don't forget the plants
Thanks!

6

Get well soon, darling.
Love you
Pam xxx

7

On bus now. Gets in at 15.40. Want
to pick me up or shall I get a taxi?

Exercise 2

- 2 Sam wrote a note to himself.
- 3 Sam wrote a note to himself.
- 4 Sam wrote a note to his neighbour Lucy.
- 5 Sam wrote a note to his neighbour Lucy.
- 6 Sam's mum wrote a message to Sam's dad.
- 7 Sam wrote a message to his mum.

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REFERENCES

AUDIO SCRIPT page 215

EXTRA ACTIVITIES IN CLASS

- After Exercise 5, refer students to the lists they made at home. Can they add any more symbols to the ones in Exercise 5?

- After Exercise 10, students work in pairs and write a short message to their partner. It can be about any situation, real or imaginary. They exchange and reply to each other's messages.

FURTHER PRACTICE

Workbook page 60/Online Practice

NEXT CLASS

Ask students to study the word list and do the Remember More exercises on Student's Book pages 74–75.

3 Read the notes again and answer the questions.

- Why is Sam's dad in hospital? *It's possible he had a heart attack.*
- What three ideas does Sam have for a present for his dad? *chocolates, grapes, a book*
- What time does the bus to Hereford leave London? What time does it arrive? *It leaves at 11.30 and arrives at 15.40.*
- Who is Cleo? *Sam's cat*
- What does he ask Lucy to do? *feed the cat and water the plants*
- How does Sam want to get to the hospital from Hereford bus station? *He'd like his mum to pick him up.*

4 Study the Writing box and write the full forms of sentences 1–9 from the messages.

- I* tried to call you but *there was* no answer.
- I* *have* bad news.
- Do* *you* think *you* can look after Cleo?
- Check out *the* London – Hereford buses.
- Get *Lucy* to feed Cleo and water *the* plants.
- I* have to go home.
- The* instructions *are* on *the* fridge.
- The* tin opener *is* in *the* top drawer.
- I* *am* on *the* bus now. *It* gets in at 15.40.

WRITING | A note/short message

- In notes and short messages, you can leave out:
 - greetings and polite expressions like *Dear ...*, *How are you?*, *Best wishes*, ... etc.
 - pronouns like *I*, *you*, *he*, *she*, *there*, etc. and auxiliary verbs like *be*, *do*, *have*, etc. at the start of sentences:
 - I love you.*
 - Do you want to pick me up?*
 - the verb *to be* and the definite article (*the*):
 - The cat food is under the sink.*
- You can use contractions, initials and emoticons instead of full names and words:
 - Get L to feed Cleo.* (L = Lucy)
 - Dep 11.30* (Dep = Departure)
 - 😊 (I'm happy)
- To give instructions in notes and messages, you can use imperatives and bullet points:
 - *check out bus and train times*
 - *don't forget the plants*

5 Match the contractions and symbols 1–11 with their meanings a–k.

- | | |
|----|-----------------------|
| 1 | a and |
| 2 | b arrival |
| 3 | c as soon as possible |
| 4 | d chocolates |
| 5 | e departure |
| 6 | f I'm sad |
| 7 | g kisses |
| 8 | h love |
| 9 | i possible |
| 10 | j thanks |
| 11 | k you |

6 2.24 In pairs, complete the sentences with the words from the box. Use a dictionary to help you. Then listen and check. What's the matter with Sam's dad?

ambulance appointment indigestion pains pills
prescription results symptoms temperature tests

- This morning I got some *pains* in my chest.
- It was an emergency, so we called for an *ambulance*.
- They did lots of *tests*.
- They took my *temperature*, it was a bit high – 38°.
- Now we have to wait for the test *results*.
- The *symptoms* of *indigestion* can be similar to those of a heart attack.
- I'm writing you a *prescription* for some medicine.
- You should take two *pills* three times a day.
- Should he make an *appointment* with our GP?

7 2.25 Listen to the doctor again. In pairs, note down what she says using bullet points. Then go to page 190 and check.

8 REFLECT | Society In groups, make a list of things you should/shouldn't/have to/mustn't do when you visit someone in hospital.

You should take a present, for example ...

9 In pairs, read the letter and transform it into a note. Don't forget to use emoticons and bullet points. Then go to page 190 and compare.

Dear Jeremy,
I hope you feel better. Thanks for looking after the dogs.
The dog food is in the cupboard next to the door. The bowl for water is under the table. Don't forget to take them for a walk in the morning and in the afternoon.
I'm back on Sunday at ten o'clock.
Kisses, Maggie

10 WRITING TASK Choose a situation below and write a short note. Use the Writing box to help you. Then in groups, compare your notes.

- You have an English exam next Wednesday at ten. Write a note to remind yourself to go to a friend's house at the weekend to study for it.
- You phone a cinema to get information about a film. The film you want to see is *X-Kids*. It's on at 8.30 on Friday at the Odeon Multiplex. The best bus to get there is the number 44. It leaves from the stop near the post office every ten minutes. Write a post-it note to a friend with the key information and ask if he/she wants to go with you to see the film.
- You get an invitation to a party at a friend's but you don't feel well. You have a high temperature and bad pains in your stomach. You think you should stay at home. Write a text message to your friend thanking him/her for the invitation and explaining why you can't come. Suggest another time and place you could meet next week when you feel better.

☐ I can write a short note or message.

73

REMEMBER MORE

- 1 Put the phrases from the box in the correct column of the table. Then check with the word list.

your bed a cup of tea
the ironing the dishes
the housework a meal

make	do
a meal a cup of tea your bed	the housework the dishes the ironing

- 2 Which verb from the word list completes these phrases?

wear	make-up school uniform glasses
get	fit dressed rid of something
go	to bed by car on a diet

- 3 Match the two parts of the compound nouns. Then check with the word list.

- 1 ☐ washing a opener
2 ☐ vacuum b machine
3 ☐ tin c cleaner
4 ☐ microwave d oven

- 4 Complete the sentences with a verb in each gap. Then check with the word list.

- 1 What a mess! Tidy up before you go out.
2 You should warm up before you start exercising.
3 The dishwasher is broken. Can you help me wash up?
4 Let's set up our own online business.

ACTIVE VOCABULARY | Personal context

If you want to memorise new words or phrases more effectively, try to use them in a context that is close to your life. For example, if you want to memorise the word *vacuum*, you could say *I have to vacuum the carpet in my room every Saturday*. Look at the word list and find more words to write sentences about your everyday activities.

5A GRAMMAR AND VOCABULARY

5.29

advantage (n) /əd'vɑːntɪdʒ/
afford (v) /ə'fɔːd/
alone (adj) /ə'ləʊn/
bedroom (n) /'bedrʊm/
bin (n) /bɪn/
bowl (n) /bəʊl/
carpet (n) /'kɑːpɪt/
cup of tea /kʌp əv 'tiː/
curtain (n) /'kɜːtn/
decorations (n) /,dekə'reɪʃənz/
disciplined (adj) /'dɪsɪplɪnd/
do the dishes /,du ðə 'dɪʃɪz/
donate (v) /dəʊ'neɪt/
drawer (n) /dɹɔː/
finish (v) /'fɪnɪʃ/
fixed (adj) /fɪkst/
flat (n) /flæt/
furniture (n) /'fɜːnɪtʃə/
get rid of /,get 'rɪd əv/
hanger (n) /'hæŋə/
hold onto sth /,həʊld 'ɒntə ʃəmθɪŋ/
lend (v) /lend/
lie around /,laɪ ə'raʊnd/
meal (n) /miːl/
mess (n) /mes/
messy (adj) /'mesi/
minimalism (n) /'mɪnɪməlɪzəm/
minimalist (n) /'mɪnɪməlɪst/
mug (n) /mʌg/
multipurpose (adj) /,mʌltɪ'pɜːpəs/
neat (adj) /niːt/
organised (adj) /'ɔːgənəɪzd/
radiator (n) /'reɪdɪeɪtə/
rubbish (n) /'rʌbɪʃ/
rug (n) /rʌg/
sentimental (adj) /,sentɪ'mentl/
sofa (n) /'səʊfə/
stairs (n) /steəz/
suit (v) /suːt/
surface (n) /'sɜːfɪs/
thirsty (adj) /'θɜːstɪ/
throw out /θrəʊ 'aʊt/
tidy (adj) /'taɪdi/
tidy up /,taɪdi 'ʌp/
tiny (adj) /'taɪni/

unnecessary (adj) /ʌn'nesəsəri/

wardrobe (n) /'wɔːdrəʊb/

windowsill (n) /'wɪndəʊsɪl/

5B VOCABULARY 5.30

air the house /,eə ðə 'haʊs/

appliance (n) /ə'plaɪəns/

clean/mop/sweep the floor /,kliːn,mɒp,'swiːp ðə 'flɔː/

cook (v) /kʊk/

cooker (n) /'kʊkə/

do the cleaning/cooking/dusting/ironing/
washing up /,du ðə 'kliːnɪŋ/'kʊkɪŋ/ 'dʌstɪŋ/
'aɪənɪŋ/,wɒʃɪŋ 'ʌp/

do the housework/the chores /,du ðə 'haʊswɜːk/
ðə 'tʃɔːz/

do the windows /,du ðə 'wɪndəʊz/

dry the dishes /,draɪ ðə 'dɪʃɪz/

dust (n, v) /dʌst/

empty/put on the dishwasher /,empti/'put ,ɒn
ðə 'dɪʃ,wɒʃə/

freeze (v) /friːz/

freezer (n) /'friːzə/

fridge (n) /frɪdʒ/

get dressed /,get 'drest/

heat up food /,hiːt ʌp 'fuːd/

household chores (n) /'haʊshəʊld tʃɔːz/

iron (n, v) /'aɪən/

kettle (n) /'ketl/

make a meal/a sandwich/a cup of tea /,meɪk ə
'miːl/ə 'sænwɪdʒ/ə ,kʌp əv 'tiː/

make your bed /,meɪk jə 'bed/

make your breakfast /,meɪk jə 'brekfəst/

microwave oven (n) /,maɪkrəweɪv 'ʌvən/

oven (n) /'ʌvən/

password (n) /'pɑːswɜːd/

pocket money (n) /'pɒkɪt ,mʌni/

polish (n, v) /'pɒlɪʃ/

set/clear the table /,set/,kliːə ðə 'teɪbəl/

take the rubbish out /,teɪk ðə 'rʌbɪʃ aʊt/

tidy up /,taɪdi 'ʌp/

vacuum (v) /'vækjuəm/

vacuum cleaner (n) /'vækjuəm ,kliːnə/

walk the dog /,wɔːk ðə 'dɒg/

washing machine (n) /'wɒʃɪŋ məʃiːn/

wash up (the dishes) /,wɒʃ 'ʌp (ðə 'dɪʃɪz)/

wi-fi (n) /'waɪ faɪ/

wipe the cooker/surfaces /,waɪp ðə 'kʊkə/
'sɜːfɪsəz/

EXTRA ACTIVITIES IN CLASS

- Dictate short definitions of nouns from the word list for Lessons 5A and 5B, e.g. *You use it to heat water when you want to make tea.* (kettle). Students supply the correct word for each definition.

- In teams and with books closed, students list as many household chores from the unit as they can in a given time limit. When the time is up, the team with the most phrases write them on the board. The other teams take it in turns to add more phrases. They all get one point for each correct phrase on their list and the team with the most points are the winners.

FURTHER PRACTICE

Workbook page 61/Online Practice

NEXT CLASS

Ask students to revise Unit 5.

5C GRAMMAR**5.31****do a lot of homework** /ˌdu ə lɒt əv ˈhəʊmwɜːk/**downside** (n) /ˈdaʊnsaɪd/**dubstep** (n) /ˈdʌbstep/**freedom** (n) /ˈfriːdəm/**fresher** (n) /ˈfreʃə/**go to bed early** /ˌgəʊ tə bed ˈɜːli/**guide** (n) /gaɪd/**halls of residence** /ˈhɔːlz əv ˈrezɪdəns/**lazy** (adj) /ˈleɪzi/**loud** (adj) /laʊd/**magically** (adv) /ˈmædʒɪkli/**party** (v) /ˈpɑːti/**wear make-up** /ˌweə ˈmeɪkʌp/**wear school uniform** /ˌweə ˈskuːl ˈjuːnɒfɔːm/**5D SPEAKING****5.32****change the channel** /ˌtʃeɪndʒ ðə ˈtʃænl/**clean the room** /ˌkliːn ðə ˈruːm/**hairdryer** (n) /ˈheədraɪə/**have fun** /ˌhæv ˈfʌn/**help yourself to sth** /ˈhelp jəˌself tə ˌsʌmθɪŋ/**leave a mess** /ˌliːv ə ˈmes/**make plans** /ˌmeɪk ˈplænz/**noisy** (adj) /ˈnɔɪzi/**put out** /ˌpʊt ˈaʊt/**relax** (v) /rɪˈlæks/**shower** (n) /ˈʃaʊə/**sleep a lot** /ˌsliːp ə ˈlɒt/**take sb out** /ˌteɪk ˌsʌmbədi ˈaʊt/**tired** (adj) /taɪəd/**toothpaste** (n) /ˈtuːθpeɪst/**towel** (n) /ˈtaʊəl/**5E LISTENING AND VOCABULARY****5.33****abdominal** (adj) /æbˈdɒmɪnəl/**aerobics** (n) /əəˈrəʊbɪks/**available** (adj) /əˈveɪləbəl/**breathe** (v) /briːð/**burn off calories** /ˌbɜːn ɒf ˈkælərɪz/**caster** (n) /ˈkɑːstə/**dumbbell** (n) /ˈdʌmbəl/**equipment** (n) /ɪˈkwɪpmənt/**essential** (adj) /ɪˈsenʃəl/**get fit** /ˌget ˈfɪt/**gym** (n) /dʒɪm/**heart** (n) /hɑːt/**jogging** (n) /ˈdʒɒɡɪŋ/**lung** (n) /lʌŋ/**personal trainer** (n) /ˌpɜːsənəl ˈtreɪnə/**podcast** (n) /ˈpɒdkɑːst/**press-up** (n) /ˈpres ʌp/**pull-up** (n) /ˈpʊl ʌp/**pull-up bar** (n) /ˈpʊl ʌp bɑː/**quid** (n) /kwɪd/**resistance band** (n) /rɪˈzɪstəns bænd/**roll up** /ˌrəʊl ˈʌp/**set up** /ˌset ˈʌp/**sit-up** (n) /ˈsɪtʌp/**spare** (adj) /speə/**stretching** (n) /ˈstretʃɪŋ/**treadmill** (n) /ˈtredmɪl/**warm up** /ˌwɔːm ˈʌp/**weight training** (n) /ˈweɪt ˌtreɪnɪŋ/**work out** /ˌwɜːk ˈaʊt/**yoga mat** (n) /ˈjəʊgə mæt/**5F READING AND VOCABULARY****5.34****community** (n) /kəˈmjuːnɪti/**consume** (v) /kənˈsjuːm/**dairy/dairy products** (n) /ˈdeəri/ˌdeəri ˈprɒdʌkts/**develop** (v) /dɪˈveləp/**diet** (n) /ˈdaɪət/**explorer** (n) /ɪkˈsplɔːrə/**fast food** (n) /fɑːst ˈfuːd/**fries** (n) /fraɪz/**full up** (adj) /fʊl ˈʌp/**generation** (n) /ˌdʒenəˈreɪʃən/**get exercise** /ˌget ˈeksəsaɪz/**go on a diet** /gəʊ ɒn ə ˈdaɪət/**grandchild** (n) /ˈgræntʃaɪld/**grandparent** (n) /ˈgrænpəərənt/**habit** (n) /ˈhæbɪt/**inhabitant** (n) /ɪnˈhæbɪtənt/**lifestyle** (n) /ˈlaɪfstɑɪl/**low in sugar** /ləʊ ɪn ˈʃʊɡə/**neighbour** (n) /ˈneɪbə/**optimistic** (adj) /ˌɒptəmɪstɪk/**outdoors** (n) /ˌaʊtˈdɔːz/**popcorn** (n) /ˈpɒpkɔːn/**protein** (n) /ˈprəʊtiːn/**respect** (n, v) /rɪˈspekt/**respected** (adj) /rɪˈspektɪd/**sleep well** /ˌsliːp ˈwel/**society** (n) /səˈsaɪəti/**soft drink** (n) /sɒft drɪŋk/**stay fit** /ˌsteɪ ˈfɪt/**switch off** /ˌswɪtʃ ˈɒf/**village** (n) /ˈvɪlɪdʒ/**vitamin** (n) /ˈvɪtəmən/**yoghurt** (n) /ˈjɒgət/**zone** (n) /zəʊn/**5G WRITING AND VOCABULARY****5.35****ambulance** (n) /ˈæmbjələns/**appointment** (n) /əˈpɔɪntmənt/**arrival** (n) /əˈraɪvəl/**asap (as soon as possible)** /ˌeɪ es eɪ ˈpiː (əz ˌsuːn əz ˈpɒsəbəl)/**bullet point** (n) /ˈbʊlət pɔɪnt/**cat food** (n) /ˈkæt fuːd/**choc** (n) /tʃɒk/**cupboard** (n) /ˈkʌbəd/**darling** (n) /ˈdɑːlɪŋ/**departure** (n) /dɪˈpɑːtʃə/**dog food** (n) /ˈdɒg fuːd/**emoticon** (n) /ɪˈməʊtɪkɒn/**feed** (v) /fiːd/**heart attack** (n) /ˈhɑːt əˌtæk/**indigestion** (n) /ɪndɪˈdʒestʃən/**look after** /lʊk ˈɑːftə/**medicine** (n) /ˈmedsən/**message** (n) /ˈmesɪdʒ/**pain** (n) /peɪn/**pick up** /ˌpɪk ˈʌp/**pill** (n) /pɪl/**polite** (adj) /pəˈlaɪt/**post-it note** (n) /ˈpəʊst ɪt nəʊt/**prescription** (n) /prɪˈskrɪpʃən/**result** (n) /rɪˈzʌlt/**stomach** (n) /ˈstʌmək/**symptom** (n) /ˈsɪmptəm/**temperature** (n) /ˈtemprɪtʃə/**test** (n) /test/**tin opener** (n) /ˈtɪn ˌəʊpənə/**top** (adj) /tɒp/**water the plants** /ˌwɔːtə ðə ˈplɑːnts/

VOCABULARY AND GRAMMAR

1 Label the household objects.



Exercise 2

- 2 carpet
- 3 dog
- 4 washing machine
- 5 dishes
- 6 dishwasher
- 7 bed
- 8 rubbish

2 The underlined words are in the wrong places. Change them around to make sensible sentences about household chores.

- 1 You should dust the dog furniture before you sweep the floor.
- 2 I want to vacuum the dishes in the living room.
- 3 I have to take the rubbish for a walk.
- 4 Can you put the furniture on, please? I've got lots of dirty clothes.
- 5 We always wash up the bed immediately after eating.
- 6 Can you empty the washing machine, please? I need some clean plates.
- 7 It only takes a few seconds to make your carpet.
- 8 The bin's full. It's time to take the dishwasher out.

3 Complete the sentences with the verbs from the box.

burn do go join ~~lose~~ sleep warm work

Top tips to stay healthy and 'lose weight'!

- You don't need to ² go on a diet to feel good.
- Jogging is a good way to ³ burn off calories.
- You should ⁴ warm up before you start running.
- ⁵ join a gym and get fit fast!
- With a home gym you can ⁶ work out and ⁷ do exercises in your living room.
- It's important to ⁸ sleep well, so get a good bed.

Exercise 4

- 2 We don't have to wash the dishes now.
- 3 He should eat more fruit.
- 4 You mustn't eat that - it's poisonous.
- 5 Sophie's a vegetarian, so we could make a salad.

4 Rewrite the sentences with the correct forms of the verbs from the box. There may be more than one correct answer.

could have to must should

- 1 It's really necessary for you to get more exercise.
You must get more exercise.
- 2 It isn't necessary for us to wash the dishes now.
- 3 It's a good idea for him to eat more fruit.
- 4 Whatever you do, don't eat that - it's poisonous.
- 5 Sophie's a vegetarian, so why don't we make a salad?

5 Complete the conversation with one or two words in each gap.

- Gran What time do you ¹ have to get up on Saturdays?
- Julie I ² don't have to get up at any particular time.
I ³ can get up when I want to.
- Gran When I was your age, I ⁴ couldn't stay in bed all morning. I ⁵ had to get up at six.
- Julie Why ⁶ did you have to get up so early?
- Gran To work on the farm ... Julie, you really ⁷ shouldn't waste your weekends sleeping. I think you ⁸ should try getting up early. It's the best time of the day.
- Julie Gran! Don't! You ⁹ mustn't say things like that! I mean it. Mum might hear you.
- Gran Seriously, we ¹⁰ could get up at six tomorrow and walk to the beach to see the sun rise.
- Julie That's not a bad idea. Let's do it. Oh! I ¹¹ must remember to set the alarm.

USE OF ENGLISH

6 Choose the correct words a-c to complete the texts.

STRATEGY | Multiple choice cloze - short texts

After you have decided on your answers, read all the texts again with your chosen options to make sure they make sense.

1 *Hi Emma, make yourself at home. Your room is the one next to the bathroom. I've left a _____ on your bed if you want a shower or a bath.*

- a curtain b hanger **c towel**

2 Don't forget to tell the doctor you had a _____ last night - 39 degrees is very high!

- a** temperature b symptom c prescription

3 Broccoli is really good for you. It's got lots of _____ and it doesn't make you fat.

- a sugar **b** vitamins c calories

4 In Britain the main _____ number for the police or the fire or ambulance service is 999.

- a appointment b community **c** emergency

5 You can walk or run on this _____ but please don't jump on it!

- a** treadmill b press-up c dumbbell

Use of English > page 186

FURTHER PRACTICE

- Use of English, Student's Book page 186
- Class debates pages 256-257
- Self-assessment 5 and Self-check 5, Workbook pages 62-63/Online Practice
- Extra digital activities: Use of English, Reading, Listening

ASSESSMENT

- Unit 5 Language Test (Vocabulary, Grammar, Use of English)
- Unit 5 Skills Test (Dictation, Listening, Reading, Communication)
- Unit 5 Writing Test

TEENAGERS in medieval times

- 1** Do you sometimes feel that your life is hard - that you have to spend too much time at school, and you have to do too much homework in the evenings? Perhaps you also have to help at home and do household chores? Or maybe you think life's unfair because you can't always see your friends when you want to? Well, you're lucky you didn't live in medieval times!

In the fifteenth and sixteenth centuries, children in northern Europe usually lived at home with their parents until they were in their early teens. Then many parents sent their teenagers to work as servants or apprentices in other people's homes, often a long way away and for a very long time.

- 2** For many teenagers it was an unhappy experience. The food and living conditions were often terrible. But if the teenagers didn't like their new homes, they couldn't go back to live with their parents. They were only allowed to go home on special occasions. And since only few of them knew how to write, they couldn't even keep in touch with their friends or families. They couldn't go to school or study because they had to work long hours doing hard physical work in the house or in the fields. Most of them had no choice in their job or profession, so often they had to do things they weren't interested in. In their new homes, it was often difficult for them to make friends and when they got older, they weren't allowed to marry. What's more, their masters could punish them at any time. So it wasn't surprising that some apprentices ran away to look for a better life. However, it wasn't all bad. Some teenagers had good relationships with their masters and their new families. And apprentices could learn a trade, for example, making clothes, jewellery or bread. They could earn money, make useful contacts for their future careers and learn to be independent.



READING

- 7** Read Part 1 of the text and answer the questions.

STRATEGY | Open-ended questions

Focus on the key words in the question. These are often question words such as *which, how, who, when* and words that carry meaning, such as nouns and verbs. These words will tell you exactly what information you need to find in order to give a short, accurate answer.

- Which things does the author suggest young people today complain about?
too much time at school, too much homework, doing household chores
- Does the author think life was harder or easier for teenagers in medieval times? *harder*
- Which part of the world is the text about? *Northern Europe*
- Who decided where teenagers went to live and work in medieval times? *their parents*

- 8** Read Part 2 of the text and complete the notes with 1-3 words in each gap.

STRATEGY | Notes completion

If the notes are in the form of incomplete sentences, find the key words in order to understand the main idea in each sentence. When you look at the text, you may find the same key word or its synonym.

- Teens in those days couldn't decide where *to live* or what work to do.
- They could only _____ at certain times of year.
- It _____ for teenagers to stay in contact with their families.
- Most medieval teenagers _____ or go to school.
- Many teens _____ do work that they found boring.
- Sometimes unhappy apprentices _____ from their masters.
- Medieval apprentices could learn useful skills, _____ and become independent.

Exercise 8

2 go home / visit their families 3 was difficult/hard/impossible
4 couldn't study 5 had to 6 ran away 7 earn money / make contacts

SPEAKING

- 9** In pairs, role play the situation below. Then change roles and do the task again.

Student A

You are at home and want to do some exercise. You would like to use some of the fitness equipment that your brother/sister has. Ask him or her if you can use it. Student B is your brother/sister.

- Explain that you want to do some exercise.
- Ask if you can use a piece of his/her fitness equipment.
- Say when you can return it.
- Thank your brother/sister.

Student B

You are Student A's brother/sister. Student A wants to borrow a piece of your fitness equipment. Use the phrases below to help you.

- Hi, (name). Do you want something?*
- So how can I help?*
- Sure, go ahead. But I need it back by tomorrow evening.*
- You're welcome.*

WRITING

- 10** Do the task below.

You want to go camping next weekend but you can't find your tent. Write a note to a friend in which you:

- explain the situation
- ask permission to borrow his/her tent
- ask if he/she has a sleeping bag you could borrow
- promise to look after his/her things

Exercise 10

Depending on which exams you are preparing your students for, ask them to write 70-90 words.

06

A new you

- VOCABULARY** Appearance, phrasal verbs, stages of life, personality, feelings and emotions
GRAMMAR Future arrangements and intentions, future predictions: *going to* and *will*
Use of English > page 186
SPEAKING Expressing probability
WRITING An informal invitation
VIDEO Grammar ▶ Documentary ▶ Communication ▶

A STUNNING MAKEOVER

Do you remember this interview from June?

REINVENT YOURSELF!

Chelsea Chase, 18, from Cheam and her boyfriend, Eddie want to reinvent themselves.

What are you going to do?

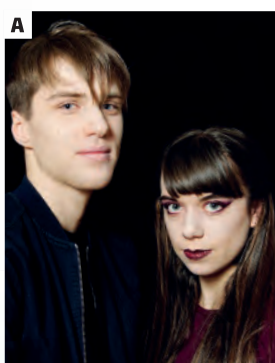
Eddie isn't going to shave, he's going to try to grow a beard! And he's going to take care of his skin. I'm going to get a piercing. And I'm going to get my hair cut short but I'm not going to dye it red like Eddie wants. We want to get in shape, so we're going to join a gym. I'm going to lose weight and Eddie's going to build up his muscles.

Are you going to change your personalities too?

Yes, we are. We aren't going to be so impatient and bad-tempered. We're going to be more sociable, energetic and outgoing. We're going to study harder and Eddie's going to look for a job next summer.

And what about spring cleaning? Are you going to tidy your room?

No, I'm not! (I did it last week.)



Chelsea and Eddie want to change their appearance.



Well, here are Chelsea and Eddie today!

Exercise 2

- 1 grow a beard, take care of his skin, build up his muscles
- 2 get a piercing, get her hair cut short, lose weight
- 3 get in shape, join a gym, be more sociable, energetic and outgoing, study harder
- 4 look for a job next summer
- 5 tidy her room

6A GRAMMAR AND VOCABULARY

1 In pairs, look at photo A and answer the questions.

- 1 Why do you think the people in the photo wanted to change their look?
- 2 How often do you like to change your appearance?
- 3 What was the last thing you did to change your look?

2 Read the interview with Chelsea and Eddie and find the following information.

- 1 some things Eddie wants to change about his appearance
- 2 some things Chelsea wants to change about her appearance
- 3 some things they both want to do
- 4 something Eddie wants to do in the summer
- 5 something Chelsea doesn't need to do

3 Look at photo B. Did Eddie and Chelsea change their appearance as they intended to?

Eddie has a beard. Chelsea has cut her hair short. They look fitter, more energetic and outgoing.

REFERENCES

AUDIO SCRIPT page 215
 VIDEO SCRIPT page 230
 CULTURE NOTES page 203

EXTRA ACTIVITY IN CLASS

After the Grammar Video activity, students make guesses about four or five of their

classmates and write sentences about them, answering the question in the Grammar Video (e.g. *Agata is having dinner with a friend. Marco is watching the football match with his dad.*). They then stand up, mingle and ask their classmates to check their guesses (e.g. *Are you having dinner with a friend tonight? Are you watching the football match with your dad?*).

FURTHER PRACTICE

- Photocopiable extra Grammar Video activity 6, page 259
- Grammar Reference and Practice, Student's Book page 178
- Workbook pages 64–65/Online Practice

Exercise 4

- 1 He invites her to go out for a meal at a Mexican restaurant and then to go to a place called Mario's.
2 She's not keen on Mexican food, finds Stan a bit annoying and wants to study and do exercises.

4 **2.26** Read and listen to the conversation and answer the questions.

- 1 What does Eddie invite Chelsea to do?
2 Why does she turn down his invitation?

Eddie What are you doing this evening?

Chelsea Nothing much. Why?

Eddie Because Stan's coming round at seven. It's his birthday, so we're going out for a meal. Julie isn't going because she's babysitting tonight, so it's just the three of us. We're eating at that new Mexican place and then we're going to Mario's. Are you coming?

Chelsea No, thanks. I'm not that keen on Mexican food and Stan can be a bit annoying without Julie. I'm just going to stay at home, study a bit and do my exercises. Alright?

Future arrangements and intentions

5 Look at sentences 1–4 below. Which sentence expresses ...

- a ☐ an arrangement in a certain place in the future?
b ☐ an intention in the near future?
c ☐ an arrangement at a certain time in the future?
d ☐ a plan or ambition in the more distant future?

- 1 I'm going to get my hair cut short.
2 Eddie's going to look for a job next summer.
3 Stan's coming round at seven.
4 We're eating at that new Mexican place.

6 Study the Grammar box and check your answers to Exercise 5. Then in pairs, find more examples of the Present Continuous and *going to* in the interview and conversation above.

Future arrangements and intentions

To talk about definite plans and arrangements in the near future, we use the Present Continuous. We usually mention the time and place as well.

To talk about future intentions, ambitions or unfinalised plans, we use *going to* + infinitive.

Grammar Reference and Practice > page 178

7 Look at Chelsea's diary and write sentences with the correct forms of the Present Continuous. Then in pairs, close your books and ask and answer questions about the diary.

*What's Chelsea doing on Wednesday?
Is she visiting London on Thursday?*

Wednesday 14	Thursday 15	Friday 16	Saturday 17
5 p.m. work on project Ed's house	9 a.m. school trip to London cancelled ☹️	8 p.m. multiplex Batman film with Ed	10.30. appointment at hairdresser's
			Sunday 18 4 p.m. tennis with Julie

8 Complete the sentences with the correct forms of the verbs in brackets and *going to*. Then in pairs, use the sentences to ask and answer questions.

- 1 I 'm not going to go (not go) to bed early tonight.
2 I _____ (get up) early tomorrow.
3 My parents _____ (join) a gym.
4 My grandmother _____ (get) a piercing.
5 What _____ (you/do) in the summer holidays?
6 What _____ (you/be) when you're older?

I'm not going to go to bed early tonight. What about you?

9 Read situations 1–5 and make sentences with the correct forms of the Present Continuous or *going to*. Then in pairs, compare your sentences.

- 1 It's Sunday tomorrow. You have no special plans.
I'm not going to do anything special tomorrow.
2 You have an appointment at the hairdresser's tomorrow at 5 p.m.
3 Your kid brother intends to be an astronaut when he grows up.
4 It's your mum's birthday next week and you know what to get her.
5 Your teacher writes on the board 'Exam, Tuesday, 10 a.m.'

10 Make collocations using a verb from box A and a word or phrase from box B. You can use some of the verbs more than once.

A build up change dye get grow lose/put on take care of take up

B a beard your hair your hair cut your hair long a moustache your muscles in shape your look a piercing your skin a sport a suntan weight

build up your muscles

11 **SPEAKING** In pairs, talk about changes you're going to make in your life. Use the vocabulary in Exercise 10 to help you.

- A** *What are you going to do?*
B *I'm not going to be so messy. I'm going to be tidier.*
A *Are you going to grow a beard?*

21 Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

What are you doing tonight?



Exercise 8

- 2 I'm going to get up
3 are going to join
4 is going to get
5 are you going to do
6 are you going to be

Exercise 10

- change your look
dye your hair
get a suntan/in shape/your hair cut/a piercing
grow a beard/your hair/a moustache/your hair long
lose/put on weight
take care of your hair/your skin
take up a sport

Exercise 7

- Wednesday:** Chelsea's going to Ed's house at 5 p.m. They're working on a project.
Thursday: She isn't going on a school trip to London because it's cancelled.
Friday: She's seeing a Batman film with Ed at the multiplex at 8 p.m.
Saturday: She's going to the hairdresser's at 10.30.
Sunday: She's playing tennis with Julie. They're playing at 4 p.m.

☐ I can use Present Continuous and *going to* to talk about future arrangements and intentions.

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- Photocopiable resource 23: Are you free?, pages 270, 298
- Extra digital activities: Grammar Checkpoint 6A

ASSESSMENT

Grammar Quiz 6A

6B READING AND VOCABULARY

Exercise 1

1 He's reading or writing a message on his phone.

Exercise 2

A procrastinator is someone who always puts things off.

Exercise 4

- 2 He made a plan.
- 3 He watched videos on YouTube.
- 4 He ate a biscuit.
- 5 He drank some orange squash.
- 6 He went to the toilet.
- 7 He called a friend.
- 8 He tidied up his room.

Exercise 6

squash – a sweet non-fizzy drink made of concentrated fruit juice **clutter** – untidy things **landing** – a flat space between two flights of stairs **glance** – look quickly **yell** – shout **ignore** – not pay attention to something **peckish** – hungry **dreadful** – very bad **sensible** – reasonable or rational

- 1 Look at the photo. In pairs, ask and answer the questions.
 - 1 The boy has an important exam coming up but he's not studying. What is he doing?
 - 2 Do you ever waste time instead of studying? What kind of things do you do?
- 2 Look at the title and read the text quickly. Don't worry about the meaning of the underlined words. What is a procrastinator? In pairs, agree on a definition.
- 3 Read the text again. Match sentences A–H with gaps 1–5 in the text. There are three extra sentences.
 - A One video leads to another and before I know it, it's bedtime again.
 - B I look online and I find out what my problem is: I'm a procrastinator.
 - C I start to think that I probably should do it tomorrow instead.
 - D After a while, I check out the time. I can't believe it. Four hours?
 - E But something keeps telling me that if I don't do it now, I never will.
 - F I start revising, but then I feel thirsty, so I go back to the kitchen.
 - G I see something important, so I look for my highlighter.
 - H And because I know this, I'm sure that everything will be just fine.
- 4 In pairs, find eight things in the text that Rory did instead of revising for his History exam. Then, think of other things that procrastinators do.
 - 1 *He played a computer game.*
 - 2 *He ...*
- 5 Study Active Reading and add the underlined words from the text to the lists below.

Nouns: *squash, ... clutter, landing*

Verbs: *glance, ... yell, ignore*

Adjectives: *peckish, ... dreadful, sensible*

ACTIVE READING | The meaning of new words

When you find new words in a text:

- don't panic – often you don't need them to understand the main ideas of the text
- decide what part of speech they are: a noun, a verb, an adjective, etc.
- read before and after the word and guess the meaning from the context

Sometimes new words can be similar to words in your own language. That can help you understand them, but watch out for 'false friends'.

- 6 Read before and after the underlined words in the text and use the context to work out their meaning.

Exercise 7

2 sensible 3 yell 4 clutter 5 peckish 6 ignores

- 7 Use the words from Exercise 5 in the correct form to complete the questions below. Then in pairs, ask and answer the questions.
 - 1 Can you think of a film that is so dreadful you stopped watching it?
 - 2 Are you always _____ or do you sometimes do silly things?
 - 3 Does your mum _____ at you or does she speak quietly?
 - 4 Is your room tidy or is it full of _____?
 - 5 What do you usually eat when you feel a bit _____?
 - 6 How do you feel when someone _____ you?
- 8 Find these phrasal verbs in the text. Use Active Reading to help you work out their meanings. Then choose the correct verbs to complete the sentences below.

be about to carry on check out clear up find out get on give up go back look for put off

 - 1 When something is difficult, I give up / go back immediately.
 - 2 I don't stop working when I'm tired. I carry on / look for until I finish what I'm doing.
 - 3 It's better not to be about to / put off things until tomorrow if you can do them today.
 - 4 If something is untidy, I prefer to clear it up / find it out immediately.
 - 5 When I'm not sure about something, I go on the Internet to check it out / get on with it.
- 9 In pairs, say if the sentences in Exercise 8 are true for you.

I don't really agree with number 1. I don't give up easily.
- 10 **SPEAKING** In groups, look at these tips to help procrastinators and grade them from the most to the least useful. Can you add any more tips?
 - 1 ☐ Make a plan.
 - 2 ☐ Study with a friend.
 - 3 ☐ Visit a psychologist.
 - 4 ☐ Get up an hour earlier.
 - 5 ☐ Change the place where you work.
 - 6 ☐ Switch off your Internet connection.
 - 7 ☐ Break up your work into smaller units.
 - 8 ☐ Wait until the last minute and then work all night.

22 WATCH AND REFLECT Go to page 167. Watch the documentary *It's time to change* and do the exercises.



REFERENCES

VIDEO SCRIPT page 230

EXTRA ACTIVITIES IN CLASS

- In pairs or groups, students talk about whether they or anyone they know do the things in Exercise 4.

- After Exercise 9, students find three more unknown words in the text and use the context to work out their meaning. They can then check their ideas in a dictionary. If time allows, you could also ask them to then write sentences using these words.

FURTHER PRACTICE

- Workbook pages 66–67/Online Practice
- Photocopiable resource 24: The new beautiful: pages 270, 299

CONFESSIONS OF A PROCRASTINATOR

by Rory Hendricks

 2.27

SUNDAY

I'm sitting a History exam next Thursday. It's an important exam. I want to get a good mark. So, I know what I should do. I should revise for a few hours every day until I'm prepared.

I get out my History book. Tonight, I'm going to study the Second World War. But I don't open the book. Instead, I switch on my computer and start playing *Warplans*. ¹ D Time flies when you're having fun. I pick up my History book. It falls open at a chapter called 'The Marshall Plan'. That's it! I need a plan.

Thirty minutes later I have a great study plan. Now, all I need to do is to start studying. However, it's almost midnight, so I give up and go to bed.

MONDAY

My History book is open and I have a yellow highlighter in my hand. I'm ready to revise. I glance at my reflection in the window. 'I'm going to pass this exam,' I tell myself. Then I notice my hair is a mess. I need a haircut. So I go on YouTube and watch some hairstyle videos. ² A I redo my study plan. I'm really going to work hard tomorrow.

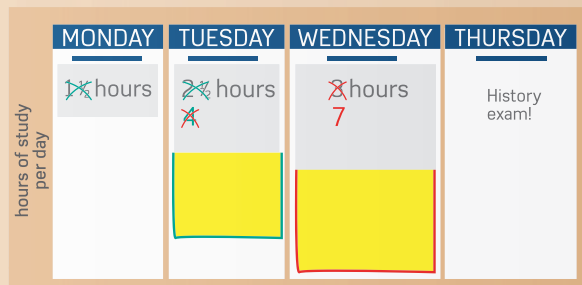
TUESDAY

I'm going to revise for three hours. I'm about to start when I feel peckish, so I go to the kitchen to get a biscuit. ³ F. I get some orange squash. I carry on studying for a few minutes but then I need to go to the toilet. After that, I call my friend Vicky. She's sitting the same exam as me. I ask how she's getting on. We talk for ages. Finally, I start revising seriously. ⁴ G I can't find it in all the clutter on my desk. I should clear it up.

Three hours later my room is tidy. I'm exhausted. I fall into bed.

WEDNESDAY

I'm in a panic. I really don't want to fail this exam. My brother yells up the stairs, 'There's football on the telly in ten minutes!' He comes up to the landing. 'England are playing Germany.' I ignore him. I can't watch football. I'm going to study all night.



THURSDAY

I studied until 4 a.m. I felt dreadful in the morning but I did the exam. I think I passed but I'm not sure.

I wonder why I always put off important things until the last moment. It's not sensible. ⁵ B It means I never do the things I have to do until panic makes me do them.

I want to change. Procrastination makes me miserable. I find a YouTube video called 'How to stop procrastinating'. I'm going to watch it.

But maybe not right now.



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6C GRAMMAR AND VOCABULARY

Exercise 1

The slim girl is optimistic and the plump girl is pessimistic.



Exercise 1

The slim girl is pessimistic and the plump one is optimistic.



- 1 Look at the cartoon and say if the people are optimists or pessimists. Are you usually optimistic or pessimistic in that situation?

Future predictions: *going to* and *will*

- 2 Match sentences 1–2 with descriptions a–b. Then study the Grammar box and check your answer.

- 1 [Before the haircut] We'll look great at the party.
2 [After the haircut] Everyone's going to laugh at me.
a 1 a hope or a guess
b 2 a prediction based on evidence

Future predictions: *going to* and *will*

We can use both *going to* and *will* to make predictions about the future. Sometimes there isn't much difference, but ...

We use *going to* when there is clear evidence for a prediction. There is something we can see, hear or point to that shows our prediction is more than just an opinion.

We use *will* when there is no clear evidence for a prediction. We say what we believe, hope or calculate will happen. It is an opinion, a guess or a feeling. We often use expressions like *I'm sure*, *I think* and *In my opinion* before *will* and ask questions with *Do you think you will ...?* rather than *Will you...?*

I'm sure Jay will pass his driving test.
Do you think you'll move to another country one day?

Grammar Reference and Practice > page 178

- 3 Complete the conversations with reasons a–f. Then in pairs, read the three exchanges.

A 1 It's going to rain.

B It won't rain. Everything will be fine. 2 c

A We're going to miss the train. 3 e

B Don't worry, the train won't be on time. 4 b

A 5 d I'm going to be sick.

B 6 a It'll make you feel better.

a I think you should eat something.

b I believe it's usually late.

c In my opinion, it'll be sunny all day.

d I feel ill.

e It leaves in fifteen minutes and the station is miles away.

f Look! There are black clouds in the sky.

- 4 Choose the correct forms to complete the sentences.

1 You're driving much too fast! (We're going to) / We'll crash!

2 I don't know why but I think I'm going to (I'll) be rich and famous one day.

3 Our team isn't very good but I'm sure we're not going to (we won't) lose every game.

4 Watch out! You're carrying too many glasses. (You're going to) / You'll drop them.

5 In my opinion, Daisy Ridley is going to (will) win an Oscar this year. I hope so.

6 The train is crowded and I don't have a seat. (It's going to) / It'll be a terrible journey.

- 5 Check you understand the words and phrases from box A. Then use them to make sentences with the stages of life from box B. Give examples from your or your family members' life.

A buy a house celebrate a birthday find a job
get engaged/married go to university have kids
move away from home move in with friends
pass your driving test rent a flat retire
settle down vote in elections

B little kid teenage boy/girl teenager
young adult middle-aged retired
in your (early/mid-/late) twenties, thirties, forties, etc.

You usually go to university when you're a young adult, but my dad went to university when he was in his mid-thirties.

- 6 SPEAKING In groups, talk about you and people you know using *going to* and *will* and the vocabulary from Exercise 5.

A Are you going to look for a job or go to university when you leave school?

B I'm not sure but I think I'll probably go to university. You won't find a good job here if you don't.

C Do you think you'll get married one day?

EXTRA ACTIVITY IN CLASS

After Exercise 4, students think of as many ways as they can to finish the following sentence: *I'm sure that next year ...*. Set a time limit for this and when it is up, invite different students to share their ideas with the class. In weaker classes, you could allow students to work in pairs or groups.

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book page 178
- Workbook page 68/Online Practice
- Photocopiable resource 25: No, they won't!, pages 270, 300
- Extra digital activities: Grammar Checkpoint 6C

ASSESSMENT

Grammar Quiz 6C

NEXT CLASS

Ask students to find and bring some memes about being optimistic and/or pessimistic. Start the next lesson with these and encourage brief class discussion.

- 1 Read the quotes. Which one is your favourite? Say why.

“You'll never find a rainbow if you're looking down.
Charlie Chaplin (English comic actor and filmmaker)”

“The optimist sees the doughnut, the pessimist sees the hole.
Oscar Wilde (Irish playwright and poet)”

“I like pessimists. They're always the ones who bring life jackets for the boat.
Lisa Kleypas (American novelist)”

- 2 Look at the photo. Is the glass half full, half empty or completely full? Discuss in pairs. Then go to page 190 and check. Are you an optimist, a pessimist or a realist?

- 3 Use a dictionary to help you decide if these personality adjectives are positive or negative. Add them to the correct lists.

affectionate anxious calm cautious cheerful
happy insecure loving miserable optimistic
pessimistic sad self-confident tense upset

positive: happy, optimistic, ...

negative: sad, pessimistic, ...

- 4 **2.28** You are going to listen to a talk about optimism and pessimism. In pairs, say if you think these statements are true or false. Then listen and check.

- ☐ Identical twins have identical personalities.
- ☐ Our personalities depend completely on our life experiences.
- ☐ The children of happy parents tend to grow up to be optimistic.
- ☐ There is nothing good about being a pessimist.
- ☐ Optimists have longer and healthier lives than pessimists.
- ☐ Optimists tend to be more successful than pessimists.

- 5 **2.29** Listen to the end of the talk and answer the questions.

- Does the speaker think it's better to be an optimist or a pessimist? *It's better to be an optimist.*
- What problems does she mention with people who are too optimistic? *People who are too optimistic may take unnecessary risks or waste time with impossible dreams.*

- 6 **2.30** Dictation. Listen to the joke from the talk again and write down what you hear.



- 7 Check you understand the highlighted verbs describing feelings. Then in pairs, say if the sentences are true for you. If they aren't, change them to make them true.

- I **adore** challenges.
- I **feel positive** about life.
- I **hate** being on my own.
- I **can't stand** trying new things.
- I often **feel like** jumping for joy.
- I'm **looking forward to** leaving school and getting a job.
- I **don't care** what happens to me in the future.
- I **feel excited about** something that's going to happen in my life.

- 8 **SPEAKING** In pairs, use the ideas below to make predictions with *will* or *going to*. Then say if you think your partner is an optimist, a pessimist or a realist.

- finish the class early today
 - enjoy yourself next weekend
 - be sunny/wet next weekend
 - pass/fail all your exams this year
 - get a good job one day
 - become rich and famous
 - get a bad/good mark in the next English test
 - do better than your partner in the next English test
 - complete this book before the end of the school year
- A *We aren't going to finish the class early today. We never do.*
B *Yes, you're probably right but I'm sure we'll finish the class early one day so why not today?*

Exercise 3

positive: affectionate, calm, cautious, cheerful, loving, self-confident
negative: anxious, insecure, miserable, tense, upset

☐ I can understand the main points and identify specific information in a talk and talk about pessimism and optimism.

83

REFERENCES

AUDIO SCRIPT pages 215–216

CULTURE NOTES page 203

EXTRA ACTIVITIES IN CLASS

- After Exercise 7, students change partners. They decide if the sentences are true about their partner. If not, they make them true and check their guesses.

- To round off the lesson, if your students have Internet access, get them to find more quotes like the ones in Exercise 1 and to discuss them in groups.

FURTHER PRACTICE

- Workbook page 69/Online Practice
- Photocopiable resource 26: The doughnut or the hole?, pages 270, 301

NEXT CLASS

Refer students to the adjectives in Exercise 3 on Student's Book page 83. Ask them to bring a photo of someone they know who they think represents one or more of the adjectives. In the next lesson, have students talk in small groups about the people in their photos using the adjectives and phrases from Exercise.

6E VOCABULARY | Feelings and emotions



Alan



Leanne



Bernadette



Harry



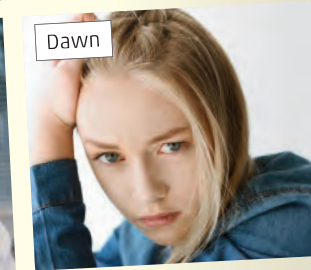
Gina



Colin



Ian



Dawn

- 1 Look at the photos and try to guess what the people are like. Use the personality adjectives on pages 8 and 83 to help you.

- 2 **2.31 PRONUNCIATION** Put the words from the box in the correct column. Listen and check. Then listen again and repeat.

beard eyebrow fair nice pale pierced shoulder
smile square straight toe

/ɪə/	/eɪ/	/aɪ/	/eə/	/aʊ/	/əʊ/
ear, beard , ... pierced	face pale straight	eye nice smile	hair fair square	mouth eyebrow	nose shoulder toe

- 3 **2.32** Listen and match descriptions 1–8 with the people in the photos.

1 Colin 2 Leanne 3 Alan 4 Bernadette 5 Ian 6 Dawn 7 Gina 8 Harry

- 4 **THINK BACK** Work in pairs. Student A, describe someone from the photos using the language from Exercise 2. Student B, guess which person your partner is describing. Then change roles.

- 5 In pairs, take turns to describe your classmates. Guess who your partner is describing.

A *She's got fair hair, blue eyes and a lovely smile. She isn't wearing glasses. I think she looks a bit like Adele.*

B *Is it Clara?*

- 6 Check you understand the adjectives for feelings and emotions below. Then choose the best adjective for each person in the photos above.

amazed bored delighted depressed disappointed
excited exhausted frightened interested pleased
relaxed stressed surprised worried

A *I think Alan looks relaxed.*

B *No, I don't agree. I think he looks bored.*

- 7 In pairs, take turns to mime the adjectives from Exercise 6. Guess what feeling your partner is showing.

A *You look stressed.*

B *No, not exactly.*

A *You look frightened.*

B *Yes, that's it.*

- 8 Study **Watch out!** and complete the sentences with correct adjectives formed from the verbs in bold.

1 I'm really **bored**. **BORE**

2 Football is so _____. **BORE**

3 You look _____. What's the matter? **WORRY**

4 The *Star Wars* films are really _____. **EXCITE**

5 I think it's really _____ to have a long bath. **RELAX**

6 I was _____ the first time I saw a film in 3D. **AMAZE**

7 History is the most _____ subject at school. **INTEREST**

8 I'll be _____ if I get a ten in Maths. **SURPRISE**

WATCH OUT!

If a person, thing or situation is **amazing**, **boring** or **exciting**, we feel **amazed**, **bored** or **excited**:
I felt **amazed** when I saw that film. It was **amazing**.

- 9 Complete the sentences so they are true for you. Then in pairs, compare your sentences.

1 _____ is/are so boring.

2 _____ is/are really exciting.

3 I was amazed when _____.

4 I'm a bit worried because _____.

5 I felt really surprised when _____.

6 I feel totally relaxed when I _____.

7 _____ is the most interesting person I know.

8 I'm really interested in _____.

- 10 **SPEAKING** In pairs, use the adjectives from Exercise 6 to talk about your feelings.

I feel stressed when I don't have time to study for a test.

REFERENCES

AUDIO SCRIPT page 216

EXTRA ACTIVITY IN CLASS

Students choose five adjectives from Exercise 6 and write true sentences about themselves or people they know.

FURTHER PRACTICE

- Workbook page 70/Online Practice
- Photocopiable resource 27: I'm boring, you're bored, pages 270, 302
- Extra digital activities: Vocabulary Checkpoint 6

ASSESSMENT

Vocabulary Quiz 6

1 In pairs, describe the photos. What is the girl doing in the second photo? How does she feel in both photos?

2 2.23 Watch or listen to Part 1 of the story and decide if statements 1–6 are true or false.

- 1 ☐ Kim is looking forward to her driving test.
- 2 ☐ She doesn't need to sit the theory test.
- 3 ☐ Rob is trying to be funny.
- 4 ☐ Kim drove into a tree during a driving lesson.
- 5 ☐ The weather forecast isn't great for tomorrow.
- 6 ☐ Kim enjoys driving in bad weather.

3 2.23 Study the Speaking box. Then watch or listen to Part 1 of the story again and complete the sentences.

- 1 I'm sitting my driving test tomorrow morning and I don't think I'll pass.
- 2 I'll _____ stay away from the High Street tomorrow morning.
- 3 Don't worry about it, Kim. I'm _____ pass ... Well, _____ pass.
- 4 I'm sure I _____ pass. Something _____ go wrong. I _____ manage to start the car or _____ I'll drive into a tree.
- 5 You _____ won't drive into a tree. You _____ drive into a lamppost.
- 6 It _____ be sunny.
- 7 They say it'll _____ rain tomorrow. It's _____ there'll be a bad storm.
- 8 I'm _____ it'll be a complete disaster.



5 2.24 In groups, say if you think Kim will pass or fail her driving test. Use phrases from the Speaking box. Then watch or listen to Part 2 of the story and check.

- A *I don't think she'll pass.*
B *No, I don't agree. She might pass.*

6 In groups, ask and answer the questions. Use phrases from the Speaking box.

- 1 Do you think you'll
 - get your driving licence before you're twenty-one?
 - be rich and famous one day?
 - ever reinvent yourself? How?
 - get married/have children before you're thirty?
 - live to be one hundred?
 - live abroad in the future?
- 2 Where do you think you'll be a year from now? Five years from now? Ten?
- 3 What is your biggest ambition? Do you think it'll come true?
- 4 Do you think people will ever stop using cars? Money?
- 5 Do you think it'll be sunny this weekend?
- 6 Have you got any predictions for sport?

I'll definitely try to get my driving licence before I'm twenty-one but I might not get it.

Exercise 1

In the first photo some friends are talking in a café. In the second photo, one of the girls is driving a car in busy traffic. Perhaps she's taking a driving lesson or taking her driving test. In the first photo the girl feels anxious/nervous/worried/stressed. In the second photo she is concentrating hard and probably feels nervous and stressed.

Exercise 3

- 2 definitely
- 3 sure you'll, probably
- 4 won't, will definitely, probably won't, maybe
- 5 almost certainly, may
- 6 might
- 7 definitely, possible
- 8 sure

SPEAKING | Expressing probability

Very likely	You'll definitely win. You'll (almost) certainly win. I'm sure you'll win.
Likely	I think you'll win. You'll probably win.
Possible	Perhaps/Maybe you'll win. It's possible (that) you'll lose. You may/might lose. Perhaps/Maybe you won't win.
Unlikely	I don't think you'll win. You probably won't win.
Very unlikely	You definitely won't win. You (almost) certainly won't win. I'm sure you won't win.

4 Rewrite the sentences without changing the meaning using the words in bold.

- 1 They'll probably be on time. **LATE**
They probably won't be late.
- 2 Perhaps you'll be surprised. **MIGHT**
- 3 They definitely won't recognise me. **SURE**
- 4 I probably won't do it really well. **BADLY**
- 5 I'm sure you'll have a good time. **DEFINITELY**
- 6 I'm almost sure you'll do better than you think. **CERTAINLY**

☐ I can make predictions about the future.

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REFERENCES

VIDEO/AUDIO SCRIPT page 230

EXTRA ACTIVITY IN CLASS

This activity can be done before or after Exercise 6. In pairs, students choose one phrase from each section of the Speaking box each and make predictions about

their partner. They then share and discuss their sentences. Does their partner agree with them?

FURTHER PRACTICE

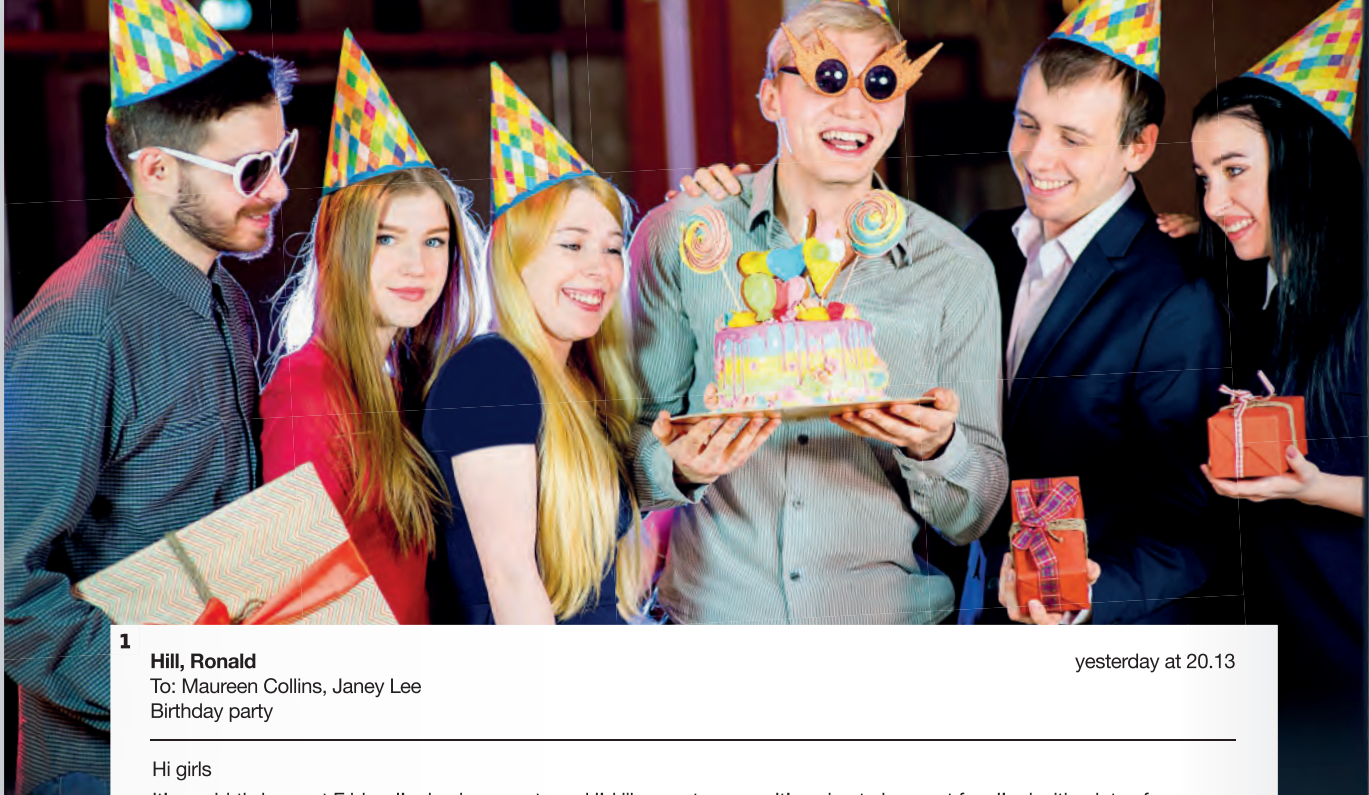
Workbook page 71/Online Practice

NEXT CLASS

Ask students to think about the last party they went to and make notes. When was it? What was the occasion? How were they invited? Did they have a good time? You could also ask them to bring photos, if they have them. Start the next lesson by putting students in groups to tell each other about their parties.

Exercise 4

- 2 You might be surprised.
- 3 I'm sure they won't recognise me.
- 4 I'll probably do it really badly.
- 5 You'll definitely have a good time.
- 6 You'll almost certainly do better than you think.



1

Hill, Ronald

To: Maureen Collins, Janey Lee
Birthday party

yesterday at 20.13

Hi girls

It's my birthday next Friday. I'm having a party and I'd like you to come. It's going to be great fun. I'm inviting lots of friends including some other people from our dance class.

It's at my house at 8 p.m. The address is Flat 4C, 47 Downhill Road, Newbury.

I can't remember if you've got my phone number but here it is in case you need to call me – 07700 900452.

I really hope you can make it.

All the best

Ronald

2

Maureen Collins

To: Hill, Ronald
Re: Birthday party

yesterday at 21.57

Hi Ronald

Thanks so much for inviting me to your party. I'll definitely be there. Do I need to bring anything?

The only problem is I'm taking my driving test on Friday, so I might be a little late. I hope to have something to celebrate apart from your birthday!

Looking forward to seeing you on Friday.

Cheers

Mo

3

Janey Lee

To: Hill, Ronald
RE: Birthday party

today at 11.33

Hi Ronald

I really appreciate the invitation to your birthday party. It's really nice of you but unfortunately, I won't be able to make it. I'm going to London with my boyfriend on Friday. We're going to see a play and we probably won't be back until very late.

Thanks anyway.

Best wishes

J

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EXTRA ACTIVITIES IN CLASS

- Students work in pairs to brainstorm ideas for their email before they do the writing task in Exercise 8.

- After Exercise 8 and/or 9, students exchange emails with a partner for some peer correction. They read their partner's email(s) and make suggestions for improvements. They then rewrite their email(s), taking in their partner's feedback.

FURTHER PRACTICE

Workbook page 72/Online Practice

NEXT CLASS

Ask students to study the word list and do the Remember More exercises on Student's Book pages 58–59.

1 In groups, ask and answer the questions.

- 1 Do you sometimes have parties? On what occasions?
- 2 How are they different from or similar to the party in the photo?

2 Study the Writing box and read emails 1–3. Is Ronald's email a good invitation? **yes**

WRITING | An informal invitation

Making an invitation

- Make your invitation short and clear.
- Remember to:
 - give it a title,
 - give a place, date and time and contact details,
 - encourage people to accept it:

I'd like to invite you to ...

I'm having a party on ...

Would you like to come?

Do you think you'll be able to come?

I'd like you to come.

It'll be great fun.

I (really) hope you can make it.

Receiving an invitation

- Remember to say thank you (even if you decline the invitation):

Thanks (so much) for inviting me to ...

It was great/I was thrilled to get your invitation to ...

I really appreciate the invitation to ...

It's really nice of you.

- When you accept an invitation,
 - confirm you're coming:

(Of course,) I'll (definitely) be there/I'll come to ...

I'm delighted to accept your invitation.

(I'm) (really) looking forward to it.

- check the arrangements:

What time are we meeting?

How are we getting there?

Do I need to bring anything?

- When you decline an invitation, give a reason and repeat your thanks:

I'd really love to come but .../It's really nice of you but ...

I'm really sorry but I'm afraid I can't make it.

Unfortunately, I won't be able to ...

Thanks anyway.

3 Look at the expressions in the Writing box. Which of the expressions can you find in the emails?

4 Read emails 1–3 again and answer the questions.

- 1 When is Ronald's birthday?
- 2 Where is he having a party? At what time?
- 3 How does he know Maureen and Janey?
- 4 Who accepts his invitation? Why might she be late?
- 5 Who declines his invitation? Why can't she come to the party?

Exercise 4

- 1 next Friday
- 2 at his house at 8 p.m.
- 3 from a dance class they all go to
- 4 Maureen; she might be late because she's taking her driving test.
- 5 Janey; she's going to London with her boyfriend.

5 Look at emails 1–3 again and find examples of ...

- 1 an arrangement/definite plan with the Present Continuous
I'm having a party.
- 2 a prediction with *going to*
- 3 something that's sure with *will*
- 4 something that's possible with *might*
- 5 something that's probable with *won't*
- 6 a plan or intention with *going to*

6 REFLECT | Culture In groups, ask and answer the questions about parties in your country.

- 1 Is it rude not to reply to an invitation? Say why.
- 2 Is it a problem to accept an invitation and then not turn up? Say why.
- 3 Should you always give a reason for declining an invitation?
- 4 What should you bring to parties?
- 5 What is an ideal party like?

7 In pairs, compare the invitation below with the advice in the Writing box. What's wrong with it? Rewrite the invitation to make it better.

Payne, Tommy

yesterday at 23.59

To: Maureen Collins and 16 others

Come to the best summer party ever! It's next Saturday at my girlfriend Kerry's house. We're inviting everyone! There's a swimming pool, so bring your costumes! We're getting karaoke too. I'm going to sing all night! Don't miss it!

TP

It doesn't have a subject or title; it isn't clear; it doesn't mention the time the party starts; it doesn't give a phone number or address.

8 WRITING TASK Follow the instructions to write an email inviting friends to your birthday party.

- Decide where and when your party is.
- Decide what kind of party it's going to be and think of reasons to persuade your guests to come.
- Don't forget to put something in the subject box.
- Use the Writing box and Ronald's email to help you.
- Use the Present Continuous, *going to*, *will* and *might* where appropriate.
- Give your email to a classmate.

9 WRITING TASK Write a reply to your partner's invitation. You can accept or decline. If you decline, be polite and give a reason why you can't make it.

Exercise 5

- 1 I'm taking my driving test on Friday. I'm going to London with my boyfriend.
- 2 It's going to be great fun.
- 3 I'll definitely be there. I won't be able to make it.
- 4 I might be a little late.
- 5 We probably won't be back until very late.
- 6 We're going to see a play.

☐ I can write a reply in an email or letter accepting or declining an invitation.

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REMEMBER MORE

- 1 Add more words and phrases from the word list to the vocabulary maps.

delighted

POSITIVE FEELINGS

amazed, calm, cheerful, delighted, excited, interested, optimistic, pleased, relaxed

miserable

NEGATIVE FEELINGS

bored, depressed, frightened, stressed, worried, disappointed, anxious, pessimistic, miserable, dreadful, exhausted, sad

- 2 Complete the sentences with the correct prepositions. Then check with the word list.

- 1 I'm not very keen on science-fiction films.
- 2 Don't give up. We can still win this game.
- 3 My brother damaged our parents' car this morning. He drove into a parking post.
- 4 It isn't a good idea to put off doing your homework until the last minute.

- 3 Find different ways you can change the way you look on the the word list.

- 1 get a suntan/in shape/your hair cut/a piercing
- 2 grow a beard/a moustache/your hair
- 3 lose weight
- 4 dye your hair

- 4 Make nouns from these verbs. Then check with the word list.

- 1 appear – appearance
- 2 arrange – arrangement
- 3 intend – intention
- 4 predict – prediction

- 5 Do the task below.

Find a photo of your favourite celebrity online. Describe that person's appearance, personality and feelings. Write down all your thoughts and prepare a short presentation of that celebrity.

6A GRAMMAR AND VOCABULARY

5.36

ambition (n) /æm'biʃən/
annoying (adj) /ə'noɪɪŋ/
appearance (n) /ə'piərəns/
arrangement (n) /ə'reɪndʒmənt/
astronaut (n) /'æstrənɔ:t/
babysitting (n) /'beɪbɪsɪtɪŋ/
bad-tempered (adj) /bæd 'tempəd/
book a table /bʊk ə 'teɪbəl/
build up your muscles /bɪld ʌp jə 'mʌsəlz/
change your look /tʃeɪndʒ jə 'lʊk/
come round /kʌm 'raʊnd/
diary (n) /'daɪəri/
distant (adj) /'dɪstənt/
dye your hair /daɪ jə 'heə/
get a suntan/a piercing /get ə 'sʌntæn/ə 'piəriŋ/
get in shape /get ɪn 'ʃeɪp/
get your hair cut /get jə 'heə kʌt/
go out /gəʊ 'aʊt/
grow your hair long/a beard/a moustache /grəʊ jə 'heə lɒŋ/ə 'biəd/ə mə'staʃ/
hairdresser's (n) /'heədresəz/
impatient (adj) /ɪm'peɪjənt/
intention (n) /ɪn'tenʃən/
interview (n) /'ɪntəvjʊ:/
join a gym /dʒɔɪn ə 'dʒɪm/
keen on sth /ki:n ɒn 'sʌmθɪŋ/
lose/put on weight /lu:z/put ɒn 'weɪt/
multiplex (n) /'mʌltɪpleks/
reinvent (v) /ri:ɪn'vent/
shave (v) /ʃeɪv/
spring cleaning (n) /sprɪŋ 'kli:nɪŋ/
take care of your hair/skin /teɪk keər əv jə 'heə/ 'skɪn/
take up a sport /teɪk ʌp ə 'spɔ:t/
turn down /tɜ:n 'daʊn/
work on a project /wɜ:k ɒn ə 'prɒdʒekt/

6B READING AND VOCABULARY

5.37

be about to /bi ə'baʊt tə/
bedtime (n) /'bedtaɪm/
biscuit (n) /'bɪskɪt/
break up /breɪk 'ʌp/
carry on /kæri 'ɒn/
check out /tʃek 'aʊt/
clear up /kliə 'ʌp/

clutter (n) /'klʌtə/
come up /kʌm 'ʌp/
confession (n) /kən'feʃən/
desk (n) /desk/
dreadful (adj) /'dredfəl/
exhausted (adj) /ɪg'zɔ:stɪd/
fail (v) /feɪl/
fall into /fɔ:l 'ɪntə/
find out /faɪnd 'aʊt/
get on /get 'ɒn/
get up /get 'ʌp/
give up /gɪv 'ʌp/
glance (v) /glɑ:ns/
go back /gəʊ 'bæk/
hairstyle (n) /'heəstaɪl/
highlighter (n) /'haɪlaɪtə/
ignore (v) /ɪg'nɔ:/
in a panic /ɪn ə 'pænɪk/
landing (n) /'lændɪŋ/
look for /'lʊk fə/
midnight (n) /'mɪdnaɪt/
orange squash (n) /ɒrəndʒ 'skwɒʃ/
pass (v) /pɑ:s/
peckish (adj) /'pekɪʃ/
procrastinate (v) /prə'kræstɪneɪt/
procrastination (n) /prə'kræstɪ'neɪʃən/
procrastinator (n) /prə'kræstɪneɪtə/
put off /put 'ɒf/
redo (v) /ri:'du:/
reflection (n) /rɪ'flekʃən/
sensible (adj) /sensɪbəl/
seriously (adv) /'sɪəriəsli/
sit an exam /sɪt ən ɪg'zæm/
study plan (n) /'stʌdi plæn/
telly (n) /'teli/
toilet (n) /'tɔɪlɪt/
yell (v) /jel/

6C GRAMMAR AND VOCABULARY

5.38

buy a house /baɪ ə 'haʊs/
calculate (v) /kælkjəleɪt/
celebrate a birthday /ˌseləbreɪt ə 'bɜ:θdeɪ/
crash (v) /kræʃ/
evidence (n) /'evɪdəns/
find a job /faɪnd ə 'dʒɒb/
get engaged/married /get ɪn'geɪdʒd/'mæɪrɪd/

EXTRA ACTIVITIES IN CLASS

- Students choose one or two words from each lesson that they want to remember and write example sentences.

- Write the heading *Feelings and emotions* on the board. Then write some adjectives without vowels, e.g. *mzng* (amazing), *xhstd* (exhausted). To make the exercise a little easier, you can show the number of missing letters, e.g. *_m_z_ng*, *_xh__st_d*. Students complete the adjectives.

FURTHER PRACTICE

Workbook page 73/Online Practice

NEXT CLASS

Ask students to revise Unit 6.

go to university /ˌɡəʊ tə ˌjuːnəˈvɜːsəti/
have kids /hæv ˈkɪdz/
hope (n) /həʊp/
in your early/mid-/late twenties /ɪn jə ˌɜːli/ˌmɪd/ˌleɪt ˈtwentɪz/
little kid (n) /lɪtl ˈkɪd/
middle-aged (adj) /ˌmɪdəl ˈeɪdʒd/
move away from home /ˌmuːv əˌweɪ frəm ˈhəʊm/
move in with friends /ˌmuːv ɪn wɪð ˈfrendz/
optimist (n) /ˈɒptəmɪst/
optimistic (adj) /ˌɒptəmɪstɪk/
pass your driving test /ˌpɑːs jə ˈdraɪvɪŋ test/
pessimist (n) /ˈpesəmɪst/
pessimistic (adj) /ˌpesəmɪstɪk/
prediction (n) /prɪˈdɪkʃən/
rent a flat /ˌrent ə ˈflæt/
retire (v) /rɪˈtaɪə/
retired (adj) /rɪˈtaɪəd/
settle down /ˌsetl ˈdaʊn/
teenage girl/boy (n) /ˈtiːneɪdʒ ɡɜːl/ˌbɔɪ/
teenager (n) /ˈtiːneɪdʒə/
vote in elections /vəʊt ɪn ɪˈlekʃənz/
young adult (n) /jʌŋ ˈædʌlt/

6D LISTENING AND VOCABULARY

5.39

adore (v) /əˈdɔː/
affectionate (adj) /əˈfekʃənɪt/
anxious (adj) /æŋkʃəs/
become (v) /bɪˈkʌm/
calm (adj) /kɑːm/
can't stand /kɑːnt ˈstænd/
cautious (adj) /ˈkɔːʃəs/
cheerful (adj) /ˈtʃɪəfəl/
delighted (adj) /dɪˈlaɪtɪd/
depend on sth /dɪˈpend ɒn ˌsʌmθɪŋ/
disappointed (adj) /ˌdɪsəˈpɔɪntɪd/
do better than /ˌdu ˈbetə ðən/
don't care /ˌdəʊnt ˈkeə/
feel excited/positive about sth /fiːl ɪkˈsaɪtəd/ˌpɒzətɪv əˌbaʊt ˌsʌmθɪŋ/
feel like doing sth /fiːl laɪk ˈduːɪŋ ˌsʌmθɪŋ/
get a bad/good mark in sth /ˌget ə bəd/ɡʊd ˈmɑːk ɪn ˌsʌmθɪŋ/
grow up /ɡrəʊ ˈʌp/
happy (adj) /ˈhæpi/
hate (v) /heɪt/

hole (n) /həʊl/
identical (adj) /aɪˈdentɪkəl/
insecure (adj) /ˌɪnsɪˈkjʊə/
jump for joy /ˌdʒʌmp fə ˈdʒɔɪ/
life jacket (n) /laɪf ˌdʒækt/
looking forward to /ˌlʊkɪŋ ˈfɔːwəd tə/
loving (adj) /ˈlʌvɪŋ/
mention (v) /ˈmenʃən/
miserable (adj) /ˈmɪzərəbəl/
on your own /ɒn jər ˈəʊn/
optimistic (adj) /ˌɒptəmɪstɪk/
pessimistic (adj) /ˌpesəmɪstɪk/
rainbow (n) /ˈreɪnbəʊ/
realist (n) /ˈrɪəlɪst/
sad (adj) /sæd/
self-confident (adj) /ˌself ˈkɒnfədənt/
sunny (adj) /ˈsʌni/
tend to do sth /ˌtend tə ˈduː ˌsʌmθɪŋ/
tense (adj) /tens/
upset (adj) /ʌpˈset/
wet (adj) /wet/

6E VOCABULARY 5.40

amazed (adj) /əˈmeɪzd/
amazing (adj) /əˈmeɪzɪŋ/
beard (n) /ˈbiəd/
bored (adj) /bɔːd/
boring (adj) /ˈbɔːrɪŋ/
delighted (adj) /dɪˈlaɪtɪd/
depressed (adj) /dɪˈprest/
disappointed (adj) /ˌdɪsəˈpɔɪntɪd/
exactly (adv) /ɪɡˈzæktli/
excited (adj) /ɪkˈsaɪtɪd/
exciting (adj) /ɪkˈsaɪtɪŋ/
exhausted (adj) /ɪɡˈzɔːstɪd/
eyebrow (n) /ˈaɪbraʊ/
fair (adj) /feə/
frightened (adj) /ˈfraɪtnd/
interested (adj) /ˈɪntrɪstəd/
mouth (n) /maʊθ/
nice (adj) /naɪs/
pale (adj) /peɪl/
pierced (adj) /ˈpɪəst/
pleased (adj) /pliːzd/
relaxed (adj) /rɪˈlæksd/
relaxing (adj) /rɪˈlæksɪŋ/

shoulder (n) /ˈʃəʊldə/
smile (n) /smaɪl/
square (adj) /skweə/
straight (adj) /streɪt/
stressed (adj) /strest/
surprise (n) /səˈpraɪz/
surprised (adj) /səˈpraɪzd/
surprising (adj) /səˈpraɪzɪŋ/
toe (n) /təʊ/
wear glasses /weə ˈɡlɑːsɪz/
worried (adj) /ˈwʌrɪd/

6F SPEAKING 5.41

ambition (n) /æmˈbɪʃən/
certainly (adv) /ˈsɜːtnli/
definitely (adv) /ˈdefɪnətli/
disaster (n) /dɪˈzɑːstə/
drive into sth /draɪv ɪntə ˌsʌmθɪŋ/
driving lesson (n) /ˈdraɪvɪŋ ˌlesən/
driving licence (n) /ˈdraɪvɪŋ ˌlaɪsəns/
driving test (n) /ˈdraɪvɪŋ test/
lamppost (n) /ˈlæmpˌpəʊst/
maybe/perhaps (adv) /ˈmeɪbi/pəˈhæps/
possible (adj) /ˈpɒsəbli/
probably (adv) /ˈprɒbəbli/
stay away from sth /steɪ əˌweɪ frəm ˌsʌmθɪŋ/
storm (n) /stɔːm/
theory (n) /ˈθɪəri/
weather forecast (n) /ˈweðə ˌfɔːkɑːst/

6G WRITING 5.42

appreciate (v) /əˈpriːʃieɪt/
arrangements (n) /ə ˈreɪndʒmənts/
contact details (n) /ˈkɒntækt ˌdiːteɪlz/
decline (v) /dɪˈklaɪn/
encourage (v) /ɪnˈkʌrɪdʒ/
have a party /hæv ə ˈpɑːti/
including (prep) /ɪnˈkluːdɪŋ/
just in case /ˌdʒʌst ɪn ˈkeɪs/
karaoke (n) /kæriˈəʊki/
make/thank sb for/accept/decline an invitation /ˌmeɪk/θæŋk ˌsʌmbədi fə ˌæksept/dɪˈklaɪn ən ˌɪnvəˈteɪʃən/
persuade (v) /pəˈsweɪd/
thrilled (adj) /θrɪld/

VOCABULARY AND GRAMMAR

Exercise 1

- 2 take up
- 3 build up
- 4 get
- 5 put on
- 6 take care of
- 7 grow
- 8 get
- 9 get
- 10 dye

1 Complete the text with the verbs from the box.

build up change dye get (x3) grow put on
take care of take up

I'm really going to 1 change my look. First, I'm going to join a gym and 2 a new sport. I really need to 3 my muscles and 4 in shape. I also need to lose weight because I 5 about five kilos during the holidays. Then I'm going to buy a face cream because I know I should 6 my skin. I'm also going to 7 a moustache or maybe a beard. I'm not going to 8 a piercing but I'm going to 9 my hair cut short and 10 it red.



2 Choose the positive adjective in each pair.

- 1 cheerful / miserable
- 2 messy / tidy
- 3 energetic / impatient
- 4 insecure / self-confident
- 5 affectionate / anxious
- 6 calm / upset
- 7 cautious / tense

3 Complete the sentences with an adjective formed from one of the words in bold.

- 1 I always feel stressed before I sit an exam. **STRESS/SURPRISE**
- 2 I'll be _____ if I pass that exam. **AMAZE/FRIGHTEN**
- 3 I only got a 3 in the exam. It was very _____. **DISAPPOINT/RELAX**
- 4 I passed all my exams. I feel _____. **DELIGHT/WORRY**
- 5 You should read that article. It's quite _____. **BORE/INTEREST**
- 6 I cried. It was really _____. **DEPRESS/EXCITE**

4 Complete the sentences with one word in each gap.

- 1 Do you want to stop or shall we carry on?
- 2 Do it now, don't put it off.
- 3 Hurry up! The match is about to start!
- 4 This is too difficult. I give up.
- 5 Are you looking forward to the holidays?
- 6 Can you find out what time the bus leaves?
- 7 He's thirty-five but he doesn't want to settle down.
- 8 You should check out this video on the Internet.
- 9 How are you getting on with the project?

5 Choose the correct forms to complete the conversation.

- Florence** 1 Are you doing / Do you do anything really special for your eighteenth birthday tomorrow?
- Charlotte** Yes, 2 I am / I do. We're 3 meeting / going to meet in the mall at seven. Then we're 4 having / going to have a meal at Mario's. I booked a table for six. I'm 5 having / going to have the pepperoni pizza.
- Florence** What are you 6 doing / going to do after dinner? Not going home, I hope?
- Charlotte** At nine we're 7 going / going to go bowling. After that, who knows?
- Florence** Are you looking forward to being eighteen?
- Charlotte** Yes. There are so many things you can do. I'm 8 getting / going to get a tattoo sometime soon. And I'm 9 voting / going to vote the next time there are elections.
- Florence** Are you 10 getting / going to get married?
- Charlotte** No, I 11 am not / don't! No way! I'm much too young!

6 Complete the text with the Present Continuous or going to and the verbs in brackets.

It's my little brother's tenth birthday tomorrow. In the morning mum and dad 1 are taking (take) Ethan and his friends to a rock climbing gym. They 2 (climb) walls and play games. Then at one o'clock they 3 (eat) lunch in a Chinese restaurant. Ethan says he 4 (eat) a lot! He loves Chinese food. After lunch at about four o'clock our grandparents 5 (come) to eat some birthday cake. Ethan 6 (open) his presents and I 7 (take) lots of photos.



7 Complete the sentences with going to or will and the verbs in brackets.

- 1 a [Before the election] I'm sure our candidate will win (win) the election. I predict she _____ (be) the next president!
- b [The first results come in] Oh no! These results are terrible. We _____ (lose). She _____ (not be) the next president.
- 2 a [Before the match] I have a bad feeling about this. I don't think our team _____ (win) the match. England _____ (beat) us easily!
- b [Near the end of the match] There are only a few seconds left. It's England 1, Iceland 2. The referee _____ (blow) his whistle. We _____ (win)! It's incredible!

Exercise 3

- 2 amazed
- 3 disappointing
- 4 delighted
- 5 interesting
- 6 depressing

Exercise 6

- 2 are going to climb
- 3 are eating
- 4 is going to eat
- 5 are coming
- 6 is going to open
- 7'm going to take

Exercise 7

- 1a will be
- 1b are going to lose, isn't going to be
- 2a will win, will beat
- 2b is going to blow, are going to win

REFERENCES

AUDIO SCRIPT page 216

FURTHER PRACTICE

- Use of English, Student's Book page 186
- Class debates pages 256–257
- Self-assessment 6 and Self-check 6, Workbook pages 74–75/ Online Practice
- Extra digital activities: Use of English, Reading, Listening

ASSESSMENT

- Unit 6 Language Test (Vocabulary, Grammar, Use of English)
- Unit 6 Skills Test (Dictation, Listening, Reading, Communication)
- Unit 6 Writing Test
- Units 5–6 Cumulative Review Test
- Units 5–6 Exam Speaking

USE OF ENGLISH

8 Complete the text with one word in each gap.

STRATEGY | Open cloze

Read the whole text first to get an idea of what it is about. Try to understand as much as you can while ignoring the gaps. Then do the task.

This is ¹going to be a great year and it starts today with my wedding. My boyfriend Liam and I are getting ²married this afternoon at one o'clock. My dream is ³coming true. I'm really ⁴excited about it, of course, but I'm a bit nervous too. I'm sure everything ⁵will be alright, though. We're not going to ⁶have kids, not for a long time but we're going to ⁷rent/buy a flat in the town centre. It'll feel strange for me to move ⁸away from the house where I was born!

Use of English > page 186

LISTENING

9  2.35 You are going to listen to a radio announcer giving details about a competition. Complete the notes below with 1–3 words in each gap.

STRATEGY | Notes completion

Read the notes you need to complete carefully before you hear the recording for the first time so that you have an idea of what the recording is about. Try to predict what sort of words or information you need to listen for. You might be able to guess that you need to listen for a place, a name, a number, etc.

INTERNATIONAL DAY OF FAMILIES SOUTH RADIO PHOTOGRAPHY COMPETITION

Date: ¹15 May

Organised by: the United Nations

Started in ²1994 with the International Year of Families

Aim: to make people realise how important families are

Events in Southampton:

- an ³art exhibition
- a public conference
- storytelling for children

Photography competition prizes:

- ⁴holiday weekend for twelve people in Cornwall
- a camera
- a meal for ⁵six at Tipper's restaurant

Send photos to: ⁶southradio.com by 12 a.m. tomorrow

SPEAKING

10 In pairs, look at two photos showing family life. Student A, describe photo 1. Student B, describe photo 2. Then answer the questions below.

- 1 How do you think the people are feeling?
- 2 What is going to happen next?

WRITING

11 Do the task below.

You receive an invitation from an English friend to spend two weeks in July at his/her grandparents' house at the seaside.

Write a reply to your friend in which you:

- thank him/her for the invitation
- accept the invitation
- say how you plan to get there
- ask your friend what to take with you



HOW DO YOU MANAGE YOUR TIME?



TOM04

1 When there is something I really need to do, like prepare for a big test, I try to save time and avoid distractions. For example, I simply turn off my phone. This way, I don't get messages that I think I have to read immediately, and I don't look at pictures my friends post online. These things can wait until I have some free time. Then I can work or study without thinking about anything else.

MARIA

3 I used to be rather disorganised. I often left important tasks until the last minute and felt very stressed. So now, when I am busy, I usually make a list of things I have to do. At the top of the list I put the most important things which really can't wait, like schoolwork or buying a present for a friend's birthday. This really helps me to focus on what's most important. And I never forget to plan time for my hobbies because this is essential, too.



OLaKz

2 There are a few things I do to manage my time. For example, I usually keep my work with me. So, if I have to wait somewhere or travel by bus, I can use this time to do some exercises or read a book for school. What really helps me, though, is using a calendar. I write the date when I must finish something and check that I do everything before that day.



1 In pairs, say how often these are true for you – often, sometimes or never.

- 1** I feel I don't have time for anything.
- 2** I do everything at the last moment.
- 3** I don't have time to rest.
- 4** I waste time on unimportant things.

2 **2.36** Listen to a conversation between John and Peter and answer the questions.

- 1** Who do you think has better grades? **John**
- 2** Who has more free time? **John**
- 3** Who is more stressed? **Peter**

3 Are you more like John or Peter? How do you feel about this?

4 In pairs, read the opinions about planning your time. Do you agree or disagree with them?

- 1** When we don't have a plan, we usually do nothing.
- 2** Planning takes too much time.
- 3** When you have a list of things to do, you don't have to remember about them anymore because they are on your list!
- 4** Good planning helps you to have more free time.
- 5** Planning kills creativity.

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REFERENCES

AUDIO SCRIPT pages 216–217

EXTRA ACTIVITY IN CLASS

As a lead-in, dictate or write the following questions on the board: *Do you usually plan your days/time? What about your free time? What do you do when there are too many things to do in a day?* Get students to discuss the questions in pairs or groups, then get brief feedback from the class.

NEXT CLASS

Ask students to bring their to-do lists (so far) from Exercise 9. They should discuss the questions in point B in pairs or groups, in preparation for their presentation.

5 Read the forum entries opposite and match headings A-E with entries 1-3. There are two extra headings.

- A Don't plan your free time
B Use a diary to plan
C Switch off social media
D Never plan too much
E Concentrate on the important things first

6  2.37 Listen to an expert talking about how to plan your day. Complete the advice below with the words and phrases from the box.

break energy every day important relax tick off

LIFE SKILLS | How to plan your time

- Be systematic – find time to plan ¹every day; it only takes about three minutes.
- Be realistic – write down only the tasks which you have the time and ²energy to complete.
- ³break down larger tasks into smaller parts.
- Prioritise – decide which tasks are ⁴important or urgent.
- Plan some time to ⁵relax too.
- ⁶Tick off tasks when they are finished and plan your next day.

7 Read to-do lists A and B prepared by two classmates and answer the questions.

- 1 Which list do you think is better? Say why.
- 2 Would you change anything to improve the lists? Use the advice from Exercises 5 and 6 to help you.

8  2.38 Listen to the expert's opinion on the to-do lists from Exercise 7. Which is better according to her opinion? Why? Did you give similar answers?

9 Do the task below.

LIFE SKILLS | Project

A For the next three days, prepare a to-do list each evening. Use the advice from this lesson to help you.

B Make notes to answer the questions below:

- What things from your to-do list did you do?
- Were there any tasks you didn't do? Say why.
- Did you find the to-do list useful? Say why.
- Are you planning to change anything about organising your time? If yes, what?

C Prepare a short presentation to share your findings in point B with the class.

Exercise 7

1 List B (looks more realistic)

2 List A – It should be shorter and there should be more time planned for longer tasks (homework and revising for the test). The priority task (revising for the test) should be the main task on the list and should be planned earlier rather than for the evening.

List B – It could be more specific, i.e. it could say which pages to revise for the test and what to do for the History project.

A

Wed 25

9:00	school
10:00	
11:00	
12:00	
1:00	
2:00	catch Mark to discuss History project for next week
3:00	shopping – buy new trainers ☺
4:00	
5:00	swimming pool
6:00	my favourite TV show
7:00	
8:00	do homework and revise Chapter 3 for Biology test on Thursday
	read two chapters of book for Literature class next week
9:00	
10:00	search for information for History project?

B

To-do list

Wed 25

school till 2.30 p.m.

3.30–4.30 p.m. revise material for Biology test tomorrow!!!

5 p.m. gym with Dad (one hour)

7 p.m. do homework and tidy desk (or Mum will be angry)

8 p.m. time to relax! watch film? play computer game?

If possible:

buy T-shirt if there's time after gym?

read book for Literature class?

do some work on the History project?

07

A job for life?

VOCABULARY Work, jobs, personal qualities

GRAMMAR Present Perfect [Use of English > page 187](#)

SPEAKING Describing photos

WRITING A formal email of application

VIDEO Grammar Communication Documentary



HAVE YOU HEARD THE NEWS?

- 1 **Ellie** Have you heard? They've opened a big new sports shop outside town.
Rob Yeah, I heard about that last week.
Ellie They're looking for staff. You should apply for a job.
Rob I've already applied. I sent in my application on Monday.
- 2 **Ellie** Have you heard the news?
Ben I don't know, what's happened?
Ellie Rob's found a job!
Ben Really? Where?
Ellie In that new sports shop. He started work yesterday.
Ben Has Rob ever worked in a shop?
Ellie No, he hasn't. He's never had a proper job. It's his first one.
Ben Is he at home? Can I talk to him?
Ellie No, he's just left for work.
Ben I'm really pleased! When's he going to take us to lunch?
Ellie Hey, they haven't paid him yet! ... Have you found a job yet?
Ben No, I haven't. I've had a few interviews but that's all.

7A GRAMMAR AND VOCABULARY

- 1 **3.1** In pairs, describe the photo. What is the situation? Who are the people? How does the man feel? Read and listen to the conversations to check your answers.

The photo shows a young man shaking hands with someone in an office. The man looks very happy. Perhaps the man got a job.

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Present Perfect (1)

- 2 Match sentences 1–2 with rules a–c. One of the sentences matches two rules.

- 1 Rob's found a job!
- 2 He started work yesterday.
- a We use the Past Simple for past actions if we say when they happened.
- b We use the Present Perfect for news and recent activities.
- c We use the Present Perfect for past actions if we don't say exactly when they happened.

REFERENCES

AUDIO SCRIPT page 217
VIDEO SCRIPT page 230

EXTRA ACTIVITIES IN CLASS

- In groups of three, students practise the conversations on Student's Book page 94.
- After Exercise 9, students work in new pairs and try to guess their partner's answers. They then talk to their partner and check if their guesses were correct.

FURTHER PRACTICE

- Photocopiable extra Grammar Video activity 7, page 259
- Grammar Reference and Practice, Student's Book page 179
- Workbook pages 76–77/Online Practice

3 Study the Grammar box and check your answers to Exercise 2.

Present Perfect (1)

We use the Present Perfect for:

- news and recent activities
- finished actions in the past if we don't say exactly when they happened

	I • You • We • They	He • She • It
+	I've already started .	It's just gone .
-	They haven't finished yet.	She hasn't/has never been there.
?	Have you ever lied ? Yes, I have ./ No, I haven't .	Has she answered yet? Yes, she has ./ No, she hasn't .
Wh-?	What have we done ?	Who has he met ?

Time expressions: already, ever, just, never, yet

Grammar Reference and Practice > page 179

4 Find these words in the conversations. Are they in affirmative, negative or interrogative sentences?

already ever just never yet

5 Read the conversations again and answer the questions using the Present Perfect.

- What news does Ellie tell Rob?
They've opened a big new sports shop.
- What news does Ellie tell Ben?
- Has Rob had a job before?
- Why can't Ben speak to Rob?
- Why can't Rob invite his friends for a meal?
- What has Ben done to try to find a job?

6 Use the collocations related to work from the box to make sentences with *It's great when you ...* or *It's sad when you ...*

be out of work find a job give someone a pay rise
lose your job make a profit open a factory
sack an employee take on more staff

It's great when you find a new job.

7 In pairs, complete the sentences with the correct Present Perfect forms of the verbs in brackets.

- My sister **has lost** (lose) her job.
- I _____ (not find) a job yet.
- My boss _____ (give) me a pay rise.
- She _____ (sack) another employee.
- They _____ (open) a new factory.
- The company _____ (not make) a profit this year.
- They _____ (take) on three new workers.

8 3.2 Study *Watch out!* and complete the conversation with the correct Past Simple or Present Perfect forms of the verbs in brackets. Listen and check.

- Rob ¹*Have you heard* (you/hear) the news? Ellie
²_____ (just/leave) the country. She ³_____ (fly) to Japan last night.
- Ben Why ⁴_____ (she/go) to Japan? ⁵_____ (she/find) a job there?
- Rob No, she hasn't, but she's looking. She ⁶_____ (start) studying Japanese last month when she ⁷_____ (lose) her job. She ⁸_____ (already/learn) a lot.
- Ben ⁹_____ (you/find) a new flatmate yet?
- Rob No, I haven't. I ¹⁰_____ (not start) looking yet. Why?
- Ben Well, I ¹¹_____ (never/like) my flat and your flat is great, so ...

WATCH OUT!

We often use the Present Perfect to give general information and the Past Simple to give details:
I've had several job interviews. In fact, I had an interview yesterday.

With time expressions which refer to a finished period (*yesterday, last week, in March, a year ago*, etc.) we use the Past Simple, not the Present Perfect:
I had an interview yesterday. NOT I have had ...

9 Complete the sentences using *already, ever, just, never* and *yet*. Then in pairs, answer questions 1–2 and say if sentences 3–6 are true for you.

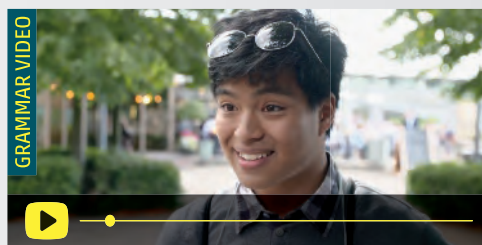
- Have you **ever** had a part-time job?
- Have you done your Maths homework **yet**?
- I don't know what to do when I leave school. I haven't decided **yet**.
- I've **already** decided what I want to do when I leave school. I'm going to be a doctor.
- My mum has **just** started a new job. It was her first day yesterday.
- I've **never** been to Japan but I'd like to go one day.

10 SPEAKING In pairs, make sentences using the Present Perfect and *never*. Guess if your partner's sentences are true or false.

- A *I've never been to Ireland.* B *True.*
A *No, it's false. I have been to Ireland. I went to Dublin last year.*

▶ 25 Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

Have you ever had a summer job?



□ I can use the Present Perfect with *already, ever, just, never* and *yet*.

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- Photocopiable resource 28: Have you ...?, pages 271, 303
- Extra digital activities: Grammar Checkpoint 7A

ASSESSMENT

Grammar Quiz 7A

NEXT CLASS

At home, students choose five collocations from Exercise 6 and write sentences using them. They then remove one word from each collocation to create a gap-fill exercise. Students swap exercises in the next class and complete them in class or for homework.

Exercise 4
affirmative: already, just
negative: never, yet
interrogative: ever, yet

Exercise 5
2 Rob's found a job.
3 No, he hasn't.
4 He's left for work.
5 They haven't paid him yet.
6 He's had a few interviews.

Exercise 6
It's great when you give someone a pay rise/make a profit/open a factory/take on more staff.
It's sad when you are out of work/lose your job/sack an employee.

Exercise 7
2 haven't found
3 has given
4 has sacked
5 have opened
6 hasn't made
7 have taken

Exercise 8
2 has just left
3 flew
4 has she gone
5 Has she found
6 started
7 lost
8 has already learnt
9 Have you found
10 haven't started
11 've never liked

7B GRAMMAR



1 Magnus works at home, he's a self-employed web designer.

3 Dylan works as a lifeguard at the beach.

2 Ellie works in an office for a multinational company.

- 1 In pairs, look at the photos and say which job you would prefer to have and why.
I'd like to be a lifeguard. You don't get paid much but I love the sea.

- 5 Read the sentences. Who doesn't work here anymore? **Jeff**

- 1 Jeff worked here for ten years.
- 2 Jerry has worked here for five years.
- 3 Jenny has worked here since January.

Present Perfect (2)

- 2 **3.3** Match sentences a–c with the people in the photos. Listen and check.
- a **3** I've been in Australia since November.
 - b **2** I've loved Japan since I was a little kid.
 - c **1** I'm my own boss but I haven't had a good break for weeks.

- 3 Look at sentences a–c in Exercise 2 again and choose the correct answers.

- 1 Dylan **is** / *isn't* in Australia now.
- 2 We use *for* / **since** with a point in time in the past, e.g. last Tuesday.
- 3 We use **for** / *since* with a period of time, e.g. four days.

- 4 Study the Grammar box and **Watch out!** and check your answers to Exercise 3.

Present Perfect (2)

We also use the Present Perfect to talk about situations that began in the past and continue now.
We often use *since* to say when the situation started or *for* to say how long this situation has been true.
In questions, we use *How long* to ask about duration.

Grammar Reference and Practice > page 179

WATCH OUT!

We don't use the Present Simple tense to talk about situations that began in the past and continue in the present:
I've worked here for four years. NOT *I work here for four years.*

- 6 **3.3** Listen again and answer the questions using the Present Perfect and *for* or *since*. In pairs, check your answers.

- 1 How many jobs has Magnus had since he left school?
He's had sixteen jobs since he left school.
- 2 How long has he had his current job?
- 3 How long has Ellie lived in Japan?
- 4 Has she had a holiday recently?
- 5 How long has Dylan been away from Ireland?
- 6 How long has he been a lifeguard?
- 7 Has he seen his family recently?

- 7 Rewrite the sentences with the Present Perfect and *for*, *since* or *How long*.

- 1 Barry lost his job in January.
Barry has been out of work since January.
- 2 I started working here four months ago.
- 3 How long ago did you become a teacher?
- 4 Josh went into the interview at ten and now it's eleven.
- 5 My dad's fifty years old. He's been a policeman for twenty-five years.

- 8 **SPEAKING** In pairs, ask and answer questions in the Present Perfect. Use *How long*, the prompts below and your own ideas.

be here study at this school have this English book
mum/dad have his/her job

- A *How long have you been here?*
- B *I've been here for thirty minutes.*
- A *I've been here since ten o'clock.*

Exercise 6

- 2 He's had his current job since January.
- 3 She's lived in Japan for three years.
- 4 No, she hasn't had a holiday since she started that job/for ten months.
- 5 He's been away from Ireland for fifteen months.
- 6 He's been a lifeguard for two weeks.
- 7 No, he hasn't seen his family for a long time.

Exercise 7

- 2 I've worked here for four months.
- 3 How long have you been a teacher?
- 4 Josh has been in the interview for one hour/since ten o'clock.
- 5 My dad's been a policeman since he was twenty-five years old.

REFERENCES

AUDIO SCRIPT page 217

EXTRA ACTIVITY IN CLASS

After Exercise 7, students write sentences about themselves using *for* and *since*. They then share and discuss their sentences in pairs or small groups.

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book page 179
- Workbook page 78/Online Practice
- Photocopiable resource 29: How long have you been a ...?, pages 271, 304
- Extra digital activities: Grammar Checkpoint 7B

ASSESSMENT

Grammar Quiz 7B

NEXT CLASS

Ask students to list as many dangerous jobs as they can. Start the next lesson by eliciting their ideas on the board. When they do Exercise 1, they compare the list in their books with the one on the board.

1 Look at the list of dangerous jobs. In groups, say which three jobs you think are the most dangerous. Give reasons. What other dangerous jobs can you think of?

2 **3.4** Study Active Listening. Then listen to Part 1 of a recording and choose the correct answers.

- 1 The speaker is
 - a) presenting a radio programme.
 - b) teaching a class.
 - c) making a speech.
- 2 The speaker is talking about
 - a) an accident she had.
 - b) statistics about dangerous jobs.
 - c) someone who died at work.

ACTIVE LISTENING | Understanding the main idea

- It is important to understand the context.
- Don't try to understand every word.
- Listen for key phrases to help you understand the main points.

3 **3.4** Listen again and complete the notes.

- Most dangerous job in the UK is not police officer, firefighter, ¹pilot or fisherman. It's ²farmer.
- Farming statistics last year:
 - ³33 deaths
 - accident rate: ⁴4.3 %
- 2nd most dangerous industry – ⁵construction
- accident rate: ⁶3.1 %
- ⁷35 deaths in construction

4 **3.5** Listen to Part 2 of the recording. Which of these things does Pat not talk about?

- a ☐ why she became a truck driver
- b ☐ how she feels when she's working
- c ☐ her working conditions
- d ☒ an accident she had

5 **3.5** Listen to Part 2 of the recording again and choose the correct answers.

- 1 How long has Pat worked for the same company?
 - a four years
 - b about a year
 - c since she left school
- 2 Why did she dislike her job as a secretary?
 - a it was only part-time
 - b the pay was bad
 - c it was indoors
- 3 How far did she drive from the Arctic Circle to Turkey?
 - a 2,000 miles
 - b 3,000 miles
 - c 7,000 miles
- 4 What does she not like about her job?
 - a the loneliness
 - b her co-workers
 - c the danger
- 5 Pat says the working conditions are
 - a worse than before.
 - b better than before.
 - c the same as before.
- 6 What does she love the most about her job?
 - a seeing new things
 - b meeting people
 - c driving to music

dangerous jobs

- construction worker
- farmer
- firefighter
- fisherman
- logger
- miner
- pilot
- police officer
- skyscraper window cleaner
- truck driver



6 Check you understand these words and phrases for working conditions from the recording. Then use them to complete the text below.

boss career company co-workers earn full-time part-time pay(n) take care of working conditions

I've got a ¹part-time job in a restaurant at the weekends. My ²_____ is a really nice woman – she really ³_____ the staff. And my ⁴_____ are lots of fun. The problem is the ⁵_____ is terrible – I don't ⁶_____ enough money working part-time. I need a ⁷_____ job. To be honest, I don't really want a ⁸_____ in the restaurant business. The ⁹_____ are really antisocial – I work from six to midnight. I'd love to join a multinational ¹⁰_____ and get a job with better ¹¹_____ and the chance to travel.

7 **SPEAKING** Imagine you have a dangerous job. Study the questions below and think of your answers. Then in pairs, ask and answer the questions.

- 1 How long have you had your job?
- 2 What's it like? (working conditions, boss, co-workers)
- 3 Do you ever feel afraid?
- 4 Have you ever had an accident?

Exercise 6

- 2 boss
- 3 takes care of
- 4 co-workers
- 5 pay
- 6 earn
- 7 full-time
- 8 career
- 9 working hours
- 10 company
- 11 working conditions

☐ I can understand the main idea of a radio programme and talk about work.

97

REFERENCES

AUDIO SCRIPT page 218
CULTURE NOTES page 204

EXTRA ACTIVITY IN CLASS

After Exercise 7, students write a short paragraph about their dangerous job using the paragraph in Exercise 6 as a model.

FURTHER PRACTICE

- Workbook page 79/Online Practice
- Photocopiable resource 30: On the road, pages 271, 305

NEXT CLASS

Ask students to list as many workplaces as they can. Check they understand *workplace* and give a couple of examples (e.g. *school, shop*). Start the next lesson by eliciting their ideas on the board, with books closed. When they do Exercise 1, they check if the list in their books includes any of their ideas on the board.

7D VOCABULARY | Workplaces

ECONOMY

You can divide the economy into three sectors:

- Production of raw materials (finding and growing things)

INDUSTRIES: agriculture, fishing, forestry, mining, ...

WORKPLACES: farm, fishing boat, sawmill, oil platform, ...

- Processing (making things)

INDUSTRIES: construction, manufacturing, ...

WORKPLACES: factory, laboratory, ...

- Services (doing things for people)

INDUSTRIES: education, finance, health care, IT, sales, ...

WORKPLACES: library, office, doctor's surgery, design studio, department store, ...

Exercise 1

Production of raw materials:
fish farm, mine

Processing (making things):
building site, food processing plant

Services: ambulance, bank, corner shop, garage, hair salon, nursery

- 1 Study the encyclopedia entry and match the workplaces from the box below with the correct economy sectors. Can you think of any other workplaces for each sector?

ambulance bank building site corner shop
fish farm food processing plant garage hair salon
mine nursery

- 2 In pairs, say in which workplaces from Exercise 1 you would like/not like to work and why.
I wouldn't like to work in a mine. It's really hard work and I don't like enclosed spaces.

- 3 **THINK BACK** In groups, check you understand the jobs in the box. What other jobs can you think of?

bike courier building engineer car mechanic
estate agent flight attendant hairdresser lawyer
librarian nurse paramedic personal secretary
politician receptionist sales manager shop assistant
social worker surgeon tour guide

- 4 **3.6 PRONUNCIATION** Listen to the pronunciation of the words in the table.

••	••	••	••	••	••
agent lawyer surgeon	courier hairdresser manager secretary	assistant, <u>mechanic</u> , ... attendant	engineer	librarian receptionist	paramedic politician

- 5 **3.7 PRONUNCIATION** Put the underlined words from the box in Exercise 3 in the correct column of the table above. Listen and check.

- 6 Look at the phrases in the box below which collocate with the verb **work**. In pairs, use them to talk about the jobs from Exercise 3.

as (a journalist) at night for (a big company)
from home from 9 to 5 hard in a team in (an office)
long hours part-time/full-time to a deadline
under pressure

If you work as a surgeon, you often have to work at night.

- 7 In pairs, describe people you know. Use the collocations from Exercise 6.
My dad usually works in an office but he sometimes works from home. He works in a team and he often works long hours. He works for the government. He's a politician.

98

☐ I can talk about different jobs and workplaces.

REFERENCES

CULTURE NOTES page 204

EXTRA ACTIVITY IN CLASS

In pairs or small groups, students take it in turns to describe a job from Exercise 3 for their partner/group to guess, e.g.
This person looks after people on a plane

(flight attendant). They can use phrases from Exercise 6 to help them.

FURTHER PRACTICE

- Workbook page 80/Online Practice
- Photocopiable resource 31: Sorted!, pages 272, 306
- Extra digital activities: Vocabulary Checkpoint 7

7E SPEAKING

- 1 In groups, discuss the advantages of working on your own or as part of a team. Say which you prefer and why.

A *I think working on your own allows you more freedom.*

B *I agree, but working in a team motivates you better.*

- 2 Look at the motivational posters below and answer the questions.

- 1 Which quote in the posters best represents teamwork for you? Say why.

- 2 Which poster do you prefer?

a poster A (skydivers)

b poster B (a rowing team)

c poster C (people in an office)



A

TEAMWORK

'Working together is success.'
Henry Ford



B

TEAMWORK

'Alone we can do so little, together we can do so much.'
Helen Keller



C

TEAMWORK

'None of us is as smart as all of us.'
Ken Blanchard

ASSESSMENT

Vocabulary Quiz 7

NEXT CLASS

Ask students to bring in photos related to teamwork, i.e. showing people working together.



- 3 **▶ 26** **▶ 3.8** Watch or listen to Part 1 of a phone conversation and answer the questions.
- Who is speaking?
 - Why does the woman have to describe the photos to the man?
 - Which poster is the woman describing?
 - Where does she think the people are?
 - What does the man think of the poster?
- 4 **▶ 27** **▶ 3.9** Study the Speaking box and look at poster B again. Then complete sentences 1–10 with one or two words in each gap. Watch or listen to Part 2 of the conversation and check.
- It shows some young people in a boat.
 - In _____, you can see some trees.
 - They _____ be on a river or _____ it's a lake.
 - In the boat there are some big strong men – it's hard _____ how many but I think there are eight.
 - The men _____ all _____ the same shirts.
 - They _____ like a rowing team.
 - I _____ they've been in a race.
 - They've just stopped rowing and they _____ very happy.
 - Some of them are holding their arms up, so _____ they've _____ the race.
 - It _____ really fantastic.

WATCH OUT!

Remember, when we mention something for the first time, we use *a/some*, but when we mention it again, we use *the*.

SPEAKING | Describing photos

- Start by saying what the photo shows in general:
The photo shows a group of skydivers.
- Talk about what you can see in more detail. Use the following phrases to describe where things are:
In the foreground/centre/background/At the bottom/top/On the right/left there's some countryside and a town.
- Use the Present Perfect to say what has happened:
They've just jumped out of a plane.
and the Present Continuous to describe what people are doing:
They're falling down.
- Use these phrases to make guesses:
There might be fifteen of them.
It's hard to say how many but I think there are ...
It looks like Britain or Ireland.
Perhaps/Maybe it's Scotland.
I think they're having fun.
They look/seem happy.
- Give your opinion on the photo:
It looks quite cool.
It's really/very colourful.
It's/It looks quite/really/very unusual.

Exercise 3

- a secretary and her boss
- because he hasn't got an Internet connection, so he can't see them
- poster A (skydivers)
- in the sky above some countryside or town, probably somewhere in Britain or Ireland, perhaps Scotland
- that it's not bad

Exercise 4

- the background
- might, maybe
- to say
- are (all) wearing
- look
- think
- seem
- perhaps, won
- looks

- 5 In pairs, look at poster C again. Together, write a description of it. Then take turns to repeat the description from memory (without looking at it).
- 6 Work in pairs. Describe a photo to your partner using the phrases from the Speaking box. Student A: look at the photo on page 102. Student B: look at the photo on page 97.

☐ I can describe people or things in a photo using correct tenses and phrases to make guesses.

99

REFERENCES

VIDEO/AUDIO SCRIPT page 231

EXTRA ACTIVITY IN CLASS

After Exercise 6, students work in new pairs or small groups and take it in turns to describe the photos they have brought in, using phrases from the Speaking box.

FURTHER PRACTICE

Workbook page 81/Online Practice

NEXT CLASS

Ask students to find interesting quotes or memes about volunteering. Start the next lesson by getting students to discuss their findings in pairs or small groups, then get brief feedback from the class.

7F READING AND VOCABULARY

- Look at the photo on page 101 and read the quote below it. In groups, discuss what it means.
- Read the title, the first and the last paragraph of the text and decide if statements 1–4 are true or false.
 - ☐ This text tells the personal experience of a volunteer worker.
 - ☐ It examines the reasons people do volunteer work.
 - ☐ It encourages the reader to try volunteer work.
 - ☐ It gives specific information on how to find a job in volunteer work.
- Read the text and choose the correct answers.
 - The number of volunteers in the world today is
 - about 65 million people.
 - a quarter of the world's population.
 - ☒ higher than it ever was in the past.
 - According to the text, volunteers often organise protests for
 - the church.
 - political parties.
 - ☒ non-governmental organisations.
 - The main reason that 'voluntourists' volunteer is that
 - they want to learn a new language.
 - they want to be different.
 - ☒ they want to experience new situations.
 - People that volunteer do not learn
 - ☒ how to train team members.
 - new skills and how to work in a team.
 - about different people and cultures.
 - According to the text, volunteers typically
 - ☒ learn something about themselves.
 - earn quite a lot of money.
 - find a good job after volunteering.

Exercise 4

2 plant 3 organise
4 set up 5 spend
6 serve 7 water
8 work 9 collect
10 teach

- In pairs, complete the phrases with verbs from the text. Then say if you have done or would like to do any of these things.

1 <u>do</u> the dishes	6 _____ a meal
2 _____ a tree	7 _____ the plants
3 _____ a protest	8 _____ in a charity shop
4 _____ a website	9 _____ money
5 _____ time with a sick child	10 _____ a language

A *I've never planted a tree but I've watered my neighbour's plants.*
B *I've never organised a protest but I'd like to.*

- In pairs, work out the meaning of the highlighted words from the text. Then use them to complete the advert below.

Would you like your 'CV' to be more complete?

Do you want to impress a future ² _____? Then, why don't you get some ³ _____ in volunteer work? You can receive quality ⁴ _____ in languages and IT. You can learn ⁵ _____ like teamwork, leadership and communication. Volunteer now and improve your ⁶ _____. Contact volworkuk@gmail.com.

- Complete the questions with the correct forms of the verbs from the box. Then in groups, ask and answer the questions.

do find get make (x2) work

- Are you good at working in a team?
 - Do you agree that ...
 - it's easy to make friends when you work with people?
 - if you work well, you should get paid well?
 - the most important thing in life is to find a job you like?
 - the most important thing in life is to make money?
 - Have you ever done any volunteer work?
 - If so, when and where did you do it? What was it like?
 - If not, would you like to do it? Say why. What kind of work would you like to do?
- SPEAKING** Work in pairs. Interview your partner using the questions below. Student A, go to page 189. Student B, go to page 191.
 - What's your name and where are you from?
 - What kind of volunteer work do you do?
 - How long have you had that position?
 - Do you get paid?
 - What do you like about the position?
 - What do you not like about it?
 - What are your plans for the future?
 - Find out information about one of these things. Then make a presentation about it in class.

International Volunteer Day the US Peace Corps
Subbotniks in Eastern Europe Rotary International
another international volunteer organisation
a volunteer organisation in your town, region or country
websites offering volunteer jobs abroad for young people

28 WATCH AND REFLECT Go to page 168. Watch the documentary *Love your job* and do the exercises.



REFERENCES

VIDEO SCRIPT page 231
CULTURE NOTES page 204

EXTRA ACTIVITY IN CLASS

Students study the collocations in Exercise 4 for a minute, then close their books. In pairs, they take it in turns to say the second part of a collocation, for their partner to provide the verb (e.g. A: *The dishes.* B: *Do the dishes.*).

FURTHER PRACTICE

Workbook pages 82–83/Online Practice

NEXT CLASS

Ask students to do some online research and list some common part-time jobs for young people in their country. Start the lesson by eliciting their findings on the board. Include the jobs students come up with in the discussion in Exercise 1.

INTERNATIONAL VOLUNTEER DAY,

SO WE'RE ASKING THE QUESTION ...
HAVE YOU EVER WORKED FOR FREE?

VOLUNTEER

VOLUNTEER

3.10

MORE POPULAR THAN BEFORE

Have you ever worked for nothing? I don't mean doing the dishes or studying. I mean, doing things you don't have to do without getting paid. If you have, you're not the only one. Volunteer work is more popular today than it's ever been before. A lot of people do it. In the US about 65 million citizens, that's over twenty-five percent of the population, do billions of hours of volunteer work every year: an average of about three hours per person per week. But why do people do it? Why do they work for free?

BECAUSE WE CARE

One reason is because they really care about something and want to work for an association that supports it. It could be a church, a political party or a non-governmental organisation. For example, many volunteers work with NGOs to protect the environment. They spend their weekends planting trees, they organise protests to save the whales or they set up websites for groups that encourage people to use bikes not cars.

PEOPLE HELP PEOPLE

Another reason people do unpaid work is to help others. They volunteer to make their communities better: they spend time with sick children in hospitals; they serve meals to the homeless; or they water the plants in neighbourhood gardens. Volunteers also help people overseas. People work in charity shops to raise money for projects in developing countries. They collect money to help refugees or victims of earthquakes or tsunamis.

"The best way to find yourself is to lose yourself in the service of others."

Mahatma Gandhi (Indian activist)

VOLUNTARY TOURISM

Recently, it has become common for young people to do voluntary work abroad. These 'voluntourists' teach languages, they work in hospitals or they help bring clean water to villages. They do it because they want to help others, they want to make a difference. But they also want to travel, to make friends and to challenge themselves in new, exciting and perhaps difficult situations. Pop star Justin Bieber once helped build a school in Guatemala. He said it was a rewarding experience that taught him a lot about the world and about himself.

GET A BETTER JOB

And finally, people do volunteer work to improve their **career prospects**. When you volunteer, you learn **key skills** such as how to work in a team. You learn about other cultures. You may also receive **training** in health care, education or emergency work. So, clearly, if you have volunteering **experience** on your **CV**, you're more likely to impress an **employer** and find the job you want.

WHAT ABOUT YOU?

Volunteer work is good for society but it's also good for volunteers. You help others and learn about yourself. You do something useful and learn key skills. You give something to society and make friends. You can discover that wonderful sense of camaraderie when you've worked with a group of people towards a common goal. So why don't you have a look around and see what kind of voluntary work you could do? You won't make money but you might get something a lot better.

☐ I can understand a factual text and talk about volunteering.

101

PART-TIME WAITER/WAITRESS

required for small French restaurant in central Cardiff

Experience preferred.

Must speak French.

Good pay and conditions.

Apply to Ms Diane Richard at latableronde@gmail.com.

From: joserpet@gmail.com
To: latableronde@gmail.com
Subject: Job application

Dear Ms Richard,

I'm writing to you to apply for the job as part-time waitress in your restaurant.

I'm an eighteen-year-old student from Newport. Although I have no previous working experience, I have recently begun a course in Hotel and Catering at Cardiff College. I've also just completed a course in first aid, which I feel would be useful for a member of your staff. I've had my driving licence since March and I have a B1 level in French.

I consider myself to be a confident, enthusiastic person with an outgoing personality and a good memory.

I look forward to attending an interview and I hope to hear from you soon.

Kind regards,

Joy Peters

102

EXTRA ACTIVITIES IN CLASS

- After Exercise 4, students find the phrases from the Writing box in the email on Student's Book page 102.
- Before students do the writing task, they work in the same pairs as Exercise 6 and together, they choose the best job to apply for, based on their discussion in Exercise 6.

FURTHER PRACTICE

Workbook page 84/Online Practice

NEXT CLASS

Ask students to study the word list and do the Remember More exercises on Student's Book pages 106–107.

- 1 Look at the part-time jobs in the box. Then in pairs, ask and answer the questions below.

babysitter cleaner fruit picker pizza deliverer
volunteer at an animal shelter waiter

- 1 What do you think are the advantages/disadvantages of these part-time jobs?
- 2 Have you ever done any of these jobs? If so, where, when and what was it like? If not, which of the jobs would you like to do and why?
- A *The advantage of working as a waiter is that you can eat for free.*
- B *Yes, but it's tiring. You are on your feet all day long and some customers can be difficult.*

- 2 In pairs, read the job advert and Joy's application email. In your opinion, is Joy a good candidate for the job?

- 3 Complete the sentences with the correct forms of the phrases from the box. Use Joy's email to help you.

apply for a/the job attend an interview
consider myself to be complete a course
look forward to previous experience

- 1 I'd like to apply for the job of fruit picker.
 - 2 Do you have any _____ or is this your first job?
 - 3 I've recently _____ on child safety.
 - 4 I _____ fit and hard-working.
 - 5 I'd be very happy to _____ at any time.
 - 6 I _____ hearing from you.
- 4 Study the Writing box and look at the job advert again. In pairs, say what is wrong with Sam's email below.

From: rockymc@gmail.com
To: dianerichard@gmail.com
Subject:

Hi Diane

I see that you're looking for a waiter.

I have worked in many, many restaurants and I live in Cardiff! I have been on many courses in things like food hygiene, health and safety and some others that I can't remember now. I have recently taken part in the Cardiff Marathon! It was awesome! I also studied French at school. Ooh là là! I got grade B in my GCSE exam – it was one of my favourite subjects and I have many happy memories.

Write back soon, OK?

All the best

Sam "Rocky" McFarlane

WRITING | A formal email of application

- In the subject box, give a clear reason for writing your email, e.g. *Job application*.
- In the first sentence, explain why you are writing: *I'm writing to you to apply for the job as/of ...*
- Mention your age, education and any relevant work experience you have. You can use the Present Perfect to describe your experience and recent achievements: *I've just completed a course in first aid.*
- Mention three or four of your personal qualities that you think are useful for the job: *I consider myself to be ...*
- Say that you hope to receive a reply/would like to attend an interview: *I look forward to hearing from you/attending an interview.*
- Don't use emoticons, exclamation marks (!) or informal language, e.g. *Hey, dude!*
- Don't try to be funny or write irrelevant information, e.g. *My friend Dave lives opposite your restaurant.*

Formal beginning and ending

Remember to begin and end your email with formal greetings:

Dear + name, e.g. *Dear Mr Campbell, ... Dear Ms Richard, ... Dear Sir/Madam, ...* (if you don't know the person's name)
(Kind/Best) regards, ...

- 5 Rewrite the email from Exercise 4 using the advice in the Writing box.
- 6 Check you understand the personal qualities in the box. Then in pairs, ask and answer the questions below.

chatty cheerful confident creative diplomatic
energetic enthusiastic fit good-looking
good at accepting criticism/solving problems
good at working in a team/group
good with animals/numbers/people
hard-working healthy mature outgoing patient
polite punctual reliable sociable smart strong

- 1 Which of these qualities do you have?
 - 2 Which ones do employers appreciate the most?
 - 3 Which qualities are most suitable for the jobs in Exercise 1?
- 7 **REFLECT | Society** Is it a good idea for students and high school pupils to have a part-time job? What are the advantages and disadvantages? Discuss in pairs.
It's a good way to meet people and build your confidence.
You might not have enough time to study and do coursework.
- 8 **WRITING TASK** Read the job adverts on page 190. Choose the job you like the most and write an email applying for it. Use the Writing box and Joy's email to help you.

Exercise 3

- 2 previous experience
- 3 completed a course
- 4 consider myself to be
- 5 attend an interview
- 6 look forward to

☐ I can write a formal email to apply for a job or a course.

103

REMEMBER MORE

Exercise 1

Economy sectors

agriculture, construction, education, finance, fishing, forestry, health care, IT, manufacturing, mining

Workplaces

animal shelter, bank, building site, company, corner shop, department store, doctor's surgery, design studio, factory, farm, fish farm, fishing boat, food processing plant, garage, hair salon, laboratory, library, mine, nursery, office, oil platform, sawmill, processing, sales, services

ECONOMY SECTORS

agriculture

factory

WORKPLACES

- 1 Add more words and phrases from the word list to the vocabulary maps.

- 2 Complete the words and phrases with **work** with words from the word list.

- 1 one word: **team**work, work ____
- 2 two words: ____ worker, working ____
- 3 three words: work ____ , ____ work
- 4 four words: work ____

- 3 Match the words to make jobs. Then check with the word list.

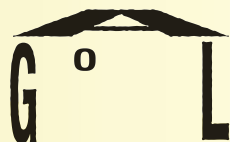
- | | |
|-------------------------------------|-------------|
| 1 ☐ bike | a secretary |
| 2 ☐ estate | b attendant |
| 3 ☐ personal | c courier |
| 4 ☐ flight | d worker |
| 5 ☐ social | e agent |

- 4 Complete the sentences with the correct prepositions. Then check with the word list.

- 1 The company needs to take on more staff.
- 2 You need to be good with children to be a teacher.
- 3 In the foreground, I can see my flatmate.
- 4 I'm good at solving problems.

ACTIVE VOCABULARY | Pictures

If you are a visual learner, you can use the letters of a word to draw that word. For example, you could draw the word **goal** to look like the picture below. Try to draw another word from the word list.



104

7A GRAMMAR AND VOCABULARY

5.43

- application (n) /æplɪ'keɪʃən/
 be out of work /bi aʊt əv 'wɜ:k/
 boss (n) /bɒs/
 find/get/lose a job /faɪnd/get/ˌlu:z ə 'dʒɒb/
 flatmate (n) /'flætmeɪt/
 give sb a pay rise /ˌɡɪv ˌsaɪmbədi ə 'peɪ raɪz/
 make a profit /ˌmeɪk ə 'prɒfɪt/
 open a factory /əʊpən ə 'fæktəri/
 part-time job (n) /ˌpɑ:t taɪm 'dʒɒb/
 sack an employee /ˌsæk ən ɪm'plɔɪi:/
 take on more staff /ˌteɪk ɒn mɔ: 'stɑ:f/

7B GRAMMAR 5.44

- a job for life /ə ˌdʒɒb fə 'laɪf/
 be good with computers /bi ˌɡʊd wɪð kəm'pjʊ:təz/
 career (n) /kə'riə/
 client (n) /'klaɪənt/
 freelance (adj) /'fri:lɑ:ns/
 have a break /ˌhæv ə 'breɪk/
 lifeguard (n) /ˌlaɪfgɑ:d/
 make money /ˌmeɪk 'mʌni/
 multinational (adj) /ˌmʌltɪ'næʃənəl/
 proper (adj) /'prɒpə/
 self-employed (adj) /ˌself ɪm'plɔɪd/
 web designer (n) /ˌweb dɪˌzaɪnə/
 work at home/in an office /ˌwɜ:k ət 'həʊm/ɪn ən 'ɒfɪs/
 work for a company /ˌwɜ:k fə ə 'kʌmpəni/

7C LISTENING AND VOCABULARY

5.45

- accident rate (n) /'æksədənt reɪt/
 antisocial (adj) /ˌæntɪ'səʊʃəl/
 boss (n) /bɒs/
 career (n) /kə'riə/
 company (n) /'kʌmpəni/
 construction worker (n) /kən'strʌkʃən ˌwɜ:kə/
 co-worker (n) /ˌkəʊ'wɜ:kə/
 danger (n) /'deɪndʒə/
 earn (v) /ɜ:n/
 farmer (n) /'fɑ:mə/
 firefighter (n) /ˌfaɪəˌfaɪtə/
 fisherman (n) /'fɪʃmən/
 full-time (adj) /ˌfʊl 'taɪm/
 have an accident /ˌhæv ən 'æksədənt/
 indoors (adv) /ɪn'dɔ:z/

- industry (n) /'ɪndəstri/
 logger (n) /'lɒgə/
 loneliness (n) /'ləʊnlɪnəs/
 miner (n) /'maɪnə/
 part-time (adj) /ˌpɑ:t'taɪm/
 pay (n) /peɪ/
 pilot (n) /'paɪlət/
 police officer (n) /pə'li:s ɒfəə/
 skyscraper window cleaner (n) /ˌskaɪskreɪpə ˌwɪndəʊ ˌkli:nə/
 statistics (n) /stə'tɪstɪks/
 take care of /ˌteɪk 'keə əv/
 teach a class /ˌti:tʃ ə 'klɑ:s/
 truck driver (n) /ˌtrʌk ˌdraɪvə/
 working conditions (n) /ˌwɜ:kɪŋ kən'dɪʃnz/
 working hours (n) /ˌwɜ:kɪŋ 'aʊəz/
7D VOCABULARY 5.46
 agriculture (n) /ˌægrɪˌkʌltʃə/
 ambulance (n) /'æmbjʊləns/
 bank (n) /bæŋk/
 bike courier (n) /ˌbaɪk ˌkʊrɪə/
 building engineer (n) /ˌbɪldɪŋ ˌendʒɪnɪə/
 building site (n) /ˌbɪldɪŋ saɪt/
 car mechanic (n) /ˌkɑ: mɪˌkænik/
 construction (n) /kən'strʌkʃən/
 corner shop (n) /ˌkɔ:nə ʃɒp/
 department store (n) /ˌdɪpɑ:tmənt stɔ:/
 design studio (n) /dɪˌzaɪn ˌstju:diəʊ/
 doctor's surgery (n) /ˌdɒktəz 'sɜ:dʒəri/
 economy (n) /ɪˌkɒnəmi/
 education (n) /ˌedʒuˌkeɪʃən/
 enclosed spaces (n) /ɪnˌklaʊəd 'speɪsɪz/
 estate agent (n) /ɪˌsteɪt ˌeɪdʒənt/
 factory (n) /'fæktəri/
 farm (n) /fɑ:m/
 finance (n) /ˌfaɪnəns/
 fish farm (n) /ˌfɪʃ fɑ:m/
 fishing (n) /'fɪʃɪŋ/
 fishing boat (n) /'fɪʃɪŋ bəʊt/
 flight attendant (n) /ˌflaɪt əˌtendənt/
 food processing plant (n) /ˌfu:d ˌprəʊsesɪŋ plɑ:nt/
 forestry (n) /ˌfɒrɪstri/
 garage (n) /ˌgærɪdʒ/
 government (n) /ˌɡʌvənmənt/
 hair salon (n) /ˌheə ˌsælən/
 hairdresser (n) /ˌheəˌdresə/
 health care (n) /ˌhelθ keə/

EXTRA ACTIVITIES IN CLASS

- Individually, students write gap-fill sentences with words from the word list. To make the exercise easier, they could supply the first letter of each word. Then, in pairs, they swap sentences, complete them and check their answers with their partner.

- Students choose 6–8 words from the word list (or one word from each lesson) to describe to a partner. In pairs, they take turns to describe the words for their partner to guess. In weaker classes, instead of a description/definition, students say their chosen words in their own language for their partner to give the English words.

FURTHER PRACTICE

Workbook page 85/Online Practice

NEXT CLASS

Ask students to revise Unit 7.

IT (n) /aɪˈti:/

journalist (n) /ˈdʒɜːnəlɪst/

laboratory (n) /ləˈbɒrətəri/

lawyer (n) /ˈlɔːjə/

librarian (n) /laɪˈbreəriən/

library (n) /ˈlaɪbrəri/

manufacturing (n) /ˌmænʃəˈfæktʃərɪŋ/

mine (n) /maɪn/

mining (n) /ˈmaɪnɪŋ/

nursery (n) /ˈnɜːsəri/

office (n) /ˈɒfɪs/

oil platform (n) /ˈɔɪlˌplætfɔːm/

paramedic (n) /ˌpærəˈmedɪk/

personal secretary (n) /ˌpɜːsənəlˈsekrətəri/

politician (n) /ˌpɒlɪˈtɪʃən/

processing (n) /ˈprəʊsesɪŋ/

raw materials (n) /ˌrɔː məˈtɪəriəlz/

receptionist (n) /rɪˈsepʃənɪst/

sales (n) /seɪlz/

sales manager (n) /ˈseɪlzˌmænɪdʒə/

sawmill (n) /ˈsɔːmɪl/

services (n) /ˈsɜːvɪsəz/

social worker (n) /ˈsəʊʃəlˌwɜːkə/

surgeon (n) /ˈsɜːdʒən/

tour guide (n) /ˈtuəˌɡaɪd/

war zone (n) /ˈwɔː zəʊn/

work as /wɜːk əz/

work at night/from nine to five/long hours
/wɜːk æt ˈnaɪt/frəm ˌnaɪn tə ˈfaɪv/lɒŋ ˈaʊəz/

work hard/to a deadline/under pressure /wɜːk
ˈhɑːd/tə ə ˈdedlaɪn/ʌndə ˈpreʃə/

work for a company/in an office/in a team/on
your own/from home /wɜːk fər ə ˈkʌmpəni/
ɪn ən ˈɒfɪs/ɪn ə ˈtiːm/ɒn jər ˈəʊn/frəm ˈhəʊm/

work part-time/full-time /wɜːk paːt ˈtaɪm/fʊl
ˈtaɪm/

workplace (n) /ˈwɜːkpleɪs/

7E SPEAKING 5.47

at the bottom/top /ət ðə ˈbɒtəm/ˈtɒp/

fall down /ˌfɔːl ˈdaʊn/

in the foreground/centre/background /ɪn ðə
ˈfɔːgraʊnd/ˈsentə/ˈbækgraʊnd/

motivate (v) /ˈməʊtɪveɪt/

motivational (adj) /ˌməʊtɪˈveɪʃənəl/

on the right/left /ɒn ðə ˈraɪt/ˈleft/
rowing team ʁɔɪŋ ˈtiːm/

skydiver (n) /ˈskaɪˌdaɪvə/

teamwork (n) /ˈtiːmwɜːk/

7F READING AND VOCABULARY

5.48

a sense of sth /ə ˈsens əv ʃʌmθɪŋ/

association (n) /əˌsəʊsiˈeɪʃən/

camaraderie (n) /ˌkæməˈrɑːdəri/

care about /ˈkeə əbaʊt/

career prospects (n) /ˌkæˈrɪə ˈprɒspekts/

challenge yourself /ˈtʃæləndʒ ʒəˌself/

church (n) /tʃɜːtʃ/

citizen (n) /ˈsɪtɪzən/

CV (n) /ˌsiː ˈviː/

developing country (n) /dɪˌveləpɪŋ ˈkʌntri/

do volunteer work /ˌdu ˌvɒləntɪə wɜːk/

earthquake (n) /ˈɜːθkweɪk/

emergency work (n) /ɪˈmɜːdʒənsi wɜːk/

employer (n) /ɪmˈplɔɪə/

environment (n) /ɪnˈvaɪrənmənt/

experience (n) /ɪkˈspɪəriəns/

get paid /ˌget ˈpeɪd/

impress (v) /ɪmˈpres/

key skills (n) /ˌkiː ˈskɪlz/

lose yourself in sth /luːz ʒəˌself ɪn ʃʌmθɪŋ/

make a difference /ˌmeɪk ə ˈdɪfərəns/

neighbourhood (n) /ˈneɪbəhʊd/

non-governmental organisation (n) /ˌnɒn
ˌɡʌvənˈmentəl ˌɔːɡənəˈzeɪʃən/

overseas (adv) /əʊvəˈsiːz/

plant (v) /plɑːnt/

position (n) /pəˈzɪʃən/

protect (v) /prəˈtekt/

protest (n) /ˈprəʊtest/

refugee (n) /ˌrefjuːˈdʒiː/

rewarding (adj) /rɪˈwɔːdɪŋ/

save (v) /seɪv/

serve a meal /sɜːv ə ˈmiːl/

the homeless (n) /ðə ˈhəʊmləs/

tourism (n) /ˈtuəɪzəm/

training (n) /ˈtreɪnɪŋ/

tsunami (n) /tsuˈnɑːmi/

unpaid (adj) /ʌnˈpeɪd/

voluntary (adj) /ˌvɒləntəri/

volunteer (n, v) /ˌvɒləntɪə/

water the plants /ˌwɔːtə ðə ˈplɑːnts/

whale (n) /weɪl/

work towards a common goal /wɜːk təˌwɔːdz ə
ˌkɒmən ˈɡəʊl/

7G WRITING AND VOCABULARY

5.49

advantage/disadvantage (n) /ədˈvɑːntɪdʒ/
ˌdɪsədˈvɑːntɪdʒ/

animal shelter (n) /ˌænəməl ˈʃeltə/

apply for a job /əˌplaɪ fər ə ˈdʒɒb/

attend an interview /ətend ən ˈɪntəvjuː/

babysitter (n) /ˈbeɪbɪˌsɪtə/

build your confidence /ˌbɪld ʒə ˈkɒnfədəns/

candidate (n) /ˈkændɪdət/

chatty (adj) /ˈtʃæti/

cheerful (adj) /ˈtʃɪəfəl/

cleaner (n) /ˈkliːnə/

complete a course /kəmˌplɪt ə ˈkɔːs/

confident (adj) /ˈkɒnfɪdənt/

consider /kənˈsɪdə/

creative (adj) /kriˈeɪtɪv/

diplomatic (adj) /ˌdɪpləˈmætɪk/

energetic (adj) /ˌenəˈdʒetɪk/

enthusiastic (adj) /ɪnˌθjuːzɪˈæstɪk/

food hygiene (n) /ˈfuːd ˌhaɪdʒiːn/

fruit picker (n) /ˈfruːt ˌpɪkə/

good at accepting criticism/solving problems
/ɡʊd ət ək ˌseptɪŋ ˈkrɪtəsɪzəm/ˌsɒlvɪŋ ˈprɒb
ləmz/

good with animals/numbers/people /ɡʊd wɪð
ˈænɪməlz/ˈnʌmbəz/ˈpiːpəl/

good-looking (adj) /ɡʊd ˈlʊkɪŋ/

hard-working (adj) /ˌhɑːd ˈwɜːkɪŋ/

healthy (adj) /ˈhelθi/

job advert (n) /ˌdʒɒb ˌædvɜːt/

look forward to /ˌlʊk ˈfɔːwəd tə/

mature (adj) /məˈtʃʊə/

outgoing (adj) /ˌaʊtˈɡəʊɪŋ/

patient (adj) /ˈpeɪʃənt/

personal qualities (n) /ˌpɜːsənəl ˈkwɒlətɪz/

pizza deliverer (n) /ˈpiːtsə dɪˌlɪvərə/

polite (adj) /pəˈlaɪt/

previous experience (n) /ˌpriːviəs ɪkˈspɪəriəns/

punctual (adj) /ˈpʌŋktʃuəl/

reliable (adj) /rɪˈlaɪəbəl/

safety (n) /ˈseɪfti/

smart (adj) /smɑːt/

sociable (adj) /ˈsəʊjəbəl/

strong (adj) /strɒŋ/

suitable (adj) /ˈsuːtəbəl/

waiter/waitress (n) /ˈweɪtə/ˈweɪtrɪs/

VOCABULARY AND GRAMMAR

Exercise 1

- 2 The other words describe people.
- 3 You don't have to study to be one.
- 4 It's a place.
- 5 The others are economy sectors.
- 6 The others are adjectives.

Exercise 5

- 2 has been
- 3 've only worked
- 4 lost
- 5 Have you ever had
- 6 hasn't opened
- 7 have you had
- 8 've already had

Exercise 7

- 2 have already applied
- 3 written it yet
- 4 How long have
- 5 Have you ever

1 Find the odd word out in each group. Say why it is different.

- 1 firefighter librarian miner police officer
The other jobs are dangerous.
- 2 boss candidate career co-worker
- 3 babysitter engineer lawyer pilot
- 4 factory hairdresser journalist politician
- 5 agriculture company construction health care
- 6 confident mature prospects reliable

2 Match the jobs with the workplaces.

- | | |
|---------------------------|--------------------|
| 1 <u>a</u> architect | a building site |
| 2 <u>e</u> guide | b department store |
| 3 <u>c</u> mechanic | c garage |
| 4 <u>i</u> nurse | d hotel |
| 5 <u>d</u> receptionist | e museum |
| 6 <u>b</u> shop assistant | f nursery |
| 7 <u>g</u> secretary | g office |
| 8 <u>f</u> teacher | h restaurant |
| 9 <u>h</u> waiter | i surgery |

3 Complete the text with the verbs from the box.

apply be consider do earn ~~find~~ get have look work

Tips to help you ¹find a job

- Don't ² apply for just one job, send off lots of applications.
- In your job application, mention the personal qualities you ³ consider yourself to have and say that you ⁴ look forward to attending an interview.
- Don't begin a job interview by asking how much you ⁵ get paid or how often you can ⁶ have a break.
- Think about working part-time. You won't ⁷ earn a lot of money but you will get experience.
- It's a good idea to ⁸ do volunteer work. You learn to ⁹ work in a team and it looks good on your CV.
- Perhaps you would like to ¹⁰ be your own boss? Think about the advantages of becoming self-employed.

4 Match the adjectives from the box with the definitions. There are two extra adjectives.

chatty creative enthusiastic fit hard-working patient punctual sociable

- 1 Always on time. punctual
- 2 Full of interest. enthusiastic
- 3 Enjoys talking. chatty
- 4 Good at thinking of new ideas. creative
- 5 Doesn't mind waiting. patient
- 6 Good with people. sociable

5 Complete the sentences with the correct forms of the verbs in brackets.

- 1 He started (start) a new job last Tuesday.
- 2 She _____ (be) off work since last Tuesday.
- 3 I _____ (only/work) here for two weeks but I love it.
- 4 I _____ (lose) my job two weeks ago.
- 5 _____ (you/ever/have) a part-time job?
- 6 The café _____ (not open) yet.
- 7 I like your earrings. How long _____ (you/have) them?
- 8 We _____ (already/have) this car for ten years.

6 Choose the correct words to complete the conversation.

- Ms Hay** How ¹ long / long ago / much have you been with us?
- Rob** I've been here ² for / from / since almost six months now. I started ³ for / (last) / on September.
- Ms Hay** Have you ⁴ always / (ever) / just thought about applying to be a manager?
- Rob** No, I ⁵ don't / hasn't / (haven't), to be honest. Why?
- Ms Hay** Well, because you ⁶ already / (always) / ever work hard and you're clever.
- Rob** But I've ⁷ didn't / (never) / yet been to university. I haven't studied Maths ⁸ for / (since) / yet I left school.
- Ms Hay** That doesn't matter. We started our own training programmes six months ⁹ ago / long ago / since. Have you started studying French ¹⁰ ever / just / (yet)?
- Rob** Yes, I've ¹¹ always / ever / (just) started a course at the college. I haven't done any exams ¹² before / never / (yet) but I've ¹³ already / last / never learnt quite a lot.

USE OF ENGLISH

7 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.

STRATEGY | Key word transformations

Remember that there is a word limit. Always check the number of words because if you have too many, it may mean that you have gone wrong somewhere. A contraction (e.g. don't) counts as two words, not one.

- 1 The last time I saw him was in 2014. **NOT**
I have not seen him since 2014.
- 2 You applied for that job last month. **ALREADY**
You _____ for that job.
- 3 I still need to write it. **YET**
I haven't _____.
- 4 When did you become a student? **LONG**
_____ you been a student?
- 5 Do you work in a shop now or did you work in a shop at any time in the past? **EVER**
_____ worked in a shop?

Use of English > page 187

FURTHER PRACTICE

- Use of English, Student's Book page 187
- Class debates pages 256–257
- Self-assessment 7 and Self-check 7, Workbook pages 86–87/Online Practice
- Extra digital activities: Use of English, Reading, Listening

ASSESSMENT

- Unit 7 Language Test (Vocabulary, Grammar, Use of English)
- Unit 7 Skills Test (Dictation, Listening, Reading, Communication)
- Unit 7 Writing Test

READING

8 Read texts 1–5 and choose the correct answers: a, b or c.

STRATEGY | Multiple choice task – short texts

This task tests your understanding of short texts, authentic notices, packaging information and also communicative messages. You should read the text carefully first and decide which situation it would appear in.

1

Oh-là-là French Restaurant

HELP WANTED

- Kitchen assistant and waiter/waitress
- Experience not essential but preferred
- Evening work only, must be free at weekends
- Twenty hours per week

APPLY INSIDE

- a The restaurant is looking for part-time staff.
b Workers don't need to work at weekends.
c Inexperienced workers need not apply.

2

Sally,
Mr. Lewis has changed the time of the meeting (again!) Now, it's first thing tomorrow morning and this time it's in the IT room, not in his office.
See you there at eight. Don't be late!
Robbie

- a Mr Lewis wants to see Sally immediately.
b Sally was late for the previous meeting.
c The meeting is at a different time and place.

3

MAZY'S DEPARTMENT STORE

Temporary shop assistants

- Take an application form and fill it in in pen.
- When you complete it, hand it in at the reception desk.
- Go to the waiting room and wait for your interview.

- a Job candidates should go to reception before completing the form.
b Job candidates should go to reception after completing the form.
c Job candidates should wait for the receptionist to give them a form.

4

DANGER 
BUILDING SITE
AUTHORISED PERSONNEL ONLY
ALL OTHER PEOPLE KEEP OUT

- a Nobody is allowed onto the building site.
b Only certain people can enter the building site.
c All building sites are dangerous places.

5

Hi Sophie
I've just finished 1st day at work. Really tired!
Going back to flat to relax. I'm with a really nice team, very friendly and funny, but there's so much I need to learn and the hours are very long!
Miss you,
Love, Davie

- a Davie has got a challenging new job.
b Davie is going to start a new job.
c Davie didn't enjoy his first day at work.

SPEAKING

9 Look at the photo of people at work. In pairs, take turns to describe the photo.

Talk about the people.

Talk about the place.

Talk about other things in the photograph.



WRITING

10 Do the task below.

Look at the article about volunteer work on page 101 again. Then write an email to a friend inviting him/her to do some volunteer work with you. Include the following information:

- some possible volunteer work you could both do together
- when and where you could do it
- ask him/her to write back to tell you what he/she thinks of the idea

08

Switch on

VOCABULARY Science, computers, social media, gaming

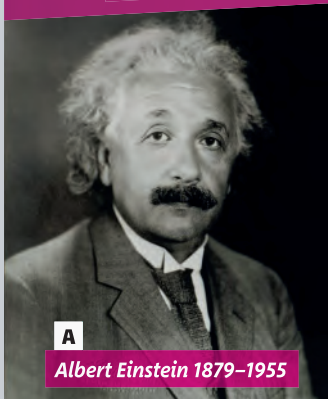
GRAMMAR Verb patterns: the infinitive and the *-ing* form, the first conditional
Use of English > page 187

SPEAKING Explanations

WRITING An opinion essay

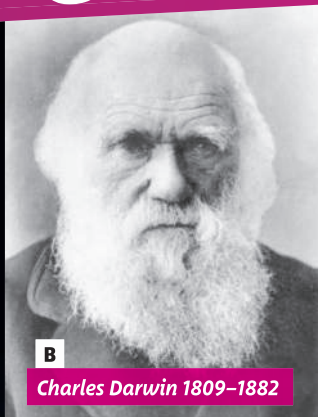
VIDEO Grammar ▶ Communication ▶ Documentary ▶

Could you be a *scientist*?



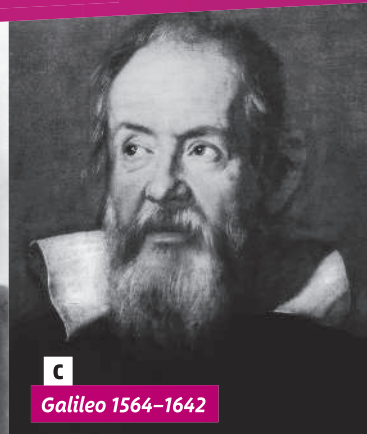
A

Albert Einstein 1879–1955



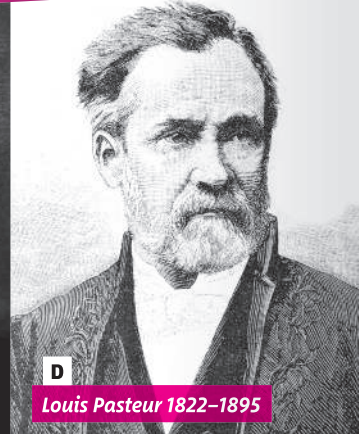
B

Charles Darwin 1809–1882



C

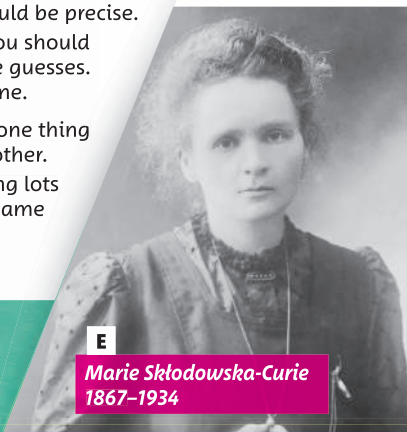
Galileo 1564–1642



D

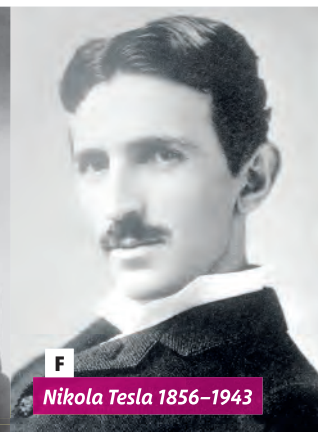
Louis Pasteur 1822–1895

- 1 a I enjoy studying.
b I can't stand studying.
- 2 a I can remember **data** like **facts** and **formulas** easily.
b I'm good with faces but I can't remember numbers.
- 3 a Details are important to me. I need to **discover** exactly how things work.
b I avoid **analysing** things in too much detail. I prefer the big picture.
- 4 a I'd like to work in a **laboratory** one day.
b I want to work outside.
- 5 a In my opinion, you mustn't make guesses. You should be precise.
b In my opinion, you should sometimes make guesses. They can save time.
- 6 a I prefer to finish one thing before I start another.
b I don't mind doing lots of things at the same time.
- 7 When I fail to understand something,
a I stop reading, take a break and come back to it later.
b I keep on reading until I get it.
- 8 When I'm learning to do something but it seems impossible,
a I practise doing it until I get better.
b I give up doing it and start doing something else.
- 9 When the **results** in a **Science** class show my **hypothesis** is wrong,
a I try to think of a better one.
b I continue doing **experiments**.



E

Marie Skłodowska-Curie 1867–1934



F

Nikola Tesla 1856–1943



G

Rachel Carson 1907–1964

108

REFERENCES

VIDEO SCRIPT page 231
CULTURE NOTES page 205

EXTRA ACTIVITY IN CLASS

- Write these verbs on the board: *can't stand, don't mind, enjoy, hope, need, would like*. Students write six sentences about themselves using these verbs. Four are true and two are false. They then work in pairs, share their sentences and try to guess which of their partner's sentences are false.
- If your students have Internet access and if time allows, they can work in pairs to choose a scientist and create a short fact file about his/her life and work. The fact files can be displayed around the classroom.

- 1 Who is the most famous scientist or inventor from your country? What is he/she famous for?
- 2 Match the scientists in pictures A–G with descriptions 1–7 below.
- ☐ A French chemist and **biologist** who gave his name to a process that kills microbes in food and drink.
 - ☐ An American marine biologist and **ecologist**; she transformed the way we think about the environment.
 - ☐ A German **physicist** famous for his theory of relativity.
 - ☐ An English **naturalist** and **geologist** famous for his theory of evolution.
 - ☐ A Serbian electrical **engineer** and **inventor** whose name is now a make of electric cars.
 - ☐ An Italian **astronomer**, physicist and **mathematician**, the 'father' of science.
 - ☐ A Polish physicist and **chemist** – the only person to win two Nobel prizes in two different sciences.
- 3 What qualities do you need to be a scientist? Discuss in pairs. Then do the quiz and check your score on page 190. Do you agree with the results?

Verb patterns: the infinitive and the -ing form

- 4 Match sentences 1–3 with verb patterns a–c.

- ☐ I enjoy studying.
- ☐ You mustn't make guesses.
- ☐ I want to work outside.

- a verb + to + infinitive
b verb + -ing form
c verb + infinitive without to

- 5 Study the Grammar box and *Watch out!* Which verb patterns can you find in the quiz? *all three*

Verb patterns: the infinitive and the -ing form

We use the **-ing form** after these verbs: **avoid, can't stand, continue, (don't) mind, enjoy, finish, practise, stop**

We use **to + infinitive** after these verbs: **agree, decide, fail, hope, learn, manage, need, promise, try, want, would like**

We can use either the **-ing form** or **to + infinitive** after these verbs: **begin, hate, like, love, prefer, start**

We use the **infinitive without to** after modal verbs, e.g.: **can, could, might, must, should**

Grammar Reference and Practice > page 180

WATCH OUT!

After prepositions (e.g. after *give up, keep on, think about, interested in*, etc.) we use the **-ing form**: **Keep on trying until you succeed.**

- 6 3.11 Complete the text with the correct forms of the verbs in brackets. Listen and check.

I want ¹**to be** (be) a scientist when I leave school. I'd really like ²_____ (become) an astrophysicist. I enjoy ³_____ (work) in the laboratory and I love ⁴_____ (watch) the sky at night. The problem is I need ⁵_____ (pass) Maths and it's my worst subject. I keep on ⁶_____ (fail). My friends say I should ⁷_____ (forget) my dream and think about ⁸_____ (study) something else at university. But I can't ⁹_____ (do) that. So I've decided ¹⁰_____ (take) extra Maths classes at the weekend. I don't mind ¹¹_____ (give up) some free time to try ¹²_____ (make) my dream come true.

- 7 Check you understand the highlighted words from the quiz. Then choose the correct words to complete the sentences below.

- His most famous *data* / **formula** is $E = mc^2$.
- Marie Skłodowska-Curie *analysed* / **discovered** two elements: radium and polonium.
- Louis Pasteur's *hypothesis* / **laboratory** was in Paris.
- In a famous **experiment** / *fact*, Galileo dropped two balls from the Tower of Pisa.
- The **results** / *science* of the experiment were disappointing.

- 8 Complete the statements with the infinitive or the -ing form of the verbs in brackets. Then in pairs, say if the statements are true for you.

- I like **doing** (do) experiments.
- I can't stand _____ (analyse) data.
- I might _____ (study) Physics at university.
- I'm going to give up _____ (study) Chemistry.
- I'm thinking about _____ (become) a biologist.
- I prefer _____ (watch) documentaries online.
- I want _____ (win) a Nobel Prize in chemistry one day.
- I hope _____ (work) in a laboratory when I'm older.
- I love programming. I can't stop _____ (do) it.

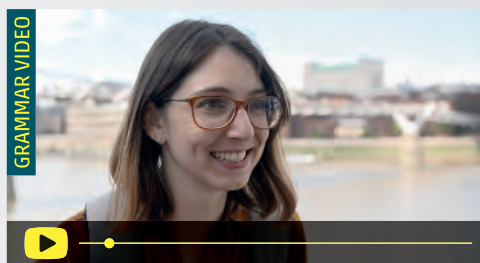
- 9 **SPEAKING** Work in pairs. How many sentences about yourself can you say with verbs from the Grammar box and *Watch out!* in one minute? Give your partner a point for every correct sentence.

A *I'd like to work for NASA.*

B *Correct. One point.*

- 29 Read the question and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

Would you prefer to be a scientist or an artist?



Exercise 6

- to become
- working
- watching
- to pass
- passing
- forget
- studying
- do
- to take
- giving up
- to make

Exercise 8

- analysing
- study
- studying
- becoming
- to watch/ watching
- to win
- to work
- doing

☐ I can use verb patterns with the infinitive and the -ing form to talk about different actions and states.

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FURTHER PRACTICE

- Photocopiable extra Grammar Video activity 8, page 260
- Grammar Reference and Practice, Student's Book page 180
- Workbook pages 88–89/Online Practice
- Photocopiable resource 32: Verb pattern pairs, pages 272, 307

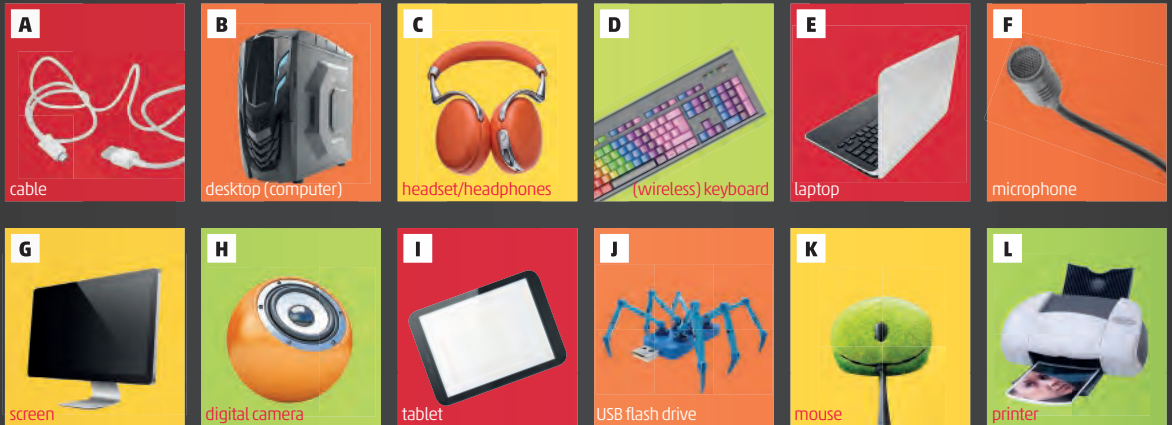
- Extra digital activities: Grammar Checkpoint 8A

ASSESSMENT

Grammar Quiz 8A

NEXT CLASS

Ask students to make a list of all the words they know related to computers. Start the next lesson by eliciting their ideas on the board. How many of the items in Exercise 1 are already on their list?



- 1 THINK BACK** Look at the computer equipment above and name items A-L. Which things have you got/would you like to have?
- 2** In pairs, ask and answer questions about the things in Exercise 1.
What kind of computer have you got?
Do you prefer to use speakers or headphones?
Do you use a wireless keyboard?
- 3** In pairs, replace the computer icons with the correct forms of the verbs from the box. Are sentences 1-5 true for you? Do you agree with sentences 6-7?

copy create cut drag empty expand paste post
share store swipe tap update

- I need to empty my trash can. I haven't clicked on it for months. It's enormous.
- I post things on Facebook every day and update my profile every week.
- I always save my photos in the photo library and store them in the cloud but I never print them.
- My computer crashes every time I try to create a table or download a new program.
- My gran doesn't like touchscreens. She can't tap, swipe right or left, drag things around the screen or use her fingers to expand images.
- Sometimes it's better to delete photos and not share them on social media.
- It's easy to search for information on the Internet and then to cut and paste text into your document. But it's not a good idea to copy your homework like that.

- 4** In pairs, make as many collocations as you can with the words from the box. Use the verbs in Exercise 3.

document file folder icon image information
message photo picture profile table text

A open a document **B** save a document

- 5** **3.12 PRONUNCIATION** Listen to how the final e changes the sound of the underlined vowels in the words below. Listen again and repeat.

Short vowels	Long vowels and diphthongs
tap	tape
past	paste
let	delete
fill	file
not	note
cut	cute

- 6** **3.13 PRONUNCIATION** Add the words from the box to lists 1-2 below according to the pronunciation of the underlined vowels. Listen, check and repeat.

app click copy crash disk drag expand
hotspot junk mail laptop link online page
paste profile save share store swipe tablet
update web

- 1 short vowels:** chat, app, ... hotspot, junk mail, laptop, link, tablet, web
- 2 long vowels and diphthongs:** create, ... online, page, paste, profile, save, share, store, swipe, update

- 7 SPEAKING** In pairs, ask and answer the questions using the vocabulary in this lesson.

- How often do you use a computer?
- What kind of things do you do on your computer?
- Do you spend more time playing or working on your computer?
- What kind of computer would you like to have if money was no problem?

110 ☐ I can talk about computer equipment.

EXTRA ACTIVITY IN CLASS

After Exercise 4, with books closed, students in teams try to remember as many of the collocations as possible. The team with the most collocations writes them on the board and the other teams add any others. Teams get one point for each correct answer and the team with the most points wins.

FURTHER PRACTICE

- Workbook page 90/Online Practice
- Photocopiable resource 33: Show it or draw it, pages 272, 308
- Extra digital activities: Vocabulary Checkpoint 8

ASSESSMENT

Vocabulary Quiz 8

NEXT CLASS

Ask students to bring a photo of a piece of computer equipment or gadget they would like to buy.

8C SPEAKING

1 In pairs, ask and answer the questions.

- How long have you had your phone?
- Was it a present or did you buy it?
- Where did you (or they) get it? In a shop or online?
- Do you need to buy a new phone? Which model would you like to get?

2 In pairs, describe the photo. Use the Speaking box on page 99 and the prompts below to help you. Do you think the man will buy the phone?

ask for help confused customer explain impatient
sale (shop) assistant

3 3.14 Read and watch or listen to the conversation and check your answer in Exercise 2.

Customer I wonder if you can help me. I need to get a new phone. I'd like to buy a smartphone.

Assistant What kind of phone are you looking for? 4G? 5G?

Customer I'm sorry, I'm not sure I understand. Can you explain what the difference is?

Assistant 5G means 'fifth generation'.

Customer Oh, right. Well, 5G then, I suppose.

Assistant What kind of OS do you want?

Customer I'm sorry. I don't know what you mean.

Assistant What kind of operating system?

Customer Oh, operating system! This one, I suppose.

Assistant OK, this one's got a five-and-a-half inch HD screen ...

Customer Sorry, what does HD stand for again?

Assistant HD? It stands for High Definition. It's got a resolution of twenty-five sixty by ...

Customer It looks wonderful. Has it got a camera?

Assistant Yes, of course. It's got a dual lens camera.

Customer Dual lens? What's that exactly? Could you tell me what it does?

Assistant It's a kind of camera that lets you take 3D photos.

Customer Brilliant! I love it. How much is it?

Assistant £719.

4 3.14 Watch or listen to the conversation again and decide if statements 1–4 are true or false. Say why.

- ☐ The customer knows exactly which phone he wants to buy.
- ☐ The shop assistant explains what 5G means.
- ☐ The customer knows quite a lot about smartphones.
- ☐ He likes the phone but not its price.

5 Study the Speaking box and find the expressions in the conversation in Exercise 3.



SPEAKING | Explanations

Asking for explanations

I'm sorry, I'm not sure I understand.

I don't know what you mean/that means.

What is that (exactly)?

What does HD stand for?

Can you explain ...?

Could you tell me what that is/does/means?

What do you mean (by ...)?

Giving explanations

It's a/the kind/type/sort of ...

It means ...

It stands for High Definition.

It helps you to/lets you ...

6 3.15 Complete the conversation below with the words from the box. Will the man buy the other phone? Listen and check.

by explain for kind lets ~~mean~~ stands sure

Assistant This one's dual SIM.

Customer I'm sorry. I don't know what you ¹ mean.

Assistant It has two SIM cards.

Customer What does that stand ² for?

Assistant It ³ stands for Subscriber Identity Module.

Customer Can you ⁴ explain what that is?

Assistant Yes, it's a ⁵ kind of smart card inside the phone that identifies you and stores your personal data.

Customer I see.

Assistant This phone comes with a turbocharger, too.

Customer I'm not ⁶ sure I understand. What do you mean ⁷ by turbocharger?

Assistant A turbocharger ⁸ lets you charge the battery on your phone quicker.

7 In pairs, practise the conversations in Exercises 3 and 6.

8 Work in pairs. Student A, go to page 189. Student B, go to page 191.

☐ I can ask for and give explanations about how to use a modern gadget.

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REFERENCES

AUDIO SCRIPT page 218

VIDEO/AUDIO SCRIPT page 232

EXTRA ACTIVITY IN CLASS

After Exercise 8, refer students to the photos they have brought in and put them in new pairs. They role play a conversation, taking turns to be a shop assistant and a customer shopping for the object in their photo.

FURTHER PRACTICE

Workbook page 91/Online Practice

NEXT CLASS

Ask students to think about the advantages and disadvantages of social media and make notes.

THE UPS AND DOWNS OF SOCIAL MEDIA

Social networking websites have changed the way people communicate, but like most things in life they have their ups and their downs.

GETTING WET FOR A GOOD CAUSE

Would you like to throw a bucket of ice-cold water on your head? Probably not.

- 5 But if you accept the Ice Bucket Challenge, that's what you do. Not for fun, but to help find a cure for motor neurone disease (MND)*, an illness that destroys the neurones that control muscle movement
- 10 and is usually deadly in 2-4 years.

The rules are simple. If someone challenges you, you have twenty-four hours to record a video in which you (or some friends) throw a bucket of ice-cold water on your head. If you do it, you have to pay some money, e.g. \$10. If you don't, you have to pay more, e.g. \$100. Afterwards, you nominate at least three other people to carry out the challenge.

- 15
- 20 It's not clear exactly where the challenge started, but it went **viral** in the summer of 2014. All around the world people were posting about it on social media websites and uploading videos. The videos were
- 25 short and fun to watch. By August 2014 there were 2.4 million Ice Bucket videos just on Facebook.

Celebrities like basketball star LeBron James, singer Lady Gaga and Facebook boss Mark Zuckerberg joined in. President Obama didn't accept the challenge but he did donate \$100.

- 30
- 35 The challenge was a huge success. One MND organisation in the US received over \$100 million in just one month. And it hasn't finished. Campaigners have promised to keep repeating the challenge until there's a cure for MND.

* Also called ALS (amyotrophic lateral sclerosis)



FOMO - A MODERN ANXIETY

How often do you check your phone every day? Twenty, fifty, eighty times? Surveys have shown that the average person

5 checks their phone about seventy times a day. And you might not believe it but some people spend up to nine hours a day using social media or online video or music.

- We all want to post comments, **follow** celebrities and know what's going on with our friends. Social media can make
- 10 our lives full and exciting. However, research also shows a worrying trend. Some people can't stop checking their social media **sites**. They do it all the time - sometimes hundreds of times a day. Lots of us know that we look at our phones too often and try to control it. But when you really can't stop
- 15 checking, it's a problem. It distracts us from other things and it can make us stressed. Scientists have given this problem a name. It's called FOMO. This stands for Fear Of Missing Out! Three children in every classroom today may have this problem.

People who have FOMO feel they need to check their social

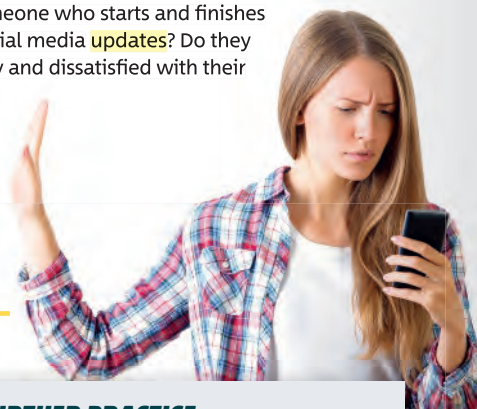
20 media sites all the time. They have a real fear that they will miss something new, interesting or important. Perhaps a friend has met a new boyfriend, a celebrity has talked about his new film or there's a funny video about a new dance craze

25 **trending**? The problem is that on social media there is always something new, so this person needs to check again and again. A habit has turned into an obsession.

Do you know someone who starts and finishes their day with social media **updates**? Do they get irritated easily and dissatisfied with their

30 lives? Do they get anxious if they can't check their phone? Then this person probably

35 has FOMO. And they might need help.



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REFERENCES

VIDEO SCRIPT page 232
CULTURE NOTES page 205

EXTRA ACTIVITY IN CLASS

Using the notes they made at home, students discuss the advantages and disadvantages of using social media. This can be done at different points in the lesson: before Exercise 1 as a lead-in, after Exercise 9 or after Exercise 10. Students can discuss in pairs, groups or as a whole class.

FURTHER PRACTICE

- Workbook pages 92-93/Online Practice
- Photocopiable resource 34: Astronomy: it's a fact!, pages 272, 309

- 1 In groups, say which social media sites you use and what you use them for.
- 2 Read the article. Which text shows how social media can play a positive role and which shows how it can have a negative side? *The first text shows how social media can play a positive role and the second text shows how it can be negative.*
- 3 Look at these sentences from the first part of the article. Which one is a fact and which an opinion? Study Active Reading and check your answer.
 - 1 The rules are simple. *opinion*
 - 2 You have twenty-four hours to record a video. *fact*

ACTIVE READING | Telling facts from opinions

- A fact is something that you can check and prove to be true.
 - Facts often include numbers, but not every statement with a number is a fact.
 - An opinion is what someone believes or feels about something. You can agree with it or not.
 - To give opinions, we often use adjectives like *great, terrible, simple*, etc., adverbs like *probably* and *possibly*, and verbs like *feel, think, seem*, etc.
- 4 Decide if these sentences are facts or opinions. Use Active Reading to help you. Then find more facts and opinions in the article.
 - 1 MND is an illness that usually kills you in 2–4 years. *fact*
 - 2 It's not clear exactly where the challenge started. *opinion*
 - 3 The videos were short and fun to watch. *opinion*
 - 4 By August 2014 there were 2.4 million Ice Bucket videos on Facebook. *fact*
 - 5 The average person checks their phone about seventy times a day. *fact*
 - 5 Read the first part of the article again and complete the notes with 1–3 words in each gap.
 - 1 Motor neurone disease makes a person's *muscles* difficult to control.
 - 2 The rules of the Ice Bucket Challenge say that you have to *record a video* of yourself throwing a bucket of cold water on your head.
 - 3 You should choose *at least three* other people that have to do it too.
 - 4 Sports stars, famous singers and other *celebrities* also took part in the challenge. *accept the challenge*
 - 5 President Obama chose not to *challenge* but gave \$100 to the charity instead.
 - 6 Read the second part of the article again and answer the questions.
 - 1 How many hours a day can certain users spend on social sites? *up to nine hours a day*
 - 2 Who do many people want to follow on social media?
 - 3 When can phone checking become a problem?
 - 4 How many children in an average class might suffer from FOMO?
 - 5 Why do people with FOMO check their phones so often?
 - 6 When do people with FOMO get anxious?

- 7 Use the highlighted words for social media from the article to complete the statements below. Then in pairs, say if the statements are true for you.
 - 1 I would like to make a video that goes *viral* but it isn't as easy as it seems.
 - 2 Lots of people _____ me on Instagram.
 - 3 I always know what's _____ on Twitter.
 - 4 My friend often turns up late for class because she checks her phone for social media _____ at break time.
 - 5 Facebook is my favourite social networking _____.
- 8 Find these phrasal verbs in the article. Then use their correct forms to complete the sentences below.

carry out go on join in miss out stand for turn into

- 1 What do the letters UK *stand for*?
 - 2 My sister always wants to know the latest gossip because she doesn't want to _____!
 - 3 We're _____ an experiment into social media.
 - 4 I don't know what's _____. I'm confused. Could you help me, please?
 - 5 It started as a discussion but quickly _____ a big argument.
 - 6 Our class started a project and then all the other classes _____.
- 9 **SPEAKING** Do you think FOMO is a serious problem? Discuss in groups. Use the prompts below to help you.

easy/difficult to stop normal for people today
people you know sign of the times will get worse

- 10 **REFLECT | Society** Do you know any other cases where social media played a positive social role, e.g. through crowd funding for a good cause? Discuss in pairs.

Exercise 5

- 2 record a video
- 3 at least three
- 4 celebrities
- 5 accept the challenge

Exercise 6

- 2 celebrities
- 3 when you really can't stop
- 4 three
- 5 because they have a fear that they will miss something interesting
- 6 when they can't check their phone

Exercise 7

- 2 follow
- 3 trending
- 4 updates
- 5 sites

Exercise 8

- 2 miss out
- 3 carrying out
- 4 going on
- 5 turned into
- 6 joined in

31 WATCH AND REFLECT Go to page 169. Watch the documentary *Gadgets for the classroom* and do the exercises.



☐ I can tell facts and opinions in a short article and talk about social media.

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8E GRAMMAR



Exercise 5

- 1 no
- 2 the Present Simple
- 3 the future with 'will'

Exercise 7

- 2 'I'll buy, laugh
- 3 will your sister think, go
- 4 won't help, don't listen
- 5 don't stop, 'I'll get

- 1 In pairs, describe the photo. What are the people doing? How do they feel? What is going to happen next?
- 2 3.17 Read and listen to the conversation and check your predictions in Exercise 1.

Sid I can't believe you've never had an anti-virus on your computer.

Pat I don't need one. I've never had a virus.

Sid Pat! If you don't put anti-virus software on your computer, you'll get a virus sooner or later.

Pat OK! I'll do it. But it isn't easy. Why don't you do it for me?

Sid If I install all your software for you, you'll never learn.

Pat OK, so what do I do?

Pat What will happen if I click on this?

Sid Don't do that! If you do that, the computer will crash!

Pat What! Really?

Sid No, of course the computer won't crash if you click on that link. I'm just joking.

Pat Very funny.

Sid OK, that's it. If someone sends you a virus now, you'll be OK.

Pat Cool! How much do I owe you for the virus ...? For the anti-virus, I mean.

Sid Not much. But if you do me a favour, you won't have to pay me anything.

- 3 3.18 Sid wants Pat to do him a favour. What do you think it is? Discuss in groups. Then listen and check.
He wants her to help him decide what to wear for his sister's wedding.

The first conditional

- 4 Match fragments 1–3 with a–c to form three sentences. Then look back at the conversation and check.
 - 1 The computer won't crash
 - 2 If someone sends you a virus now,
 - 3 What will happen
 - a if I click on this?
 - b if you click on that link.
 - c you'll be OK.

- 5 Look at sentence 2 in Exercise 4 and answer the questions.
 - 1 Does Sid think that Pat's computer is in danger?
 - 2 Which tense follows *if*?
 - 3 Which tense is in the other part of the sentence?
- 6 Study the Grammar box and *Watch out!* and find more examples of the first conditional in the conversation.

The first conditional

We use the **first conditional** to talk about a realistic situation that will/might happen in the future.

There are two parts to a sentence in the first conditional:

The condition	The result
If + Present Simple,	will + infinitive
If you press this button,	you will switch the phone off.

Grammar Reference and Practice > page 180

WATCH OUT!

If you put the result first, don't use a comma:
She **won't come** if you **don't invite** her.

- 7 3.19 Sid is trying on clothes for the wedding. Complete the sentences with the correct forms of the verbs in brackets. Listen and check.
 - 1 Sid If you laugh (laugh) at me, I won't be (not be) happy.
 - 2 Pat I will (buy) you dinner if I laugh (laugh) at you.
 - 3 Pat What will (your sister/think) if you go (go) to the wedding like that?
 - 4 Pat I will (not help) you if you don't listen (not listen).
 - 5 Sid If you stop (not stop) kidding, I will (get) angry.
- 8 Complete the sentences. Then in pairs, compare your answers.
 - 1 If I get enough money for my birthday, ...
 - 2 Our teacher won't be happy if ...
 - 3 If ..., I'll cry.
 - 4 If the teacher doesn't give us any homework, ...
 - 5 If ..., nobody will talk to you.
 - 6 What will you do if ...?
- 9 In pairs, take turns to use the result of your partner's sentence to make another first conditional sentence. Start with sentences from Exercise 8.
 - A *If I get enough money for my birthday, I'll buy a new console.*
 - B *If you buy a new console, you'll spend all your time in your room.*
 - A *If I spend all my time in my room, I'll ...*
- 10 **SPEAKING** In pairs, ask and answer questions in the first conditional. Use the prompts below to help you.

your computer dies	lose your phone
fail a Science test	get a 10 in a Science test
get a computer virus	a friend doesn't listen to you

REFERENCES

AUDIO SCRIPT pages 218–219

EXTRA ACTIVITY IN CLASS

After Exercise 9 or 10, students complete the following sentence in as many different ways as possible in a given time limit: *If I don't pass my English test, ...* In pairs, students compare their answers.

FURTHER PRACTICE

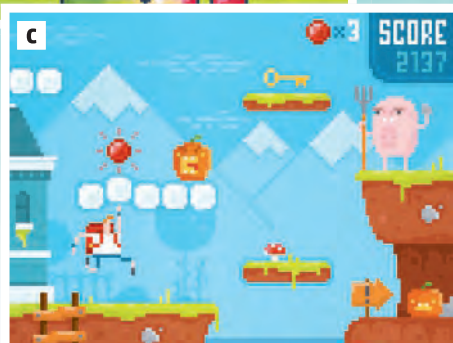
- Grammar Reference and Practice, Student's Book page 180
- Workbook page 94/Online Practice
- Photocopiable resource 35: If we watch a film, we'll order pizza, too, pages 273, 310
- Extra digital activities: Grammar Checkpoint 8E

ASSESSMENT

Grammar Quiz 8E

NEXT CLASS

Ask students to make brief notes about their favourite video game: What's it called? How is it played? Why do they like it? Start the next lesson by eliciting ideas from different students in open class.



- 1 Match the game genres from the box with the definitions. Which of the genres can you see in the pictures?

platform puzzle racing sandbox shooter sports

In this kind of game, you:

- 1 move freely through a virtual world *sandbox game*
- 2 fight opponents and try to stay alive
- 3 control a player/team in a match or competition
- 4 put things in the right place or solve clues (often with a time limit)
- 5 jump over walls and other obstacles
- 6 compete to ride, drive or fly the fastest and finish first

- 2 Which types of games from Exercise 1 have you played? What did you think of them? Discuss in pairs.

I've played sports games. They were OK.

- 3 Complete the questions with the words from the box. Then in pairs, ask and answer the questions.

3D consoles educational gamer genres handheld multiplayer

- 1 How often do you play video games? Who do you play with? Do you usually play on video consoles, on PCs or on _____ devices?
- 2 What are your favourite _____: action, sandbox, role-playing ...?
- 3 Do you like playing _____ games where you learn something?
- 4 Do you prefer 2D or _____ games?
- 5 Have you ever played a _____ online game with lots of people you don't know?
- 6 Are you a serious _____ or do you just play for fun?

- 4 **3.20** You will hear three short recordings. Read questions 1–3 and study the pictures. Then listen and choose the correct answer for each recording.

- 1 How much did the game cost?

A £9.95 B £29.95 C £39.95

- 2 What is the game about?

A $E=mc^2$ B C

- 3 Where did Saoirse use to work?



- 5 **3.20** Listen again and tick the positive aspects of gaming that the people mention.

	Video games can ...
EDUCATION	☒ teach you about different subjects ☐ give you the chance to teach others
HEALTH	☐ improve your vision, memory and brain ☐ give you physical exercise
SOCIAL LIFE	☒ help you make friends ☒ show you how to win or lose ☒ reduce violence and crime
WORK	☒ improve hand-eye coordination ☒ teach creativity, problem-solving, leadership, etc.

- 6 **3.20** In groups, ask and answer the questions.

- 1 Do you think you spend too much time gaming?
- 2 Do your parents think you spend too much time gaming?
- 3 What are the typical arguments you hear against playing video games too often?
- 4 What are the three best reasons for playing video games? Use the table in Exercise 5 to find ideas.

Exercise 1

- 1 picture B
- 2 shooter
- 3 sports (picture A)
- 4 puzzle (picture D)
- 5 platform (picture C)
- 6 racing

Exercise 3

- 1 handheld
- 2 genres
- 3 educational
- 4 3D
- 5 multiplayer
- 6 gamer

☐ I can identify specific information in conversations and talk about gaming.

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REFERENCES

AUDIO SCRIPT page 219

EXTRA ACTIVITY IN CLASS

After Exercise 2, students work in groups to list different games for each genre which they have tried. Did they like them? Why/Why not? Is there a favourite/least favourite game in the group?

FURTHER PRACTICE

- Workbook page 95/Online Practice
- Photocopiable resource 36: Video games do that, pages 273, 311

OUR SOCIETY IS TOO DEPENDENT ON TECHNOLOGY. DO YOU AGREE?

- 1 Look around you. What do you see? Electric lights, motorised transport and electronic devices. Technology is everywhere nowadays, but are we too dependent on it? In my opinion, we are.
- 2 I am not suggesting we should live without technology. After all, it makes our lives more efficient, comfortable and fun. Firstly, housework and travel take up less time. Secondly, it entertains us and heats and lights our homes. And finally, it helps us study, contact friends and keep up with the news.
- 3 However, very often, we use technology without thinking. We drive to the shops when it is only a five-minute walk; we play sports on screens instead of going to the park; we chat online rather than meeting friends face to face; we sit at parties staring at our phones when we could be dancing. It seems to me that technology is making us less sociable. In addition, it is bad for our health.
- 4 To sum up, we live in an age of technology. In many ways, it makes our lives better. But too much technology can make us unhappy and unhealthy. So, I believe we should try to use technology less in order to enjoy life more.



REFERENCES

CULTURE NOTES page 206

EXTRA ACTIVITY IN CLASS

After Exercise 9, students work in pairs to make a paragraph plan for their essay and make notes using the Writing box to help them.

FURTHER PRACTICE

Workbook page 96/Online Practice

NEXT CLASS

Ask students to study the word list and do the Remember More exercises on Student's Book pages 106–107.

- 1 In groups, agree on three items of technology you need the most.

I really need my phone. I can't live without it.

- 2 Read the essay question and the comments below. In groups, say which point of view is most similar to your own.

A

Technology is great. I can't live without it. I'm always switched on.

B

We should live more natural lives and try to switch things off more often.

C

Technology is like most things: it's fine in moderation.

D

Most of my friends love technology but I think we should be able to live without it.

- 3 Read the essay and say which point of view A-D in Exercise 2 is most similar to the author's. **B**

- 4 Look at the first paragraph of the essay. Which sentence restates the essay question?

- 5 Look at the essay again and match paragraphs 1-4 with their functions a-d below. Then study the Writing box and check.

- a **2** give your opinion/arguments
b **3** mention other arguments
c **4** summarise your opinion
d **1** introduce the question

WRITING | An opinion essay

Paragraph 1

In the introduction, first restate the essay question and then state your own opinion. Use a question or an interesting comment to make your reader want to continue reading.

Paragraphs 2 and 3 (in the order you prefer)

Give your own opinion with some arguments or examples. Mention other arguments and say why you disagree with them.

Paragraph 4

Summarise the debate and state your opinion again.

Connect your sentences

*In my opinion, .../It seems to me .../I believe .../I think ...
I'm not suggesting .../I don't believe ...*

Some people say ... but ...

Nowadays .../Today .../In many ways ...

First of all, .../ Firstly, .../ Secondly, .../ Finally, ...

However, .../But .../On the other hand, ...

After all, .../Basically .../When you think about it, ...

In addition, .../What's more, ...

To sum up, .../In conclusion, ...

- 6 Which of the phrases from the Writing box can you find in the text? *In my opinion, I'm not suggesting, After all, Firstly, Secondly, Finally, However, It seems to me, In addition, To sum up, In many ways, But, I believe*

- 7 Complete the text with one word in each gap. Use the Writing box to help you.

I ¹ *believe* that modern technology has made the world a better place.

Some ² *people* ^{say} that technology is destroying life on earth. ³ *However*, I think the opposite is true. ⁴ *In* ^{many} ways modern technology is helping to save the planet. ⁵ *First* ^{of} all, thanks to computers, people can work from home. ⁶ *Secondly*, technology is helping to make energy and transport cleaner. What's ⁷ *more*, technology makes our lives easier and more enjoyable.

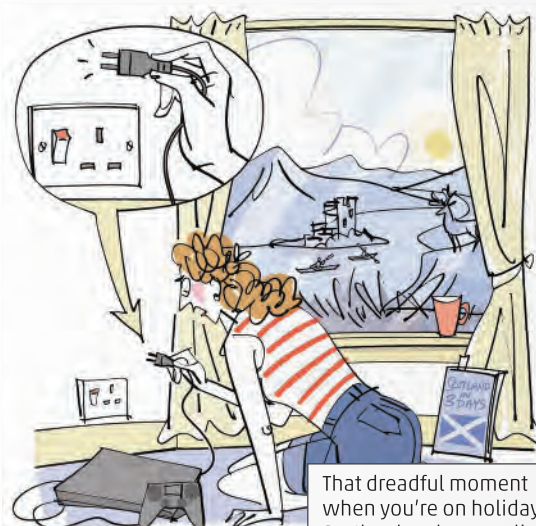
⁸ *In* ^{conclusion}, modern technology is not a bad thing.

⁹ *After* all, if it were so bad, it wouldn't be so popular.

It ¹⁰ *seems* ^{to} me that it's essential for the future of our world.

- 8 Use a dictionary to check the meaning of the words from the box. Use three of them to complete the caption in the cartoon. Then in pairs, say which of these things you take on holiday with you.

adaptor cable gamepad plug remote control
socket switch



That dreadful moment when you're on holiday in Scotland and you realise the ¹ doesn't fit in the ², you haven't got an ³ and that you might have to go outside.

- 9 **SPEAKING** In groups, think of arguments for and against the statement in the essay question below. Look back at page 115 for some ideas.

Young people spend too much time gaming. Do you agree?

- 10 **WRITING TASK** Write an essay to answer the question in Exercise 9. Use the Writing box and the essay on page 116 to help you.

Exercise 8

- 1 plug
2 socket
3 adaptor

☐ I can write an opinion essay.

117

REMEMBER MORE

Exercise 1

-ist: scientist, naturalist, physicist, astrologist, biologist, chemist, ecologist, geologist
-er: engineer, astronomer, campaigner
-ian: mathematician
-or: actor, inventor

- 1 Find jobs in the word list which finish with each ending.

-ist	-er
-ian	-or

- 2 Complete the phrases with one word in each gap. Then check with the word list.

- I can make your dream come true!
- Working here has its ups and downs but generally it is enjoyable.
- Don't worry about small details. Think of the big picture.
- I've talked to her many times over the phone but I've never met her face to face.

- 3 Complete the sentences with correct prepositions from the word list.

- The builders are going to carry out important repair work this weekend.
- If you want to join in, please do.
- We came across these old clothes when we were tidying our spare room.
- Don't laugh at Tom's new haircut. I think he looks nice.

- 4 Complete the phrasal verbs. Then check with the word list.

- Why didn't you turn up at the meeting yesterday? Were you ill?
- Ancient people made up stories to explain earthquakes.
- I'm definitely going to keep up with the news while I'm on holiday.

- 5 Do the task below.

Imagine an ideal smartphone or tablet. Describe how it works and what you use it for. Write down all your ideas and prepare a short instruction using different words related to technology from the word list.

8A GRAMMAR AND VOCABULARY

5.50

analyse (v) /ə'neɪlaɪz/
astronomer (n) /ə'strɒnəmər/
astrophysicist (n) /ə'strɒfɪzɪst/
avoid (v) /ə'vɔɪd/
biologist (n) /baɪ'ɒlədʒɪst/
chemist (n) /'kemɪst/
data (n) /'deɪtə/
discover (v) /dɪ'skʌvə/
don't mind /dɒnt 'maɪnd/
ecologist (n) /ɪ'kɒlədʒɪst/
electric car (n) /ɪ'lektrɪk 'kɑː/
engineer (n) /'endʒɪ'nɪə/
evolution (n) /ɪ'veʊlʊ'sjən/
experiment (n) /ɪk'sperɪmənt/
fact (n) /fækt/
formula (n) /'fɔːmjələ/
geologist (n) /dʒɪ'ɒlədʒɪst/
hypothesis (n) /haɪ'pɒθəsɪs/
inventor (n) /ɪn'ventər/
laboratory (n) /lə'bɒrətəri/
make (n) /meɪk/
make your dream come true /meɪk jə 'driːm kʌm 'truː/
marine (adj) /mə'reɪn/
mathematician (n) /məθɪ'mætɪʃjən/
microbe (n) /maɪkrəʊb/
naturalist (n) /'nætʃərəlɪst/
Nobel prize (n) /nəʊbəl 'praɪz/
physicist (n) /'fɪzɪsɪst/
polonium (n) /pə'ləʊniəm/
precise (adj) /prɪ'saɪs/
process (n) /'prəʊses/
radium (n) /'reɪdiəm/
relativity (n) /rɪlə'tɪvɪti/
result (n) /rɪ'zʌlt/
save time /seɪv 'taɪm/
science (n) /saɪəns/
scientist (n) /saɪəntɪst/
take a break /teɪk ə 'breɪk/
the big picture /ðə ˌbɪg 'pɪktʃə/
transform (v) /træns'fɔːm/
wrong (adj) /rɒŋ/

8B VOCABULARY 5.51

cable (n) /keɪbəl/
click (n, v) /klɪk/

computer equipment (n) /kəm'pjʊ:tər ɪ'kwɪpmənt/
copy (v) /'kɒpi/
crash (v) /kræʃ/
create (v) /kri'eɪt/
cut (v) /kʌt/
delete (v) /dɪ'li:t/
desktop computer (n) /desk'tɒp kəm'pjʊ:tər/
digital camera (n) /dɪdʒə'tl 'kæməərə/
disk (n) /dɪsk/
document (n) /'dɒkjəmənt/
download (v) /daʊn'ləʊd/
drag (v) /dræg/
empty (v) /empti/
enormous (adj) /ɪ'nɔːməs/
expand (v) /ɪk'spænd/
file (n) /faɪl/
folder (n) /'fəʊldə/
headphones/headset (n) /'hedfəʊnz/'hedset/
hotspot (n) /'hɒtspt/
icon (n) /aɪkɒn/
image (n) /ɪmɪdʒ/
information (n) /ɪnfə'meɪʃən/
junk mail (n) /'dʒʌŋk meɪl/
laptop (n) /'læptɒp/
link (n) /lɪŋk/
message (n) /'mesɪdʒ/
microphone (n) /maɪkrə'fəʊn/
monitor (n) /'mɒnɪtə/
mouse (n) /maʊs/
note (n) /nəʊt/
online (adv) /ɒn'laɪn/
page (n) /peɪdʒ/
paste (v) /peɪst/
photo (n) /'fəʊtəʊ/
photo library (n) /'fəʊtəʊ 'laɪbrəri/
picture (n) /'pɪktʃə/
post (v) /pəʊst/
print (v) /prɪnt/
printer (n) /'prɪntə/
profile (n) /'prəʊfaɪl/
program (n, v) /'prəʊgræm/
save (v) /seɪv/
screen (n) /skriːn/
search for /'sɜːtʃ fə/
share (v) /ʃeə/
site (n) /saɪt/

EXTRA ACTIVITIES IN CLASS

- Students choose 5–10 words they want to remember and write example sentences.

- Divide the class into teams and play *Pictionary* with computer vocabulary from Lesson 8B. A member of each team comes to the board and draws a picture to show a word. The rest of the team must guess the word within a given time limit to win a point. The team with the most points wins.

FURTHER PRACTICE

Workbook page 97/Online Practice

NEXT CLASS

Ask students to revise Unit 8.

social media (n) /ˌsəʊʃəl 'mi:diə/

speaker (n) /ˈspi:kə/

store (v) /stɔ:/

swipe (v) /swaɪp/

table (n) /ˈteɪbəl/

tablet (n) /ˈtæblɪt/

tap (v) /tæp/

tape (v) /teɪp/

text (n) /tekst/

the cloud (n) /ðə 'klaʊd/

touchscreen (n) /ˈtʌtʃskri:n/

trash can (n) /ˈtræʃ kən/

update (v) /ʌp'deɪt/

USB flash drive/pen drive (n) /ju: es ˌbi: 'flæʃ draɪv/pen draɪv/

web (n) /web/

wireless keyboard (n) /ˌwaɪələs 'ki:bɔ:d/

8C SPEAKING 5.52

5G (n) /ˈfaɪv 'dʒi:/

battery (n) /ˈbæteri/

capacity (n) /kə'pæsɪti/

charge (v) /tʃɑ:dʒ/

display (n) /dɪ'spleɪ/

dual lens (n) /dju:əl 'lenz/

High Definition (HD) (adj) /haɪ defə'nɪʃən (eɪtʃ 'di:)/

inch (n) /ɪntʃ/

module (n) /ˈmɒdju:l/

operating system (OS) (n) /ˈɒpəreɪtɪŋ sɪstəm (əʊ 'es)/

personal data (n) /ˌpɜ:sənəl 'deɪtə/

pixel (n) /ˈpɪksəl/

resolution (n) /ˌrezə'lju:ʃən/

SIM card (n) /sɪm kɑ:d/

smartphone (n) /ˈsmɑ:tfəʊn/

stand for /ˈstænd fə/

subscriber (n) /səb'skraɪbə/

turbocharger (n) /ˈtɜ:bəʊtʃɑ:dʒə/

8D READING AND VOCABULARY

5.53

a good cause /ə ɡʊd 'kɔ:z/

anxiety (n) /æŋ'zaɪəti/

average (adj) /'ævərɪdʒ/

bother (v) /ˈbɒðə/

bucket (n) /ˈbʌkɪt/

campaigner (n) /kæm'peɪnə/

carry out /ˌkæəri 'aʊt/

challenge (v) /ˈtʃælɪndʒ/

comment (n) /ˈkɒment/

communicate (v) /kə'mju:nɪkeɪt/

control (v) /kən'trəʊl/

craze (n) /kreɪz/

crowdfunding (n) /ˈkraʊdˌfʌndɪŋ/

cure (n) /kjʊə/

deadly (adj) /ˈdedli/

destroy (v) /dɪ'strɔɪ/

dissatisfied with (adj) /dɪ'sætɪsfɑɪd wɪð/

distract from (v) /dɪ'strækt frəm/

fear (n) /fiə/

follow (v) /ˈfɒləʊ/

get anxious /get 'æŋkʃəs/

get irritated /get 'ɪrɪteɪd/

get wet /get 'wet/

go on /ɡəʊ 'ɒn/

habit (n) /ˈhæbɪt/

Ice Bucket Challenge (n) /ˈaɪs ˌbʌkət ˌtʃæləndʒ/

ice-cold (adj) /ˈaɪs 'kəʊld/

illness (n) /ˈɪlnɪs/

join in /dʒɔɪn 'ɪn/

miss out /ˌmɪs 'aʊt/

motor neurone disease (n) /ˌməʊtə 'njuərəʊn dɪˌzi:z/

muscle movement (n) /ˈmʌsl əv mu:vmənt/

nominate (v) /ˈnɒmɪneɪt/

obsession (n) /əb'sesjən/

record (v) /rɪ'kɔ:d/

sign of the times /saɪn əv ðə 'taɪmz/

site (n) /saɪt/

social networking (n) /ˌsəʊʃəl 'netwɜ:kɪŋ/

stand for /ˈstænd fɔ:/

survey (n) /ˈsʊ:veɪ/

trend (n, v) /trend/

turn into /ˌtɜ:n 'ɪntu:/

turn up /ˌtɜ:n 'ʌp/

up to /ʌp tu/

update (n) /ʌp'deɪt/

upload (v) /ʌp'ləʊd/

ups and downs /ˌʌps ənd 'daʊnz/

viral (adj) /vaɪərəl/

8E GRAMMAR 5.54

computer virus (n) /kəm'pjʊ:tə ˌvaɪərəs/

die (v) /daɪ/

in danger /ɪn 'deɪndʒə/

laugh at /ˈlɑ:f ət/

8F LISTENING AND VOCABULARY

5.55

3D (adj) /θri: 'di/

console (n) /ˈkɒnsəʊl/

creativity (n) /kri:ˈeɪtɪvɪti/

educational (adj) /ˌedʒʊ'keɪʃənəl/

gamer (n) /ˈgeɪmə/

genre (n) /ˈʒɒnrə/

hand-eye coordination (n) /ˌhænd ˌaɪ kəʊˌɔ:də'neɪʃən/

handheld (adj) /ˈhændheld/

leadership (n) /ˈli:dəʃɪp/

multiplayer (adj) /ˈmʌltɪpleɪə/

obstacle (n) /ˈɒbstəkl/

opponent (n) /ə'pəʊnənt/

platform (n) /ˈplætfɔ:m/

police station (n) /pə'li:s ˌsteɪʃən/

problem-solving (n) /ˈprɒbləm ˌsɒlvɪŋ/

puzzle (n) /ˈpʌzl/

reduce (v) /rɪ'dju:s/

sandbox (n) /ˈsændbɒks/

shooter (n) /ʃu:tə/

solve clues /sɒlv 'klu:z/

violence (n) /ˌvaɪələns/

virtual (adj) /ˈvɜ:tʃuəl/

vision (n) /ˈvɪʒən/

8G WRITING AND VOCABULARY

5.56

adaptor (n) /ə'dæptə/

cable (n) /ˈkeɪbəl/

chat online /tʃæt ɒn'laɪn/

debate (n) /dɪ'beɪt/

dependent (adj) /dɪ'pendənt/

efficient (adj) /ɪ'fɪʃənt/

face to face /feɪs tə 'feɪs/

gamepad (n) /ˈgeɪmpæd/

go outside /ɡəʊ aʊt'saɪd/

heat (v) /hi:t/

keep up with /ki:p 'ʌp wɪð/

light (v) /laɪt/

motorised (adj) /ˈməʊtəraɪzd/

plug (n) /plʌɡ/

remote control (n) /rɪˌməʊt kən'trəʊl/

socket (n) /ˈsɒkɪt/

stare at /ˈsteə ət/

switch (n) /swɪtʃ/

Exercise 3

- 2 educational 3 upload
4 mathematicians
5 networking 6 physicist

Exercise 4

- 2 do 3 to buy 4 studying
5 to get 6 be 7 doing
8 to meet 9 doing 10 to help

Exercise 5

- 2 lend, 'll call
3 will you pay, give
4 play, won't win
5 'll win, don't try
6 don't like, will you do
7 won't go, don't pay
8 don't practise, won't get

Exercise 6

- 2 It'll crash if you do that.
3 We'll get wet if we don't take an umbrella.
4 What will you do if it rains this weekend?
5 If you do that, you'll be sorry.
6 If she doesn't forget the console, we'll play a tournament.
7 You won't learn if you don't pay attention.
8 If I give you this game, will you give me that comic?

VOCABULARY AND GRAMMAR

1 Tick the physical objects in the box below.

app cable ✓ cloud disk ✓ headphones ✓ hotspot
image junk mail keyboard ✓ laptop ✓ link printer ✓
profile speakers ✓ touchscreen ✓ website

2 Complete the sentences with the verbs from the box.

carry click crash discover expand follow go paste
store tap

- It isn't easy to carry out a good experiment.
- Do you think we'll discover intelligent life on another planet one day?
- You don't need to hit the screen, just tap it gently.
- Can you expand the photo? It's too small. I can't see any details.
- Millions of people follow J.K. Rowling on Twitter.
- This is a funny video but I don't think it'll go viral.
- How do you cut and paste if the mouse isn't working?
- I store all my documents on an external hard drive just to be on the safe side.
- If you click on that link, you'll get the information you need.
- Why does your computer always crash when you're doing something important?

3 Complete the sentences with the correct words formed from the words in bold.

- Nowadays astronomers look at computer screens to see the stars. **ASTRONOMY**
- My parents don't believe that this game is _____. **EDUCATE**
- Can you help me _____ my unboxing video to YouTube? **LOAD**
- _____ have a different way of seeing the world. **MATHEMATICS**
- My mum says I spend too much time on social _____ websites. **NETWORK**
- Stephen Hawking, who died in 2018, was a famous English _____. **PHYSICS**

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

- I can't stand watching (watch) silly videos about cats on Facebook.
- I don't think you should _____ (do) that.
- I need _____ (buy) a new phone.
- I'm thinking about _____ (study) Chemistry at university after I finish school.
- I've decided _____ (get) a new phone.
- It could _____ (be) dangerous.
- What do you enjoy _____ (do) in your free time?
- Which famous scientist would you like _____ (meet)?
- You can't avoid _____ (do) Maths if you want to study Science.
- You promised _____ (help) me with the Science project this evening.

5 Complete the first conditional sentences with the correct forms of the verbs in brackets.

- I 'll help (help) you if you help (help) me.
- If you _____ (lend) me your phone, I _____ (call) her.
- How much _____ (you/pay) me if I _____ (give) you this game?
- If we _____ (play) again, you _____ (not win).
- They _____ (win) if we _____ (not try) harder.
- If you _____ (not like) it, what _____ (you do)?
- I _____ (not go) if they _____ (not pay) me.
- If you _____ (not practise), you _____ (not get) better.

6 Use the prompts to make sentences in the first conditional.

- it / cost too much / not buy
If it costs too much, I won't buy it.
- it / crash / you / do that
- we / get wet / we / not take an umbrella
- what / you / do / rain this weekend / ?
- you / do that / be sorry
- she / not forget the console / we / play a tournament
- you / not learn / not pay attention
- I / give you this game / you / give me / that comic / ?

USE OF ENGLISH

7 Complete the text with one word in each gap.

STRATEGY | Open cloze

This task tests different types of words. For example, you may need to complete a phrasal verb or find a correct linker, article, auxiliary verb, etc.



I think I'd make ¹a good scientist. First of ²all, I always want to know what's going ³on around me. When I come across something new, I need to discover ⁴how it works. If I don't understand immediately, I don't give ⁵up. And I don't ⁶make guesses. I keep ⁷on studying it until I do understand. Secondly, I don't ⁸mind working hard, in fact, I enjoy it. I love carrying ⁹out experiments at school and in my free time I read science books just ¹⁰for fun. ¹¹In addition, I'm very punctual. I never turn ¹²up late, I'm always on time.

Use of English > page 187

REFERENCES

AUDIO SCRIPT pages 219–220

FURTHER PRACTICE

- Use of English, Student's Book page 187
- Class debates pages 256–257
- Self-assessment 8 and Self-check 8, Workbook pages 98–99/ Online Practice
- Extra digital activities: Use of English, Reading, Listening

ASSESSMENT

- Unit 8 Language Test (Vocabulary, Grammar, Use of English)
- Unit 8 Skills Test (Dictation, Listening, Reading, Communication)
- Unit 8 Writing Test
- Units 7–8 Cumulative Review Test
- Units 7–8 Exam Speaking

LISTENING

- 8  **3.21** You are going to hear ten short recordings. Read questions 1–10 and the possible answers. Then listen and choose the correct answer for each recording.

STRATEGY | Multiple choice task

When listening to the recording for the first time, note down your own answers to the questions. Then compare them to the options in the task and choose the ones which are closest in meaning to yours.

- 1 What is the girl going to do before breakfast?
 - a look for her phone
 - b check her messages
 - ☒ c read a book
- 2 What would the boy like to be when he's older?
 - ☒ a an astrophysicist
 - b a mathematician
 - c a doctor
- 3 What does the girl tell her grandmother to do?
 - a save the document
 - b print the document
 - ☒ c switch on the printer
- 4 According to the speaker, how long does a normal adult spend online while mobile every week?
 - a thirty minutes
 - ☒ b about three hours
 - c five to six hours
- 5 Why does the boy want to change his phone?
 - a the screen is too small
 - b the camera isn't very good
 - ☒ c the battery life is poor
- 6 What did the speaker do?
 - ☒ a he played an online game
 - b he met someone from another country
 - c he went into his brother's room
- 7 When did physicist Peter Higgs win the Nobel Prize?
 - a 2012
 - ☒ b 2013
 - c 2015
- 8 How much money does Ken have to give John?
 - ☒ a \$20
 - b \$30
 - c \$50
- 9 What did the girl do with the video?
 - a she sent it to a friend
 - ☒ b she deleted it
 - c she uploaded it to YouTube
- 10 Who enjoys doing biology experiments?
 - a the girl
 - b the boy
 - ☒ c their teacher

- 9  **3.22** Listen to an extract from a girl's presentation at school. Then listen again and write down what you hear.

STRATEGY | Dictation

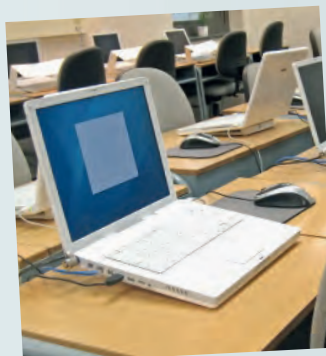
If you cannot hear a particular word during the second reading of the dictation, leave a space and keep writing. Then, when the dictation has finished, you can read it through and use your knowledge of topic vocabulary and grammar to help you guess the missing word(s).

SPEAKING

- 10 Read the information below. Then in pairs, do the speaking task.

Your school is going to spend money on some new equipment. Talk together about the different ideas for the new equipment and decide on the best items for the school to buy.

Look at the pictures which show some ideas to help you.



WRITING

- 11 Write an essay about the topic below.

WRITE AN ESSAY

AND WIN A BRAND NEW TOP-OF-THE-RANGE SMARTPHONE

DO PHONES MAKE OUR LIVES BETTER OR WORSE? HOW?

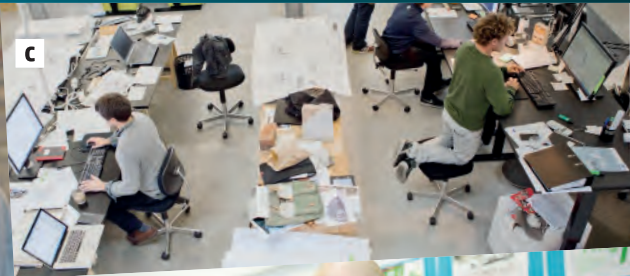




A



B



C



D



E

- 1 Look at photos A–E of people at work. Tick the things below that the people have to do in their jobs. Would you like to have any of these jobs? Say why.

- | | |
|---|--|
| ☒ work on your own | ☒ work outdoors |
| ☒ work in a team | ☐ do physical work |
| ☐ use a foreign language | ☒ work part-time |
| ☐ go on business trips | ☒ work full-time |
| ☒ wear a uniform | ☒ work with children |
| ☐ work from home | ☒ work with animals |
| ☒ work in an office | ☒ manage people |

- 2 In pairs, say which three of the things below would be the most important to you in your future job. Say why.

doing what you like fast promotion flexible hours
friendly colleagues high salary long holidays
on-the-job training opportunity to travel

- 3 3.23 Listen to an interview with a careers adviser and match the advice for choosing a career 1–6 with extra tips a–f.

LIFE SKILLS | How to choose a future career

- 1 Get to know yourself.
 - 2 Visit a professional adviser.
 - 3 Research jobs you are interested in.
 - 4 Check what skills and qualifications you need to do this job.
 - 5 Consider other career options if necessary.
 - 6 Make your own decisions.
- a Be ready to adapt your plans.
- b What are you like? What interests do you have?
- c Get some work experience and meet people who do your dream job.
- d What courses do you need to complete?
- e Choose a job that makes you happy.
- f Take a personality test to find a possible future job.

- 4 In pairs, ask and answer the questions below. Note down your partner's answers.

- 1 What are your hobbies? What do you enjoy doing in your free time?
I'm keen on ... I spend a lot of time ...
- 2 What are you good at? What school subjects do you like?
People say I'm good at ... I really enjoy ...
- 3 What are your strengths and weaknesses?
I sometimes find it hard to ...
- 4 What are you like? Write down five adjectives to describe you.
I'd describe myself as ... I'd say I'm ...

- 5 Use your notes from Exercise 4 to suggest at least three possible jobs which would be a good choice for your partner. Justify your choices.

REFERENCES

AUDIO SCRIPT page 220

EXTRA ACTIVITIES IN CLASS

- Students practise the collocations in Exercises 1 and 2. They choose 6–8 collocations and write example sentences. Encourage them to record the collocations in their vocabulary notebooks.

- Students copy the diagram from Exercise 9 onto coloured paper and complete it in order to create a poster for their chosen career. They can also include any other interesting information about the job they can think of. The posters are then displayed around the classroom.

- 6 Read the biographies of three successful people below. Match texts A–C with questions 1–6. Each question can be matched with one, two or three texts.

Which person ...

- 1 chose a career related to something they liked to do as a child? **C, B**
- 2 completed his/her university education? **B**
- 3 received advice to quit his/her job? **C**
- 4 followed his/her parents' advice? **B**
- 5 was not discouraged in spite of difficulties? **A, B, C**
- 6 was interested in a number of different subjects? **C**

ROADS TO SUCCESS

A In high school he worked as a presenter on the school radio because he had a good voice. While at college, he signed up for a drama course and first got interested in acting. However, he wasn't a very strong student and quit university before graduation. He moved to Los Angeles to look for a job on the radio, but couldn't find one. Instead, he got small roles in film productions. Although he was once told that he would probably never be a successful actor, he continued to go to auditions. Seven years after his first acting job, he got a big role in a hit film and became a Hollywood star.

B She wrote her first story when she was only six years old. Her parents wanted her to study French, so she chose this subject at university, even though deep down she wanted to study English. After graduation, she had a few different jobs in London, but still had an ambition to write books. One day during a long train journey, she had an idea that would change her life: she decided to write a book for children. However, it took her a few years to finish the book. The first twelve publishers that read the story didn't like it, but finally she found one that decided to publish it. Seven years later, she became the first woman to make a million pounds from writing books.

C As a child, he had original and unusual ideas and was interested in electronics. He went to college to study Law, but was not really sure what he wanted to do. Soon, he quit and instead began attending different courses he found interesting, such as Art and Calligraphy. When he was just twenty, together with a friend he built his first computer in his family's garage. They started a new company, which became quite successful. However, success did not last long and after some time he lost his job as the director of the company. He was a bit upset to begin with, but after some time he decided to continue doing what he loved and opened two new technology companies. These companies have later become one of the best known and successful businesses in the world.

- 7 In pairs, try to guess who the people described in the texts are. Check your answers on page 190. What do you think helped them become successful? Use the prompts below or your own ideas.

determination education hard work interests/skills
luck passion self-belief talent

A Harrison Ford **B** J.K. Rowling **C** Steve Jobs

- 8 In pairs, read the quotes and explain what they mean.

“The only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle.”
Steve Jobs (American businessman)

“Let the beauty of what you love be what you do.”
Rumi (thirteenth-century Persian philosopher and poet)

- 9 Do the task below.

LIFE SKILLS | Project

- A** Choose one of the jobs your partner suggested for you in Exercise 5. Use the Internet to find more information about it. Complete the diagram below.



- B** In small groups, share your findings. Explain why the job is suitable for you. Does your group agree? Say why.

NEXT CLASS

Students choose a person they admire and write short a short text about their 'Road to success', using the texts on Student's Book page 123 as models.

VOCABULARY Culture, creative jobs**GRAMMAR** Past Perfect, reported speech **Use of English** > page 188**SPEAKING** Informal invitations**WRITING** A short review**VIDEO** Grammar ▶ Documentary ▶ Communication ▶

TERI HORTON WITH HER PAINTING

JACKSON WHO?

ART RICHES SURPRISING STORIES FROM THE WORLD OF ART

A WOMAN BOUGHT A PAINTING THAT COULD BE WORTH \$50 MILLION FOR \$5. HOW DID SHE DO IT?

One day a 73-year-old American called Teri Horton saw a large colourful painting in a California thrift shop*. She had never bought such a big painting before but she liked the colours and thought it would be a fun present for a friend who was depressed, so she bought it for \$5. (The shop assistant had asked for \$8 but Teri was good at bargaining.) After she had bought it, she took it to her friend's house. The friend, however, didn't like the painting, and anyway, they hadn't managed to get it through the door and into her home, so Teri decided to sell it at a yard sale**. A local Art teacher saw it and thought it looked familiar. Had Jackson Pollock painted it? Teri had

never heard of him. Before she retired, she'd worked as a truck driver and she was no art expert. But she soon found out that Pollock was a world famous abstract artist who had died in 1956 and whose paintings sell for millions. Unfortunately, nobody had signed the painting and some experts claimed it wasn't authentic. However, after an expert had found a fingerprint on the painting that seemed to be Pollock's, a buyer offered her \$9 million. She turned it down. She says she won't sell it for less than \$50 million.

* In the US, a thrift shop is like a charity shop in the UK.

** In a yard sale, you sell some of your things in front of your house. It's common in the US.

9A GRAMMAR AND VOCABULARY

- 1 In pairs, describe the painting on the right using the adjectives from the box. What do you think it shows? Then ask and answer the questions below.

bright cheerful colourful depressing gloomy
imaginative irritating original scary
thought-provoking unsophisticated

- 1 When (and why) did you last go to an art gallery? What did you see? Did you enjoy it?
2 What do you think of modern art?
- 2 In pairs, think of possible answers to the question in the text heading above. Then read the text to check your ideas.
- 3 Close your books and in pairs tell Teri's story from memory.

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FRANZ MARC, MANDRILL, 1913

REFERENCES

VIDEO SCRIPT page 232
CULTURE NOTES page 206

EXTRA ACTIVITIES IN CLASS

- After or while checking the answers to Exercise 9, ask students to say which action happened first in each sentence (e.g. 1 *Picasso created tens of thousands of works of art.*)

- After the Grammar Video, put students in new pairs or small groups. They each finish the sentence from the video with what they think is true about their partner(s) (*By the time you were ten, you had learned ...*). They share their sentences and check their guesses.

Past Perfect

4 Read the text again. For each pair of sentences, tick the thing that happened first.

- ☐ a Teri bought the painting for \$5.
☒ b The shop assistant had asked for \$8.
- ☐ a Teri decided to sell the painting.
☒ b They hadn't managed to get the painting inside the friend's house.
- ☒ a An expert had found a fingerprint on the painting.
☐ b Someone offered \$9 million for the painting.

5 Study the Grammar box and find more examples of the Past Perfect in the text.

Past Perfect

We use the **Past Perfect** to talk about an action in the past that was completed before another action or a time in the past. We often contrast an action in the Past Simple with an earlier one in the Past Perfect.

I • You • He • She • It • We • They

+	I had finished .
-	They hadn't started .
?	Had he gone ? Yes, he had ./No, he hadn't .
Wh-?	Where had she gone ?

Linkers: after, already, as soon as, before, by, by the time, once, until

Grammar Reference and Practice > page 181

6 Read the caption for the photo in Exercise 7. Then in pairs, think of possible answers to the question. Do Exercise 7 and check.

7 3.24 Complete the text with the Past Perfect of the verbs in brackets. Listen and check.



Seven-year-old Kieron Williamson made £150,000. How did he do it?

In July 2010, seven-year-old Kieron Williamson had an art exhibition. Kieron ¹**had painted** (paint) thirty-three watercolours of landscapes for the exhibition in Holt, Norfolk. At his previous exhibition in 2009, Kieron ²_____ (sell) sixteen paintings. How much money ³_____ (he/make)? £18,200. This time people ⁴_____ (come) from countries all around the world to buy his paintings. By the time the exhibition finished, all thirty-three paintings ⁵_____ (go) and Kieron ⁶_____ (make) £150,000! The Williamsons were delighted. They ⁷_____ (not expect) the paintings to sell so well.

Exercise 7

2 had sold 3 had he made 4 had come 5 had gone 6 had made 7 hadn't expected

8 Choose the correct forms to complete the sentences.

- Kieron **started** / **had started** painting at the age of five after his parents **gave** / **had given** him a drawing pad.
- In 2012 Kieron **published** / **had published** a book. It **sold** / **had sold** out only forty-eight hours after it **went** / **had gone** on sale.
- By the time he **was** / **had been** ten, Kieron **started** / **had started** using oil paints instead of watercolours.
- By 2013 he **became** / **had become** famous and the media **already gave** / **had already given** him the name 'Mini-Monet'.
- Once he **earned** / **had earned** enough, he **bought** / **had bought** his parents a new house.

9 Complete the sentences with the correct forms of the verbs in brackets.

- When Pablo Picasso **died** (die) at the age of ninety-one, he _____ (create) tens of thousands of works of art.
- After he and his friend Paul Gauguin _____ (have) an argument, Vincent van Gogh _____ (lose) part of his ear.
- By the time she _____ (be) seven, Georgia O'Keefe _____ (already/decide) to become an artist.
- Frida Kahlo _____ (spend) many years alone in her room after she _____ (have) a serious traffic accident at the age of eighteen.
- Before Leonardo Da Vinci _____ (become) an apprentice to the artist Verrocchio in 1466, he _____ (never/study) art.

10 SPEAKING In pairs, tell stories about art from your life. Use the linkers in the Grammar box and include at least one example of the Past Perfect.

When I was younger, my gran asked me to paint a picture. As soon as I finished the painting, I realised I'd painted all over her expensive dining table. My gran had left the room but when she came back, she ...

11 REFLECT | Society In pairs, discuss the questions.

- Why is some art so expensive?
- Should the government pay people to make art?

32 Read the unfinished sentence and watch the video. Say how the speakers finish the sentence. Then in pairs, finish the sentence for yourselves.

By the time I was ten, I had learned ...



☐ I can use the Past Perfect to tell stories from my life.

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FURTHER PRACTICE

- Photocopiable extra Grammar Video activity 9, page 260
- Grammar Reference and Practice, Student's Book page 181
- Workbook pages 100–101/Online Practice

- Photocopiable resource 37: True or false?, pages 273, 312
- Extra digital activities: Grammar Checkpoint 9A

ASSESSMENT

Grammar Quiz 9A

NEXT CLASS

Ask students to bring a photo of someone famous who has a creative job and whom they admire. Pre-teach or check understanding of *creative job* if necessary and explain to students that they don't need to know the English word for the job – they can choose any celebrity they like.



Exercise 4

2 parts 3 play 4 lines 5 based 6 remakes 7 landscape 8 tripod

9B VOCABULARY | Creative jobs

- 1 **THINK BACK** In pairs, describe the photo. Add more creative jobs to the list below. Then think of some famous people and say what jobs they have.

Creative jobs: artist, dancer, photographer ...

A *Justin Timberlake.*

B *He's a singer.*

A *Yes, but he's also an actor.*

- 2 In pairs, match the creative jobs from the box with: a) film, b) theatre or c) music. Sometimes more than one answer is possible. Which job do you think is the easiest and which is the most difficult?

☐ camera operator ☐ composer ☐ conductor
☐ director ☐ extra ☐ lighting technician
☐ playwright ☐ screenwriter ☐ songwriter
☐ sound engineer ☐ stage manager
☐ stunt performer

- 3 Check you understand the highlighted words and phrases. In pairs, read the clues and identify the creative jobs they describe.

- I need to remember my **lines**. I work on TV but I prefer doing **plays** in front of a real **audience** in the **theatre**. I'd love to **play a good part** in a **film**.
actor/actress
- I make most of my money from playing **concerts**, not selling **CDs**. I play an **instrument** in a **rock band**.
musician
- I usually work on a **stage** in a theatre. When I stand behind the **curtain** just before a **live performance**, I always feel nervous. I can do modern things but I prefer ballet.
dancer
- I'm doing a **remake** of an old **movie** from 1950. It's **based on** a novel and it's **set in** California. Most of the action **takes place** in a motel. It's going well but some of the **stars** are hard to work with. (film) **director**
- In my job **light** is very important. I work with a camera and a **tripod**. I **take photos** of people, sometimes **fashion models**. I prefer working in **black and white**.
discover *photographer*
- I often work in the country. I've got a lot of **brushes** and **paints**. I prefer **watercolours** to **oils** and **landscapes** to **portraits** - I'm not very good at painting people.
artist

- 4 Complete the questions with words from Exercise 3. Then in pairs, ask and answer the questions.

- Do you prefer **live** performances or recorded music?
- Do you think that male film actors get better _____ than women?
- Have you ever acted in a _____?
- What should actors do if they forget their _____ on stage?
- Can you think of any films that are _____ on books you've read?
- Why does Hollywood make so many _____ of old films instead of using original ideas?
- Do you think it's easier to paint a _____ or a portrait?
- When should you use a _____ to take photos?

- 5 Study **Watch out!** Then in pairs, make true sentences with the words from the box.

act dance draw explain things paint play instruments
remember things sing speak clearly
take photos/selfies talk to people
tell people what to do

I think I'm good at acting but I'm terrible at singing.

WATCH OUT!

You can say that you are *good*, *not very good* or *terrible* at something:

I'm good at Science, I'm not very good at sport. I'm terrible at Art.

But if you use a verb after *good at/bad at*, you have to add *-ing*:

I'm good at singing. I'm not very good at drawing. I'm terrible at dancing.

- 6 In pairs, talk about an artistic job you would like to have. Use **Watch out!** and the vocabulary from Exercises 3 and 5.

A *I'd like to be an actor.*

B *Would you like to be a theatre actor or to work in film and TV?*

A *I'd prefer to work in the theatre than on TV or in films because I think it's exciting to perform live in front of an audience. I think I could be a good actor because I'm good at remembering lines.*

EXTRA ACTIVITY IN CLASS

After Exercise 5, put students in pairs, refer them to the photo they have brought and tell them they should not show it to their partner. They take it in turns to make sentences like the ones in Exercise 3 about the person in their photo. They should try to use vocabulary from Exercises 2-5 to describe the person and their job for their partner to guess.

FURTHER PRACTICE

- Workbook page 102/Online Practice
- Photocopiable resource 38: Ten questions, pages 273, 313
- Extra digital activities: Vocabulary Checkpoint 9

ASSESSMENT

Vocabulary Quiz 9

NEXT CLASS

Students write 3-5 sentences from an episode of their favourite TV series. Next to each sentence, they write who said it and, if appropriate, who they said it to (e.g. 'I'll never forget you.' Jo to Ken).

- 1 In pairs, talk about your favourite TV programme using the types of TV show from the box. Why do you like it?

cartoon chat show documentary drama series
game show quiz show reality TV sitcom
sketch show soap the news

- A *My favourite TV show is the soap Eastenders. It's on BBC 1 at eight o'clock four nights a week.*
B *How long is each episode?*
- 2 Look at the photo below. What kind of programme is *Southsiders*? a soap opera/drama series



Jenny has bad news for Pete. Watch *Southsiders* Thursday at 8.

- 3 **3.25** Read the report of what happened in the last episode and put the sentences below in the correct order. Listen and check. Then in pairs, read the conversation aloud.

Did you see *Southsiders* last night? It was great. Jenny told Pete she was fed up and she was leaving him because she didn't love him anymore. Pete said he couldn't believe it, that he needed her and that she was everything to him. Then he started to cry! He told her she'd always been the love of his life and that he'd always love her. He told her he could change. But she didn't listen to him. She told him he had hurt her too often. Then she said she hadn't left him before because she'd been sorry for him.

- a [5] You're everything to me.
b [7] I'm fed up, Pete.
c [4] I need you.
d [2] I'm leaving you because I don't love you anymore.
e [6] You've always been the love of my life.
f [9] You've hurt me too often.
g [10] I didn't leave you before because I was sorry for you.
h [7] I'll always love you.
i [8] I can change.
j [3] I can't believe it.

Reported speech

- 4 Read sentences 1–2 and answer questions a–b.

- 1 'I'm fed up!'
2 Jenny told Pete she was fed up.

- a Which is a quote and which is a report?
b How is the verb form in the report different from the one in the quote?

Exercise 4

a 1 is a quote and 2 is a report. b In the report the verb is in the past and in the quote is in the present.

REFERENCES

AUDIO SCRIPT pages 220–221

EXTRA ACTIVITY IN CLASS

After Exercise 7, put students in pairs and refer them to the sentences they wrote at home. They swap sentences and rewrite them in reported speech.

- 5 Study the Grammar box and check your answers to Exercise 4.

Reported speech

Direct speech

Present Simple
(is/are – do/does)

Present Continuous
(am/are/is doing)

Present Perfect
(has/have done)

Past Simple (did)

will (will do)

can (can do)

Reported speech

→ Past Simple (was/were – did)

→ Past Continuous (was/were doing)

→ Past Perfect (had done)

→ Past Perfect (had done)

→ would (would do)

→ could (could do)

Time expressions also change: yesterday → the day before; the last time → the time before; tomorrow → the day after

Grammar Reference and Practice > page 181

WATCH OUT!

I **said** that I didn't want to watch that show.

I **told her/Jan** that I didn't want to watch that show.

- 6 **3.26** Listen to the rest of the conversation between Jenny and Pete. Complete the description using reported speech.

Pete promised Jenny that he ¹*would be* a better man. He said he ²_____ serious. Jenny laughed and said that he ³_____ the same thing the time ⁴_____. She said that he ⁵_____ change because he ⁶_____ to change. Then she told him she ⁷_____ to him any more. Pete shouted that he ⁸_____ her. But Jenny told him that their love ⁹_____. Then she said goodbye and left.

- 7 Report these quotes from *Southsiders*. Use **tell** if you know who the speaker is talking to.

This week's best lines from *Southsiders*

- 1 'I'm your mother, you're my son, we're family.' (Trudy to Pete)
Trudy told Pete that she ...
2 'I can't take it anymore.' (Bob)
3 'Pete's looking for you.' (Kev to Phil)
4 'I've made a decision.' (Sid)
5 'We'll keep on fighting, we won't give up.' (Katja)
6 'Jim stole my money and then he ran away.' (Zadie to Jenny)
7 'You have no idea what you're talking about.' (Donna to Matt)
8 'I don't like talking about other people but I've heard some news.' (Mrs P to Lily)

- 8 **3.27** Listen to a conversation between Hayley and Kev. Then in pairs, report the conversation. Use reported speech.

Hayley told Kev that Jenny ...

- 9 **SPEAKING** In pairs, report a conversation either from your life or from a TV show that you watch. Use reported speech.

☐ I can use **say, tell** and **ask** to report conversations.

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Exercise 6

2 was 3 had said 4 before 5 couldn't
6 didn't want 7 wasn't listening
8 loved 9 had died

Exercise 7

1 Trudy told Pete that she was his mother, he was her son and they were family.
2 Bob said he couldn't take it anymore.
3 Kev told Phil that Pete was looking for him.
4 Sid said that he had made a decision.
5 Katja said that they would keep on fighting, that they wouldn't give up.
6 Zadie told Jenny that Jim had stolen her money and then he had run away.
7 Donna told Matt that he had no idea what he was talking about.
8 Mrs P told Lily that she didn't like talking about other people but that she had heard some news.

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book page 181
- Workbook page 103/Online Practice
- Photocopiable resource 39: Read all about it!, pages 274, 314
- Extra digital activities: Grammar Checkpoint 9C

ASSESSMENT

Grammar Quiz 9C

NEXT CLASS

Ask students to read about violinist David Garrett online and note down 3–4 facts about him. Use students' sentences to lead in to the reading text. Did they find similar information as the Fact box gives?

9D READING AND VOCABULARY

Exercise 5

2 performs 3 audience 4 concert halls 5 soloist 6 rehearses

- 1 In pairs, ask and answer the questions.
 - 1 What are your three favourite instruments?
 - 2 Can you play an instrument? If not, would you like to learn?
 - 3 Have you ever performed in public? If so, what was it like? If not, why not?
- 2 Read the information in the Fact Box on page 129 and answer the questions.
 - 1 Who is David Garrett? *a violinist/musician*
 - 2 What's the difference between a Stradivarius and a Guadagnini violin? *Stradivarius violins are better and more expensive than Guadagnini violins, which are also very good.*
- 3 Read the article quickly and choose the best answer.
What is the main purpose of the text?
 - a To explain how David Garrett got into the music business.
 - b To tell the story of a difficult moment in David's life.**
 - c To summarise David's career.
 - d To compare the quality of different violins.
- 4 Read the article again and choose the correct answers.
 - 1 Which of these things had David *not* done by the age of eleven?
 - a played the violin in a concert
 - b become a soloist
 - c started making records professionally
 - d bought a violin**
 - 2 Which sentence is true?
 - a The first violin David bought was a Stradivarius.
 - b He had to wait for years before he could play the Guadagnini.
 - c He felt proud and happy when he'd paid for the Guadagnini.**
 - d The Guadagnini was a Christmas present.
 - 3 Which of these was *not* a cause of the accident?
 - a the backpack he was wearing**
 - b the weather
 - c the fact David was in a hurry
 - d his shoes
 - 4 How did David feel just after the accident?
 - a He wasn't worried.
 - b He was in great pain.
 - c He was so sad he cried.
 - d He didn't know what to say.**
 - 5 After the accident, David
 - a had an argument with a good friend.
 - b had to borrow a lot of money.
 - c bought a second-hand violin.**
 - d broke another violin.

- 5 In pairs, check you understand the highlighted words and phrases below. Then complete the sentences with the correct forms of the highlighted words from the article. There are two extra words.
 - 1 David has played in **pop groups** and **rock bands** but he started by playing in an **orchestra**.
 - 2 He sometimes plays **hit songs** but more often he _____ in **classical music** concerts.
 - 3 The people in the _____ at David's concerts are not just teenage **fans**; they are of all ages.
 - 4 He plays in _____ and theatres more often than he plays in **clubs**.
 - 5 As a _____, David is the most important musician in any classical concert.
 - 6 He _____ for many hours every day.
- 6 In pairs, use the vocabulary from this lesson and from lesson 9B to talk about the things below.
 - 1 your favourite and least favourite kinds of music
 - 2 your favourite musical artists
 - 3 the last time you saw a live musical performance
 - 4 the best concert you've ever seen

I love all kinds of music, especially pop and electronic but I also like jazz and some classical music.
- 7 **SPEAKING** Prepare a short talk about a time when you lost something that was very important to you. Use some of the prompts below to help you. Then tell your story to the class.

This happened when/after/before ...
While I was (crossing the road), I ...
I had just ... when ...
I'd never felt so sad/shocked/surprised.
He/She told me (it wasn't the end of the world.)
He/She said (it had been an accident.)
I didn't understand (how it had happened.)

33 WATCH AND REFLECT Go to page 170. Watch the documentary *A star's in town* and do the exercises.



REFERENCES

VIDEO SCRIPT page 232

EXTRA ACTIVITIES IN CLASS

- Students write 2–4 true/false sentences about the article, e.g. *David started playing in concerts when he was nine.* (F) *He saw the Guadagnini after he had left college.* (T). Then, in pairs, they swap sentences, complete the exercise and check their answers with their partner.

- Students choose one of the things in Exercise 6 and write a short paragraph about it.

FURTHER PRACTICE

Workbook pages 104–105/Online Practice

He broke a £1m violin

 3.28

FACT BOX

- David Garrett was born in Germany in 1980. He is one of the most famous and talented violinists in the world. He plays both classical and pop music, has performed with the world's best orchestras and has recorded more than twenty albums.
- The Italian Stradivari family made violins in the seventeenth and eighteenth centuries. Today most experts consider Stradivarius violins to be the best in the world. They are very rare and can be worth millions of dollars.
- Giovanni Guaragnini was an eighteenth-century violin maker. He may be the third greatest violin maker in history.

David Garrett began playing the violin when he was four. By the time he was seven, he was **performing** in concerts. He was a **soloist** in an **orchestra** at nine. And when he was eleven, he had already started recording for a record company: their youngest-ever artist.

For years he'd played a borrowed Stradivarius. He'd tried many violins but had never found one he really wanted to buy. However, after leaving college, he finally found the instrument he wanted. It was a beautiful violin made by Guaragnini in 1772.

The violin cost almost one million pounds. David had to borrow the money, and for years every penny he earned went to pay for the violin. When he made the last payment in December 2007, he felt he'd become a real musician. The Guaragnini was his. He loved it as if they were in a relationship. That's not surprising when you think that every day David spends more time **rehearsing** with his violin than he does sleeping.

Two weeks after buying the Guaragnini violin, he played a Mendelssohn concerto at the Barbican **concert hall** with the London Philharmonic. His family were in the **audience**. They planned to have dinner together before flying to Germany for Christmas. When David had finished his **performance**, he lovingly placed the violin in its **case**. Then he put the case on like a backpack and ran out of the theatre.

It had been a rainy day. The ground was wet. He was in a hurry and he was still wearing his concert shoes. Suddenly, he slipped and fell all the way down the steps on his back.

He didn't get up immediately. His family rushed over and asked if he was alright. But at that moment, he didn't care if he was hurt. His only thought was the violin. He'd landed with all his weight on the case, which was light and comfortable but not strong. Before he opened it, he knew the violin hadn't survived, but the damage was worse than he had imagined; the body was completely broken.

His sister was crying. But David didn't shout or cry, he just stared. He was in shock.

After a while, he called a violin-expert friend and asked him to come. The expert took one look at the Guaragnini and said that the most important thing was that David was all right and that there would be other violins in his life.

David felt as if he'd lost a friend. The repairs took seven months and cost £60,000. Meanwhile, David played other violins, borrowed instruments that were excellent but they never felt right.

Then, one day his father called him up. He'd spoken to the owner of a beautiful Stradivarius, who wanted to sell it. David went to see it. He examined it carefully. Then he started to play. It took him only three seconds to decide. That was the violin for him.

David still plays the Guaragnini sometimes. It will always be close to him. Perhaps it even saved his life. But now the Stradivarius is his one true love. He's bought a better case for it, of course, because he really doesn't want to break it.

☐ I can understand a factual text and talk about music.

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NEXT CLASS

Students imagine they want to plan an evening out with one of their classmates. They note down three activities they can do together. You could ask them to research interesting events or performances in their area (e.g. concerts, exhibitions, plays, films).

9E SPEAKING



1 Look at the photo. How do the two people feel? What do you think is happening?

2 34 3.29 Watch or listen to Part 1 of the story. In pairs, use reported speech to report Johnny's message to Keira.

Johnny called Keira and left a message. He said ...

3 35 3.30 Read the conversations below. Then watch or listen to Part 2 and follow the instructions.

- Say what a) Leanne, b) Mum and c) Dell invite Johnny to do.
- Say what reasons he gives for turning them down.
- In pairs, practise reading the conversations.

Leanne I've got a spare ticket for the theatre tonight. Do you want to come?

Johnny Thanks, Leanne, but I don't really fancy it, to be honest. It's not my cup of tea. Anyway, I don't feel like going out tonight.

Mum Would you like to go to the cinema with us this evening?

Johnny No, I'm sorry, Mum. I can't.

Mum There's a good film on. Your dad says ...

Johnny That sounds great but I've got other plans.

Dell Do you fancy coming to the concert tonight?

Johnny What concert? Who's playing?

Dell Nines. How about it? You love rap.

Johnny Thanks, Dell, I'd love to but I've got to visit my parents tonight.

Exercise 3

1 a) Leanne invited him to go to the theatre. b) Mum invited him to go to the cinema. c) Dell invited him to go to a rap concert.
2 Johnny said that a) theatre wasn't his cup of tea and he didn't feel like going out; b) he couldn't because he had other plans; c) he would love to but he had to visit his parents.

Exercise 6

2 I'd love to; I'm sorry
3 some other time
4 Do you fancy
5 sounds like
6 love to

4 Study the Speaking box. Which expressions are *not* in the conversations?

SPEAKING | Informal invitations

Making invitations

Do you want to ...?
Would you like to ...?
Do you fancy ...-ing?
How about ...?

Accepting invitations

Sure, that sounds good/like a good idea.
Yes, I'd love to. Where shall we meet?
What a great idea! What time?
That's very kind of you, thanks.

Turning down invitations

No, thanks.
Thanks but ...
No, I'm sorry, I can't.
I'd love to but ...
That sounds great/like a lot of fun but ...
Maybe some other time.

Giving reasons

I don't really fancy it, to be honest.
I'm not really into ...
It's not my cup of tea.
I don't feel like ...-ing.
I've got other plans.
I've got to ...

5 36 3.31 What do you think will happen when Keira calls Johnny? Watch or listen to Part 3 and check.

6 3.32 Complete the sentences with phrases from the Speaking box. Listen and check.

Johnny ¹ Do you want to go to the cinema this evening?

Keira ² _____ but _____, I can't. I'm going out with my mum. Maybe ³ _____.

Johnny Yeah, sure.

Keira There's an exhibition at the Art Gallery. [...] ⁴ _____ going on Sunday?

Johnny That ⁵ _____ a great idea. I'd ⁶ _____.

7 3.33 PRONUNCIATION Read the information below. Then listen and repeat the questions with the correct intonation.

With *yes/no* questions, our intonation often rises, e.g.
Do you want to come?

With *wh-* questions, our intonation often falls, e.g.
What's up?

8 In pairs, look at the *What's on* guide on page 190. Make and respond to invitations using the language from the Speaking box.

A *Do you fancy going to the Expressionist exhibition at the Modern Art Museum?*

B *No, thanks. It's not really my cup of tea. How about ...*

130 ☐ I can make, accept and turn down invitations.

REFERENCES

AUDIO SCRIPT page 221
VIDEO/AUDIO SCRIPT page 233

EXTRA ACTIVITIES IN CLASS

- In groups of four, students act out the conversations in Exercise 3.
- After Exercise 8, put students in pairs and refer them to the notes they made at home. They take it in turns to make and respond to invitations using the language in the Speaking box.

FURTHER PRACTICE

Workbook page 106/Online Practice

NEXT CLASS

Tell students they're going to do a *Show and Tell* on books in the next lesson. Ask them to bring their favourite book to class.

City Public Library

Staff Picks

Catalogue

Search

CATEGORIES

ACTION & ADVENTURE

BIOGRAPHY

CHILDREN'S

CLASSICS

COMICS & GRAPHIC NOVELS

CRIME & MYSTERY

FANTASY

FICTION

HISTORICAL

HORROR

HUMOUR

LITERARY

POETRY

ROMANCE

SCIENCE FICTION

SHORT STORIES

THRILLERS

Staff Picks

Bella Forrest*The Gender Game* **fantasy/science fiction**

The land is controlled by women in the East, men in the West. Nineteen-year-old Violet Bates must escape from her own nation. Then she will cross the toxic river that separates these two worlds and begin a dangerous journey into a forbidden land to find her younger brother.

Jane Austen*Pride and Prejudice* **classics/romance**

This is a story of love and life in the English countryside in the early 1800s. Mr Bennet is a husband and father who wants his five daughters to marry, but it is the women in his life that are really in control in Jane Austen's most famous novel.

Joe Sugg*Username: Evie* **comics and graphic novels**

Beautiful colourful pictures tell the story of a teenager, Evie, and her escape into another world – inside her dead father's computer app. But just like in the real world, Evie soon discovers that life isn't perfect anywhere.

Carol Ann Duffy*The World's Wife* **poetry**

A collection of thirty poems by Britain's poet laureate. It's funny, sad, feminist, loving, intelligent, metaphorical. Many of life's experiences are inside this wonderful little book. Ninety-six pages of mixed emotions.

Mayte Garcia*The Most Beautiful: My Life with Prince* **biography**

Prince's ex-wife shares the story of her time with one of pop music's greatest icons. Read about how they met, their magical Valentine's Day wedding, their musical collaboration – and the heart-breaking end of their special relationship.

James Fenimore Cooper*The Deerslayer* **action and adventure/historical**

We meet Cooper's famous hero Nathaniel Bumppo for the first time. He and his friend Harry must save the lives of three people from the Iroquois Indians during the American wars of the 1740s. Enjoy classic action and adventure at its very best.

- 1 Read the descriptions of books on a public library website and guess the category for each book. What kind of books do you usually/never read?
- 2  **3.34** In pairs, describe the photo. What do you think the people are talking about? Listen to Part 1 of the conversation and check.



- 3  **3.35** Listen to Part 2 of the conversation and tick the words you hear.

- | | | |
|--|---|---|
| ☒ author | ☒ beginning | ☒ chapter |
| ☒ (main) character | ☒ cover | ☒ hero |
| ☒ (opening) line | ☒ paragraph | ☐ plot |
| ☒ (writing) style | ☒ title | ☐ trilogy |

- 4  **3.36** Listen to the whole conversation again and choose the correct answers.

- 1 Blair is reading the novel because
 a it is too cold outside to go cycling.
☒ b he must read it for his English class.
 c he is giving a presentation next month.
- 2 Fearne says she doesn't like
 a the style that the book is written in.
 b the first sentence of the novel.
☒ c the picture on the book's front cover.
- 3 Fearne describes the author's style as
 a imaginative. ☒ b difficult to understand. c poetic.
- 4 Fearne is annoying Blair because
 a her friend Julie has gone shopping.
☒ b she wants him to go out with her.
 c she needs help with her homework.
- 5 Blair agrees to
 a read the next chapter of his book to Fearne.
 b stop reading now and go to the park with Fearne.
☒ c go out with Fearne when he finishes the chapter.

- 5  **3.37** Dictation. You will hear Blair giving a report on the book he read. Listen once. Then listen again and write down what you hear.

- 6 **SPEAKING** Work in pairs. Tell your partner about one of your favourite books. Use the vocabulary from the library website and from Exercise 3.

I really enjoy fantasy fiction. My favourite author is ...

☐ I can understand a conversation about an interesting book and talk about books.

131

REFERENCES

AUDIO SCRIPT page 221
 CULTURE NOTES page 206

EXTRA ACTIVITY IN CLASS

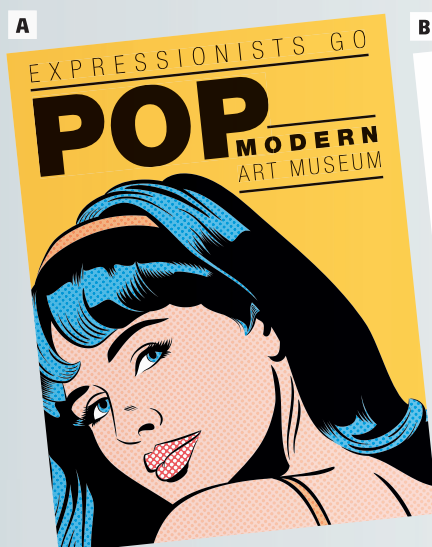
After Exercise 1, put students in small groups for a *Show and Tell* on their favourite books. They take it in turns to show their book to their group and give a short description of it, like the ones in Exercise 1. Alternatively, use the books students have brought for Exercise 6, and do the activity as a *Show and Tell*.

FURTHER PRACTICE

- Workbook page 107/Online Practice
- Photocopiable resource 40: Are you trying to annoy me?, pages 274, 315

WHAT'S ON THIS WEEKEND

USER REVIEWS



Expressionists Go Pop Modern Art Museum

Expressionists went Pop and opened my eyes

I've never been into modern art but a friend told me the Expressionists Go Pop exhibition at the MODAM was worth visiting. It opens at 10 a.m., so I got there early when it was quiet and I must admit I loved it. I didn't like the pop art as much as the abstract expressionism and obviously, some of the paintings are more impressive than others but for the first time in my life I really understood what modern art is about. Go and see it if you can.



The Pop Planet Festival Millennium Centre

Not as hot as it should be

I was looking forward to the Pop Planet Festival last weekend, but it was a bit disappointing. I enjoyed Saturday. Ha Pi and Djarma were absolutely brilliant and Kenny East was quite good. But Sunday was a waste of time. Nikki Spike didn't seem interested; she only sang for thirty minutes. And Doobedoo was even worse. You could hardly see him and the sound was absolutely awful. If the PP festival comes to your town, get tickets for day one but forget about day two.



The Three Wizards Turn 65 Savoy Theatre

The magic has gone

If you're a fantasy fan like me, if you like the *The Three Wizards* films and love the books, then please do yourself a favour and stay well away from this dreadful play. The actors try hard – Cliff Danson is quite good as the bad-tempered ex-wizard who has lost his magic powers – but the dialogues are dull, the plot is totally ridiculous and the whole thing goes on for far too long – almost three hours. Don't waste your time or your money. Just stay in and read the books again.

1 How do you find out if a book/film/play/TV series/exhibition/CD/concert is good or not? Discuss in pairs.

2 In pairs, ask and answer the questions. Then use the prompts below to ask and answer more questions.

- 1 What's the last film you saw at the cinema?
- 2 Did you read a review before you saw it?
- 3 Was it as good as you had expected?

buy a CD go to a concert read a book
see a film at the cinema see a play at the theatre
visit an exhibition watch a TV series

3 Look at the posters. In pairs, say which event you would/wouldn't like to go and why.

A *I'd like to go to the music festival because I'm really into pop music.*

B *I wouldn't like to go to the play because I can't stand fantasy.*

4 Read the reviews and match them with the number of stars you think the reviewer gave each event. Justify your opinion.

★★★★★ C

★★★★★ B

★★★★★ A

132

☐ I can write a review of a film, TV series, book or exhibition.

REFERENCES

CULTURE NOTES page 207

EXTRA ACTIVITIES IN CLASS

- After Exercise 7, write the list of normal adjectives from *Watch out!* on the board. With books closed, students in pairs test each other on strong adjectives. They take it in turns to say

a normal adjective from the board for their partner to give the strong adjective.

- If students do the writing task in class, you can put them in pairs for some peer correction. They check each other's work and make suggestions for improvements. They then rewrite their reviews, in class or as homework, taking in their partner's feedback.

FURTHER PRACTICE

Workbook page 108/Online Practice

NEXT CLASS

Ask students to study the word list and do the Remember More exercises on Student's Book pages 134–135.

- 5 Study the Writing box. Then find the expressions from the box in the reviews.

WRITING | A short review

- Start with a heading that indicates your opinion and if possible, mark the number of stars (★★★★★) you think the event deserves.
- You can make some personal comments:
I'd never heard of ... before but ...
A friend told me it was ...
I was looking forward to going to ... but ...
I'm a big fan of ...
- Give some factual details:
It's the group's third album.
The exhibition is on at ... until ...
It opens at 10 a.m.
This is ...'s second novel.
You can listen to it for free on ...
It's a murder mystery.
- Give your opinion:
 - positive comments: totally brilliant, really good, I loved it, I enjoyed it
 - fifty-fifty comments: quite good, not bad, alright, OK
 - negative comments: absolutely awful, really bad, very boring
 - comparisons: not as good as, the best thing they've done, I don't like it as much as ..., slightly better, even worse
- Justify your opinion:
It was a waste of money – the sound was terrible and they only played for forty minutes.
- Give recommendations:
You should/shouldn't ...
It's worth ... -ing
I recommend it.
Go and see it.
Don't miss it.
Forget about it.
Don't waste your time or money on ...

- 6 Study *Watch out!* Which adverb can you use with both normal and strong adjectives? **really**

WATCH OUT!

Normal adjectives

good
bad
silly
funny
interesting
surprising
scary

Strong adjectives

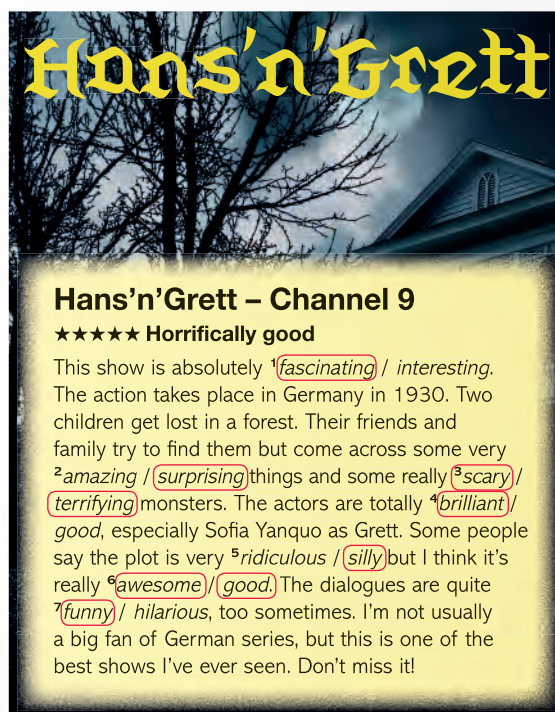
brilliant/awesome
awful/pathetic
ridiculous
hilarious
fascinating
amazing
terrifying

We usually modify normal adjectives with the adverbs *very*, *really* or *quite*, and strong adjectives with the adverbs *absolutely*, *really* or *totally*:

It's **very** good.

It's **absolutely** brilliant.

- 7 Read the review and choose the correct adjectives. Sometimes both adjectives are correct.



Hans'n'Grett

Hans'n'Grett – Channel 9
★★★★★ Horrifically good

This show is absolutely ¹fascinating / interesting. The action takes place in Germany in 1930. Two children get lost in a forest. Their friends and family try to find them but come across some very ²amazing / surprising things and some really ³scary / terrifying monsters. The actors are totally ⁴brilliant / good, especially Sofia Yanquo as Grett. Some people say the plot is very ⁵ridiculous / silly but I think it's really ⁶awesome / good. The dialogues are quite ⁷funny / hilarious, too sometimes. I'm not usually a big fan of German series, but this is one of the best shows I've ever seen. Don't miss it!

- 8 In pairs, talk about artists, groups, TV shows, etc. that you know. Use the adjectives and adverbs in *Watch out!*
A I saw the Lego Batman Movie last night.
B What's it like?
A It's really funny. It's totally brilliant. I loved it.
- 9 **WRITING TASK** Write a review of a film, TV series, book, exhibition, etc. Use the Writing box and *Watch out!* to help you.

REMEMBER MORE

- 1 Add more words and phrases from the word list to the vocabulary maps.

Exercise 1

Type of film or story

action, adventure, biography, classic, crime, mystery, fantasy, historical, horror, romance, science fiction, thriller

Type of TV programme

cartoon, chat show, sketch show, documentary, drama series, game show, quiz show, reality TV, sitcom, sketch show, soap, the news

documentary

TYPE OF FILM OR STORY

the news

TYPE OF TV PROGRAMME

- 2 Complete the sentences with one word in each gap. Then check with the word list.

- 1 The film is based on a true story.
- 2 The story is set in the Middle Ages.
- 3 The action takes place in a small village.
- 4 I'm fed up with superhero movies.

- 3 Find words for these definitions on the word list.

- 1 It's a story which consists of three books. trilogy
- 2 He's the person something belongs to. owner
- 3 The people watching the performance. audience

- 4 Complete the sentences with the correct forms of the words from the box. Then check with the word list.

act art compose play

- 1 My favourite _____ is Emma Watson. I like all her roles.
- 2 The greatest _____ of classical music was Beethoven.
- 3 My favourite _____ is Frida Kahlo. Her paintings are great.
- 4 William Shakespeare is the most famous _____ in history.

ACTIVE VOCABULARY | word families

A good way to learn new words is to remember them in word families. For example, it is easier to memorise the words *perform* – *performance* – *performer* together. Look at the word list and find more words to create word families.

9A GRAMMAR AND VOCABULARY

5.57

abstract artist (n) /æbstrækt 'ɑ:tɪst/

apprentice (n) /ə'prentɪs/

art gallery (n) /'ɑ:t ,gæləri/

authentic (adj) /ɔ:'θentɪk/

bright (adj) /braɪt/

cheerful (adj) /'tʃɪəfəl/

claim (v) /kleɪm/

colourful (adj) /'kʌləfəl/

depressing (adj) /dɪ'presɪŋ/

drawing pad (n) /'drɔ:ɪŋ pæd/

exhibition (n) /,eksɪ'bɪʃən/

expert (n) /'ekspɜ:t/

fingerprint (n) /'fɪŋɡə,prɪnt/

gloomy (adj) /'ɡlu:mi/

imaginative (adj) /ɪ'mædʒɪnətɪv/

irritating (adj) /'ɪrɪteɪɪŋ/

landscape (n) /'lændskeɪp/

local (adj) /'ləʊkəl/

modern art (n) /,mɒdn 'ɑ:t/

oil paint (n) /'ɔ:ɪl ,peɪnt/

original (adj) /ə'ɒrɪdʒɪnəl/

paint (n, v) /peɪnt/

painting (n) /'peɪntɪŋ/

scary (adj) /'skeəri/

sign (v) /saɪn/

thought-provoking (adj) /'θɔ:t prə,vʊkɪŋ/

thrift shop (n) /'θrɪft ʃɒp/

traffic accident (n) /'træfɪk ,æksədənt/

turn down /tɜ:n 'daʊn/

unsophisticated (adj) /ʌnsə'fɪstɪkətəd/

watercolour (n) /'wɔ:tə,kʌlə/

world-famous (adj) /'wɜ:ld 'feɪməs/

yard sale (n) /'jɑ:d seɪl/

9B VOCABULARY 5.58

act (v) /ækt/

actor (n) /'æktə/

artist (n) /'ɑ:tɪst/

audience (n) /'ɔ:diəns/

ballet (n) /'bæleɪ/

based on /'beɪst ɒn/

black and white adj /blæk ænd 'waɪt/

brush (n) /brʌʃ/

camera operator (n) /'kæməɪə ,ɒpəreɪtə/

CD (n) /si: 'di:/

composer (n) /kəm'pəʊzə/

concert (n) /'kɒnsət/

conductor (n) /kən'dʌktə/

creative job (n) /kri'eɪtɪv 'dʒɒb/

curtain (n) /'kɜ:tn/

dance (v) /dɑ:ns/

dancer (n) /'dɑ:nsə/

director (n) /dɪ'rektə/

extra (n) /'ekstrə/

fashion model (n) /'fæʃən ,mɒdl/

film/movie (n) /fɪlm/'mu:vi/

good/terrible at sth /'ɡʊd/'terəbəl ət ,sʌmθɪŋ/

instrument (n) /'ɪnstɹəmənt/

light (n) /laɪt/

lighting technician (n) /'laɪtɪŋ tek,nɪʃən/

line (n) /laɪn/

live performance (n) /laɪv pə'fɔ:məns/

motel (n) /məʊ'tel/

performer (n) /pə'fɔ:mə/

photographer (n) /fə'tɒɡrəfə/

play (n) /pleɪ/

play a part /pleɪ ə 'pɑ:t/

play instruments /pleɪ 'ɪnstɹəmənts/

playwright (n) /'pleɪraɪt/

portrait (n) /'pɔ:trɪt/

remake (n) /'ri:meɪk/

rock band (n) /rɒk bænd/

screenwriter (n) /'skri:n,raɪtə/

set in ... /set ɪn .../

singer (n) /sɪŋə/

songwriter (n) /'sɒŋ,raɪtə/

sound engineer (n) /'saʊnd endʒɪnɪə/

speak clearly /spi:k 'kliəli/

stage (n) /steɪdʒ/

stage manager (n) /'steɪdʒ ,mænɪdʒə/

star (n) /stɑ:/

stunt performer (n) /stʌnt pə'fɔ:mə/

take place /teɪk 'pleɪs/

tell sb what to do /tel ,sʌmbɒdi wɒt tə 'du:/

theatre (n) /'θiətə/

tripod (n) /'traɪpɒd/

9C GRAMMAR AND VOCABULARY

5.59

be sorry for sb /bi 'sɒri fə ,sʌmbɒdi/

can't take it anymore /kɑ:nt 'teɪk ɪt enɪ'mɔ:/

cartoon (n) /kɑ:'tu:n/

EXTRA ACTIVITIES IN CLASS

- Put students in pairs. Student A says a word from the word list. Student B spells it and then gives the translation or, in stronger classes, a simple definition in English. Then it is Student B's turn to give a word for A to spell and translate/explain. Pairs continue for

3–5 minutes. Students win one point for spelling a word correctly and one for each correct translation/definition. The student with the most points at the end wins.

- Play *True or False* with vocabulary from the word list. Divide students into teams. Give teams in turn true/false statements about a word,

e.g. *A composer writes plays.* (F) *The people who watch a play, concert, etc. are the audience.* (T). In stronger classes, students could also play in groups, with players taking it in turns to give statements for their group to decide if they are true or false. Each correct answer gives teams one point and the team with the most points wins.

chat show (n) /'tʃæt ʃəʊ/
documentary (n) /ˌdɒkjə'mentəri/
drama series (n) /ˈdraːmə ˌsɪəriːz/
fed up adj /fed 'ʌp/
game show (n) /geɪm ʃəʊ/
keep on doing sth /ki:p ɒn 'duːɪŋ ˌsʌmθɪŋ/
make a decision /meɪk ə dɪ'sɪʒən/
quiz show (n) /kwɪz ʃəʊ/
reality TV (n) /rɪˌæləti tiː 'viː/
run away /ˌrʌn ə'weɪ/
say goodbye /seɪ gud'baɪ/
sitcom (n) /'sɪtkɒm/
sketch show (n) /'sketʃ ʃəʊ/
soap opera/soap (n) /'səʊp ˌɒpərə/səʊp/
the news (n) /ðə njuːz/

9D READING AND VOCABULARY

5.60

argument (n) /'ɑːɡjəmənt/
be all right /bi ɔːl 'raɪt/
be in a hurry /bi ɪn ə 'hʌri/
be in a relationship /bi ɪn ə rɪ'leɪʃənʃɪp/
broken (adj) /brʊkən/
call up /kɔːl 'ʌp/
carefully (adv) /'keəfəli/
case (n) /keɪs/
classical music (n) /ˌklæsɪkəl 'mjuːzɪk/
close to /'kləʊs tə/
club (n) /klʌb/
concert hall (n) /'kɒnsət hɔːl/
concerto (n) /kən'tʃɜːtəʊ/
damage (n) /'dæmɪdʒ/
electronic music (n) /ˌelɪktrɒnɪk 'mjuːzɪk/
examine (v) /ɪɡ'zæmɪn/
fan (n) /fæn/
hit song (n) /hɪt 'sɒŋ/
in shock /ɪn 'ʃɒk/
lovingly (adj) /'lʌvɪŋli/
meanwhile (adv) /miːnwaɪl/
music business (n) /'mjuːzɪk ˌbɪznəs/
orchestra (n) /'ɔːkɪstrə/
owner (n) /əʊnə/
payment (n) /'peɪmənt/
penny (n) /'peni/
perform (v) /pə'fɔːm/
performance (n) /pə'fɔːməns/
pop group (n) /'pɒp grʊːp/

pop music (n) /'pɒp ˌmjuːzɪk/
professionally (adv) /prə'feʃənəli/
proud (adj) /praʊd/
record (n) /'rekɔːd/
record (v) /rɪ'kɔːd/
rehearse (v) /rɪ'hɜːs/
repair (n) /rɪ'peə/
rush over /ˌrʌʃ əʊvə/
save sb's life /seɪv ˌsʌmbədiz 'laɪf/
shocked (adj) /ʃɒkt/
slip (v) /slɪp/
soloist (n) /'səʊləɪst/
stare (v) /steə/
talented (adj) /'tæləntɪd/
violin (n) /ˌvaɪəlɪn/
violin maker (n) /ˌvaɪəlɪn 'meɪkə/
violinist (n) /ˌvaɪəlɪnɪst/

9E SPEAKING 5.61

concession (n) /kən'seʃən/
fancy doing sth /ˌfænsi 'duːɪŋ ˌsʌmθɪŋ/
feel like doing sth /fiːl laɪk 'duːɪŋ ˌsʌmθɪŋ/
not my cup of tea /ˌnɒt maɪ ˌkʌp əv 'tiː/
sounds good/great/like a good idea /saʊndz 'ɡʊd/'ɡreɪt/laɪk ə ˌɡʊd aɪ'dɪə/
What's up? /wɒts 'ʌp/

9F LISTENING AND VOCABULARY

5.62

action (n) /'æksən/
adventure (n) /əd'ventʃə/
annoy (v) /ə'noɪ/
author (n) /'ɔːθə/
beginning (n) /bɪ'ɡɪnɪŋ/
biography (n) /baɪ'ɒɡrəfi/
chapter (n) /'tʃæptə/
children's book (n) /'tʃɪldrənz bʊk/
classic (n) /'klæsɪk/
comic (n) /'kɒmɪk/
cover (n) /'kʌvə/
crime story (n) /'kraɪm stɔːri/
fantasy (n) /'fæntəsi/
fiction (n) /'fɪkʃən/
graphic novel (n) /ˌɡræfɪk 'nɒvəl/
hero (n) /'hɪərəʊ/
historical (adj) /hɪ'stɒrɪkəl/
horror story (n) /'hɒrə stɔːri/
humour (n) /'hjuːmə/

literary (adj) /'lɪtərəri/
(main) character (n) /ˌ(meɪn) 'kærəktə/
mystery (n) /'mɪstəri/
novel (n) /'nɒvəl/
(opening) line (n) /ˌ(əʊpənɪŋ) 'laɪn/
paragraph (n) /'pærəɡrɑːf/
plot (n) /plɒt/
poetry (n) /'pəʊɪtri/
romance (n) /rəʊ'mæns/
science fiction (n) /ˌsaɪəns 'fɪkʃən/
short story (n) /ʃɔːt 'stɔːri/
thriller (n) /'θrɪlə/
title (n) /'taɪtl/
trilogy (n) /'trɪlədʒi/
(writing) style (n) /('raɪtɪŋ) staɪl/

9G WRITING AND VOCABULARY

5.63

awful (adj) /'ɔːfəl/
be on /bi 'ɒn/
deserve (v) /dɪ'zɜːv/
dialogue (n) /ˈdaɪələɡ/
do yourself a favour /ˌdu ʒə'self ə 'feɪvə/
event (n) /ɪ'vent/
expect (v) /ɪk'spekt/
expressionist (n) /ɪk'spreʃənɪst/
fascinating (adj) /ˌfæsnɪeɪtɪŋ/
heading (n) /'hedɪŋ/
hilarious (adj) /hɪ'leəriəs/
horrifically (adv) /hə'rfɪkli/
impressive (adj) /ɪm'presɪv/
indicate (v) /ɪndɪkeɪt/
justify (v) /dʒʌ'staɪfaɪ/
magic power (n) /ˌmædʒɪk 'paʊə/
mark (v) /mɑːk/
monster (n) /'mɒnstə/
murder mystery (n) /ˌmɜːdə 'mɪstəri/
music festival (n) /'mjuːzɪk ˌfestəvəl/
pathetic (adj) /pə'θetɪk/
personal comment (n) /ˌpɜːsənəl 'kɒment/
ridiculous (adj) /rɪ'dɪkjələs/
stay in /steɪ 'ɪn/
stay well away from /ˌsteɪ wel ə'weɪ frəm/
terrifying (adj) /ˌterɪfaɪɪŋ/
totally (adv) /'təʊtli/
try hard /traɪ 'hɑːd/
watch a TV series /wɒtʃ ə ˌtiː ˌsɪəriːz/

FURTHER PRACTICE

Workbook page 109/Online Practice

NEXT CLASS

Ask students to revise Unit 9.

VOCABULARY AND GRAMMAR

- 1 Complete the table with the words from the box. Then think of more words for each category.

brushes cartoon children's documentary fantasy game show instrument landscape poetry soloist violin watercolour

Visual art	Music	TV shows	Literature
brushes, ... landscape watercolour	instrument soloist violin	cartoon documentary game show	children's fantasy poetry

- 2 Choose the correct words to complete the sentences.

- Di Jones' latest novel is a bestseller / chapter / plot.
- She writes in a clear, simple paragraph / sentence / style that is easy to understand.
- The main author / character / title is a sixteen-year-old genius who wants to save the world.
- It's great from the opening cover / fiction / line to the end.
- Sid Vokes is a guitarist in a rock band / club / orchestra.
- Sid's group has just performed / recorded / rehearsed a new album.
- They're going to play a concert / performance / ticket in New York.
- They'd love to have a fan / hit / pop song.

- 3 Complete the text with the correct forms of the verbs from the box. There is one extra verb.

be buy change go perform paint play read see visit waste watch



Vanessa is a real culture vulture. She's never learned to play an instrument, she can't draw a picture and she's never performed in public but she loves a big fan of art, music, dance and theatre. She reads every review, she buys tickets for every live performance, she goes to classical music concerts every weekend. But Vanessa doesn't like popular culture. She prefers to watch a play at the theatre or to visit an exhibition than to spend her time and money on cinema tickets or pop concerts. And she never uses TV.

- 4 Rewrite the sentences with *absolutely*, *really* or *totally* and strong adjectives. The answers may vary slightly.

- The film is very bad.
The film is absolutely terrible.
- The plot is very silly. *The plot is totally ridiculous.*
- The actors are very good. *The actors are absolutely brilliant.*
- Some of the dialogues are quite funny. *Some of the dialogues are totally hilarious.*
- The ending is quite surprising. *The ending is really amazing.*
- The monster is very scary. *The monster is absolutely terrifying.*
- The music is quite interesting. *The music is really fascinating.*

- 5 Complete the sentences with the correct forms of the verbs in brackets. Use the Past Perfect where possible.

- A few months after she had retired (retire), my gran _____ (take up) painting.
- I _____ (not hear) of Banksy until I _____ (see) a documentary about him.
- By the time I _____ (leave) school, I _____ (already/ win) two art competitions.
- Dad _____ (wake) up once the film _____ (finish).
- I _____ (only/have) my guitar for six months when I _____ (join) a pop group.

- 6 Rewrite the sentences using reported speech and the verbs *say* or *tell*.

- 'I've never met anyone as beautiful as you.'
(Phil to Mandy)
Phil told Mandy that he had never met anyone as beautiful as her.
- 'I can see them and they're fighting in the street!'
(Carl)
Carl said he could see them and they were fighting in the street.
- 'We've got a problem and we don't know what to do.'
(Amelie to Ralph)
Amelie told Ralph that they had a problem and they didn't know what to do.
- 'I didn't kill her, I wasn't there yesterday, I'm innocent.'
(Gordy)
Gordy said that he hadn't killed her, that he hadn't been there the day before and that he was innocent.
- 'I think you're sweet but I won't go out with you.'
(Jemma to Jules)
Jemma told Jules that she thought he was sweet but that she wouldn't go out with him.

USE OF ENGLISH

- 7 Complete the text with one word in each gap.

STRATEGY | Open cloze

When deciding which word to use to complete the gaps, look at the words before and after the gaps. They will give you clues about what sort of word you are looking for.

I saw the first episode of a new drama ¹series on TV last night. It's set ²_____ the future, in the year 2099. It's based ³_____ a novel by an American science-fiction ⁴_____. Most of the action ⁵_____ place on an island in the Caribbean. None of the actors are big ⁶_____ but they're very good. The actor who plays the ⁷_____ of the hero is fantastic. I knew I ⁸_____ seen him in something before but I couldn't remember where. But then my brother told me he ⁹_____ on TV last year in a comedy sketch ¹⁰_____ Channel 9.

Use of English > page 188

FURTHER PRACTICE

- Use of English, Student's Book page 188
- Class debates pages 256–257
- Self-assessment 9 and Self-check 9, Workbook pages 110–111/Online Practice
- Extra digital activities: Use of English, Reading, Listening

ASSESSMENT

- Unit 9 Language Test (Vocabulary, Grammar, Use of English)
- Unit 9 Skills Test (Dictation, Listening, Reading, Communication)
- Unit 9 Writing Test

THE SHOW MUST GO ON

READING

8 Read the text on the right and answer the questions.

STRATEGY | Open-ended questions

In short answer questions, you should only write the word or words that answer the question. If you write long answers with unnecessary words, your answer will still be correct, but it will take longer to write.

- When did Tam begin to earn money from music?
nine years ago
- What was unusual about the concert in the text?
- How many people were there in Tam's group?
- What two reasons did Tam give for performing well?

9 Read the extract from a TV magazine at the bottom of the page and complete the notes below with 1–3 words in each gap.

STRATEGY | Notes completion

When you are completing sentences, use key words to look for information and grammatical clues to decide what kind of word is needed. Check that the incomplete sentence with your answer inserted makes sense and is grammatically correct. Read through all your answers before going on to the next section.

- This is the *last episode* in this series of *Starfinder*.
- There are several ways *to vote* for the winner of *Starfinder*.
- Carol Klein *won a prize* for her documentary film *Finding Fame*.
- Three *years ago* Tam McLean wasn't famous.
- We won't know any of *the winners* at the Brit Awards before eleven o'clock.
- After today you will be able to see *two (more) episodes* of *The Business*.
- Hayley Jones aims to show young people what *the music business* is really like.

Tam joined his first group when he was still at school. Since then he'd played hundreds of gigs in all sorts of venues from tiny clubs to huge concert halls. He'd been a professional musician for nine years. But he'd never played to such a small audience before. The organisers had said they were expecting a big crowd but as Tam looked out from behind the curtain, he saw the entire audience could fit comfortably into a small car. There were four people in the theatre.

Tam spoke to the other group members: drummer, Hank, and bassist, Bud. He said that maybe there were only four people there but they'd all bought tickets. He added that you always had to give the best show you could because you never knew who might be in the audience. Then he smiled and picked up his guitar. 'Come on, boys,' he shouted. 'Let's rock!'

Exercise 8

- the audience was very small
- three: Tam, Hank and Bud
- everyone had paid for a ticket and you never knew who might be in the audience

SPEAKING

10 In pairs, role play the situation below. Then change roles and do the task again.

Student A

Your new friend (Student B) wants to go out somewhere with you. He/She has phoned you to arrange the meeting.

- Say hello.
- Turn down the invitation and give a reason.
- Suggest another place.
- Ask where and when to meet.
- Agree to meet and ring off.

Student B

You are Student A's new friend. You want to go out somewhere with him/her. Phone Student A and make some suggestions.

- Hi, (name). Do you fancy going to a rock concert/the cinema/a dance show with me?*
- OK. Good idea.*
- Shall we meet outside the school at six o'clock?*
- OK, Great. See you later.*

WRITING

11 Read the task below and write a review.

The editor of the school magazine asks you to write a review of a cultural event you attended recently. The people involved in the event are your friends. Write the most positive review you can.

10.00 p.m. The Brit Awards Live

It's British music's biggest night. Andi and Derek go backstage from ten o'clock, and then from eleven you can find out who has won all the prizes this year. Tam McLean was last year's big winner but this year, who knows?

12 a.m. The Business

Don't miss the first episode in this three-part investigation. Hayley Jones shines a light on the dark side of live music, recording studios and record contracts and shows young people how to survive in the music business.

Music Night on



7.00 p.m. Starfinder

It's the final at last! There can only be one winner. Who's it going to be? The decision is yours. Remember you can vote with Channel 9's special app, on Facebook or via mobile and text.

8.00 p.m. Tam McLean: Finding Fame

Carol Klein's prize-winning documentary tells the story of Tam McLean's amazing journey to success. In just three years, a little-known guitarist and singer from Glasgow became an Oscar-winning songwriter, a Hollywood actor and one of the world's biggest rock stars.

10

Crimewatch

VOCABULARY Crime

GRAMMAR The passive (Present Simple, Past Simple and Present Perfect), the second conditional [Use of English > page 188](#)

SPEAKING Asking for and giving advice

WRITING A story

VIDEO Grammar Communication Documentary

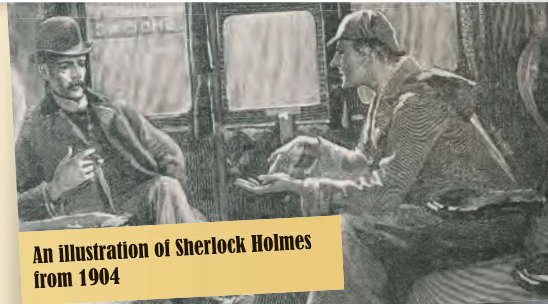


Was Sherlock Holmes the first fictional detective?

Sherlock Holmes is the most famous detective in fiction. He was created in 1887 by British author Sir Arthur Conan Doyle, who wrote four novels and fifty-six short stories involving Holmes and his partner, Doctor Watson. Since then over 120 authors have written Sherlock Holmes stories. The London detective has also starred in more than 200 films and has been played by over seventy actors. There have been Sherlock theatre and radio plays, TV series, children's cartoons, comics and video games. Even the word 'Sherlock' is used for someone who makes brilliant deductions.

But Sherlock wasn't the first fictional detective. That honour belongs to Edgar Allan Poe's creation C. Auguste Dupin. Holmes' first case, 'A Study in Scarlet,' wasn't written until forty-six years after Poe's 1841 story 'The Murders in the Rue Morgue'. In fact, Dupin was created before the word 'detective' even existed.

Another inspiration might be Maximilien Heller. It is not known if Doyle read this 1871 novel by Henry Cauvain, but like Holmes, Heller was a brilliant private detective who used science and logic to find clues and solve crimes; he smoked a pipe and loved cats, and, like Holmes', his adventures were narrated by a doctor. Was Holmes based on Heller? Perhaps. Make your own deductions.



An illustration of Sherlock Holmes from 1904



Basil Rathbone as the famous British detective in a 1939 film



Robert Downey Jr. as London-based detective Holmes and Jude Law as Dr Watson in a 2009 British-American film

10A GRAMMAR AND VOCABULARY

1 In pairs, answer the questions below. Then look at the photos and captions and check your answers to questions 2 a–c.

- 1** Have you ever read a Sherlock Holmes story or seen Sherlock in a film, TV programme or video game? If so, what did you think of it?
- 2** What do you know about Sherlock Holmes?
 - a** What nationality is he? *British/English*
 - b** In which city does he live and work? *London*
 - c** What's the name of the man he works with? *Dr Watson*

2 Read the text. Then in pairs, answer the questions.

- 1** Who wrote the Sherlock Holmes stories?
- 2** When can we call someone 'Sherlock'?
- 3** Who was the first fictional detective?
- 4** What are the similarities between Sherlock Holmes and Maximilien Heller?

Exercise 2

- 1** Sir Arthur Conan Doyle
- 2** when someone makes a brilliant deduction
- 3** Auguste Dupin
- 4** brilliant private detectives, used science and logic, smoked a pipe, loved cats, narrator was a doctor

3 Make collocations related to crime using a verb from box A and a noun from box B. Then in pairs, write sentences with the collocations.

A arrest break commit find interview make report solve

B a clue a crime (x3) a criminal a deduction a witness the law

The police couldn't find any clues, so they called a private detective.

arrest a criminal, break the law, commit a crime, find a clue, interview a criminal/a witness, make a deduction, report a crime, solve a crime

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REFERENCES

AUDIO SCRIPT page 221
VIDEO SCRIPT page 233
CULTURE NOTES page 207

EXTRA ACTIVITY IN CLASS

After Exercise 7 or 8, students write true/false sentences about the text using the passive, e.g. *Sherlock Holmes stories have been written by more than 120 authors.* (T) *Auguste Dupin was created after Sherlock Holmes.* (F). Then, in pairs, they swap sentences, complete the exercise and check their answers with their partner.

FURTHER PRACTICE

- Photocopiable extra Grammar Video activity 10, page 260
- Grammar Reference and Practice, Student's Book page 182
- Workbook pages 112–113/Online Practice
- Photocopiable resource 41: Fun in law!, pages 274, 316

The passive

- 4 Look at the pairs of sentences 1–3 and answer questions a–c below.

1

Active: People use the word 'Sherlock' for someone who makes deductions.

Passive: The word 'Sherlock' is used (by people) for someone who makes deductions.

2

Active: Arthur Conan Doyle created Sherlock Holmes.

Passive: Sherlock Holmes was created by Arthur Conan Doyle.

3

Active: Over seventy actors have played Sherlock Holmes.

Passive: Sherlock Holmes has been played by over seventy actors.

- Do both sentences in each pair have the same meaning? **yes**
- What is more important in active sentences – what someone does or who does it? **who does it**
- What is more important in passive sentences – what someone does or who does it? **what someone does**

- 5 Find more examples of the passive in the text. How do we form the passive in these tenses? Study the Grammar box and check your answers.

- the Present Simple **am/is/are + past participle**
- the Past Simple **was/were + past participle**
- the Present Perfect **have/has been + past participle**

The passive

We use the passive when the action is more important than the people who do it. We often use the word *by* before the person who does the action.

We form the passive with the verb *to be* and the past participle:

Some crimes **are not solved** by the police.
(Present Simple)

Why **were** they **arrested** (by the police)? (Past Simple)
A man **has been attacked** by a pack of dogs.
(Present Perfect)

Grammar Reference and Practice > page 182

- 6 In pairs, choose the correct forms to complete the sentences.

- Some people **believe** / **are believed** that Sherlock Holmes was a real person.
- Holmes' adventures **narrate** / **are narrated** by his friend and flatmate Dr Watson.
- Sherlock Holmes **lived** / **was lived** at 221B Baker Street.
- Holmes **employed** / **was employed** by many clients, including Scotland Yard.
- Millions of people **have visited** / **have been visited** the Sherlock Holmes museum in Baker Street.
- Holmes **killed** / **was killed** by his enemy Moriarty in the story 'The Final Problem'.

- 7  4.1 Complete the sentences with the correct passive forms of the verbs in brackets. Then listen to check and to answer questions 3, 4 and 7.

Present Simple

- The novels **are written** (write) in a clear, easy-to-read style.
- Mma Ramotswe _____ (describe) as 'traditionally built'.
- Where _____ (the novels/set)?

Present Perfect

- How many novels _____ (publish) so far?
- More than 25 million copies _____ (sell).
- The series _____ (not make) into a film but it _____ (adapt) for television.

Past Simple

- When _____ (the TV series/produce)?
- Seven episodes _____ (make) for the first season.
- A second season _____ (plan) but it _____ (never/film).

- 8 Rewrite the sentences in the passive beginning with the words given.

- The police have never arrested me.
I've **never been arrested**.
- Detective stories fascinate me.
I'm _____
- Someone stole some things from my bag.
Some things _____
- In my opinion, they don't punish criminals enough.
In my opinion, criminals _____
- They haven't shown the new series of *Sherlock* on TV here.
The new series of *Sherlock* _____

- 9 **SPEAKING** In pairs, ask and answer questions about the passive sentences in Exercise 8.

- Have you ever been arrested?**
- No, of course not. Are you fascinated by detective stories?**

Exercise 7

- is described
- are the novels set – (in Botswana)
- have been published – (17)
- have been sold
- hasn't been made, has been adapted
- was the TV series produced – (2008)
- were made
- was planned/was never filmed

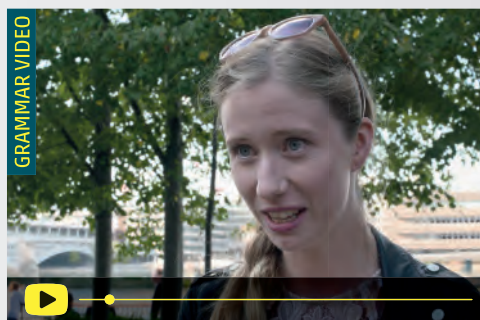
Exercise 8

- fascinated by detective stories
- were stolen from my bag
- aren't punished enough
- hasn't been shown on TV here

-  37 Read the question and watch the video. Use the prompts below to say what the speakers answer. Then in pairs, ask and answer the question.

What's the best book that has ever been written?

a murder mystery (title not mentioned) *Catcher in the Rye*
The Master and Margarita *The Murder of Roger Ackroyd*



☐ I can use the passive. 159

- Extra digital activities: Grammar Checkpoint 10A

ASSESSMENT

Grammar Quiz 10A

NEXT CLASS

Ask students to bring a newspaper.

10B VOCABULARY | Types of crime

1 SPEAKING In groups, ask and answer the questions.

- How big a problem is crime where you live?
- Are there any places in your town where you don't feel it's safe to walk at night?

2 Match the crimes in the first column of the table with the photos. There is one type of crime which matches several photos.

Crime	Action	Criminal
F assault	attack	attacker
A burglary	burgle	burglar
G hacking	hack	hacker
B murder	murder/kill	murderer/killer
E pickpocketing	pickpocket	pickpocket
C bank robbery	rob (a bank)	bank robber
D shoplifting	shoplift	shoplifter
D theft	steal	thief

3 In pairs, study *Watch out!* and complete the table in Exercise 2. Use a dictionary to help you.

WATCH OUT!

You *rob* a person or place, but you *steal* something from a person or place:

They **robbed** a bank. They **stole** a lot of money (from the bank).

I've been **robbed**. My money has been **stolen**.

4 Check you understand the highlighted words. Then complete the sentences with words from the table in Exercise 2.

- A **burglar breaks into** your home and _____ your things. After a _____ your home doesn't feel the same.
- A _____ uses a computer to steal information. _____ is a problem for individuals, companies and governments.
- I was the **victim** of _____. I was **beaten up** outside a disco. I didn't know my _____. Now I'm afraid to go out. I'm worried someone might _____ me again.
- A few years ago a _____ was committed in our village – a young man was killed. The police **suspected** many people, but the _____ was never caught.
- _____ is very common on the underground. You should be very careful where you keep your **wallet** or **purse** or a _____ might steal it.
- In 1987 Italian _____ Valerio Viccei and his **gang** _____ a bank in London. It was a spectacular _____. They stole about \$200 million in **cash** and jewellery. They didn't **get away with** it. The police caught them.
- Some people say that _____ is a crime with no victims but when _____ steal, shops lose money and prices go up, so we're all victims.



5 Complete the questions with words from the table in Exercise 2. Then in pairs, ask and answer the questions.

ARE THESE REALLY CRIMES?

- Are you a **thief** if you download a song without paying for it?
- Is it _____ if you pull your brother's/sister's hair?
- Are you a _____ if you take 20p from a friend's pocket as a joke?
- Is it _____ if you 'borrow' a T-shirt from your brother/sister and never give it back?
- Are you a _____ if you change a friend's photo on his/her Facebook page?
- Is it _____ if you eat a sweet from an open packet in a supermarket?

Exercise 4

- steals, burglary
- hacker, Hacking
- attack / attackers / assault
- murder, murderer/killer
- Pickpocketing, pickpocket
- bank robber, robbed, robbery
- shoplifting, shoplifters

Exercise 5

- assault
- pickpocket
- theft
- hacker
- shoplifting

EXTRA ACTIVITIES IN CLASS

- In pairs or small groups, students look through the newspapers they have brought for stories about crime. They name (and, if time allows, briefly describe) the different crimes reported using vocabulary from the page. This can be done after Exercise 4 or 5.

- After Exercise 5, students think of 2–3 more 'Are these really crimes?' questions. They then discuss them in pairs. In weaker classes, students can write their questions in pairs and then discuss them in groups of four.

FURTHER PRACTICE

- Workbook page 114/Online Practice

- Photocopiable resource 42: Taboo, pages 274, 317
- Extra digital activities: Vocabulary Checkpoint 10

ASSESSMENT

Vocabulary Quiz 10

1 In pairs, talk about the superheroes you like the most/least.

- 1 What are their costumes like?
- 2 What superpowers do they have?
- 3 Which superhero movies have you seen? What did you think of them?

2 In pairs, complete the sentences with the words from the box. Use a dictionary to help you.

crime fighters ~~innocent~~ justice system prison save vigilantes villains violent

- 1 The opposite of 'guilty' is innocent.
- 2 Not all superheroes are ____; some of them are bad guys.
- 3 Another word for bad guys is ____.
- 4 Police officers, lawyers and judges work in the ____.
- 5 ____ are people who take the law into their own hands. They are often ____.
- 6 If you break the law, you might end up in ____.
- 7 The emergency services protect us from crime and ____ us from danger.

3 **4.2** Listen to a radio programme and choose the correct answers.

- 1 Giles says that superheroes
 - a are more popular in movies than in comics.
 - b tend to be popular when society has problems.
 - c** are less popular now than they were in the 1930s.
- 2 Which of these does Giles NOT mention to explain why people like superheroes?
 - a They have good personality characteristics.
 - b** They are physically attractive.
 - c They can do things that normal people can't.
- 3 What reason does he give for the popularity of superhero films?
 - a Modern technology.
 - b** You can watch them on computers.
 - c They are a chance to escape from real life.
- 4 What, according to Tara, is the problem with superheroes?
 - a** They take the law into their own hands.
 - b They make the police look bad.
 - c They sometimes attack innocent people.
- 5 The crime fighter from Manchester
 - a** really believed he was a superhero.
 - b spent a lot of money every night.
 - c was attacked.
- 6 In this radio programme the speakers
 - a review a superhero film.
 - b talk about their favourite superheroes.
 - c** discuss superheroes and society.



4 **4.3** Listen to the news item about this real-life superhero and complete the notes.

- Roger Hayhurst from Swinton, aka 'Knight Warrior'
- 20 years old
- Works as a gardener
- Began fighting crime 2 years ago
- Blue/black lycra costume, cost: £200
- Fought crime with his 18-year-old girlfriend Rebecca aka 'Knight Maiden'
- Attacked in Clifton, hit in the face, badly hurt



5 **SPEAKING** In pairs, ask and answer the questions. Justify your answers.

- 1 Which superpower(s) would you like to have?
- 2 Are superhero comic books and films relevant to our lives?
- 3 Are real-life superheroes fantastic or ridiculous?
- 4 Is vigilante justice ever necessary?

6 **REFLECT | Society** What should you do/not do if you see a crime or an emergency? Discuss in groups.

Exercise 2

- 2 crime fighters
- 3 villains
- 4 justice system
- 5 vigilantes, violent
- 6 prison
- 7 save

☐ I can identify the speaker's point of view and understand the key points in a radio programme and talk about superheroes.

141

REFERENCES

AUDIO SCRIPT pages 221–222
CULTURE NOTES page 207

EXTRA ACTIVITIES IN CLASS

- After Exercise 4 or 5, in pairs or small groups, students create their own superhero. They agree on the details (name, superpower(s), costume, etc.) and make a simple fact file like the one in Exercise 4.

- After Exercise 6, students work in pairs or groups to share stories about how they or someone they know reacted in an emergency.

FURTHER PRACTICE

- Workbook page 115/Online Practice
- Photocopiable resource 43: Crime Time, pages 275, 318

CRIME AND ETHICS

HOW HONEST ARE YOU?

What would you do if you were in these situations?

- If I saw an old woman stealing some biscuits from a shop, I would ...
 - inform the store detective.
 - look away and not do anything.
 - do something else.
- If an armed thief tried to rob me, I would ...
 - hand over my money and then call the police.
 - shout for help and run away.
 - do something else.
- If I saw a man attacking a woman on a train, I would ...
 - talk to the man to convince him to stop.
 - look away and not do anything.
 - do something else.
- If I found a case with £500,000 in it, I would ...
 - take it to the police.
 - start spending it immediately.
 - do something else.



- 5 Study the Grammar box and **Watch out!** and check your answers to Exercise 4.

The second conditional

We use the second conditional to talk about:

- things that are unlikely or impossible to happen in the future (fantasies, unreal plans):
*If I **won** the lottery, I'd **buy** a helicopter.* (but I almost certainly won't win the lottery)
- unreal situations in the present:
*What **would** you **do** if you **were** me?* (but you're not me)

There are two parts to a sentence in the second conditional:

The condition	The result
If + Past Simple,	would + infinitive
If I saw a burglary, I would call the police.	

Grammar Reference and Practice > page 182

10D GRAMMAR

- Look at the photo at the top of the page and read the questionnaire. Which question does the photo correspond to? **question 4**
- 4.4** Listen to a conversation and say which answers Leo and Donna give to the questions in the questionnaire.

	1	2	3	4
Leo	c			
Donna				

- Do the questionnaire in pairs. Check your results on page 191.

The second conditional

- Look at sentences 1–2 and answer questions a–e below.
 - Donna: If I found a case with £500,000 in it, I would take it to the police.
 - Leo: I'd ask people for food if I was desperate.
 - Is it probable that Donna will find a case with £500,000 in it? **no**
 - Is Leo desperate? **no**
 - Do the underlined clauses describe real or unreal situations? **unreal**
 - Which tense is used after *if* in these sentences? **the Past Simple**
 - Which verb is used before the infinitive in the other part of the sentence? **would**

WATCH OUT!

With the second conditional, we often use *were* instead of *was* after *I, he, she* and *it*, especially in written English or formal situations:

*I would go to the police if I **were** you.*

*If it **weren't** so dangerous, I'd do it.*

- Complete the chain of sentences with the correct tense of the verbs in brackets. Then in pairs, make other chains from the sentence beginnings below.
 - If someone **attacked** (attack) me, I _____ (run) away.
If you _____ (run) away, the attacker _____ (chase) you.
If the attacker _____ (chase) me, I ...
 - If I needed a lot of money very quickly, ...
 - If I heard a suspicious noise in my house late at night, ...
 - If I was poor and hungry, ...
- 4.5** Listen and write the questions. Then in pairs, ask and answer the questions.
- SPEAKING** Write more questions for the questionnaire above. Then in pairs, ask and answer your questions.

Exercise 2

Leo: 2 b 3 c (get the other passengers to help him stop the man) 4 c (take it home and wait and then spend it little by little)

Donna: 1 c (buy the biscuits for the woman) 2 a 3 a (plus call the police) 4 a

Exercise 6

would run, ran, would chase, chased

Exercise 7

- Would you defend a friend if someone attacked him or her?
- Would you tell the police if your best friend stole something?
- Would you leave a restaurant without paying if the food was really bad?
- Would you steal food if you were really hungry?
- Would you be happy to rob someone if he or she was a thief?
- Would you tell your parents if you cheated in an exam?

REFERENCES

AUDIO SCRIPT pages 222–223

EXTRA ACTIVITY IN CLASS

After Exercise 5 or 6, dictate the *if* clause of 2–3 second conditional sentences (e.g. *If someone attacked me, ...*). Students complete each sentence in as many different ways as possible.

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book page 182
- Workbook page 116/Online Practice
- Photocopiable resource 44: What would you do?, pages 275, 319
- Extra digital activities: Grammar Checkpoint 10D

ASSESSMENT

Grammar Quiz 10D

NEXT CLASS

Ask students to think of 2–3 problems/situations they would welcome advice on and make notes.

10E SPEAKING

- 1 In pairs, describe the photo. Who do you think the people are and what is happening?

A *I think the girl has committed a crime.*

B *No, I don't agree. I think ...*

- 2 **▶ 38 ▶ 4.6** Watch or listen to the conversation and decide if statements 1–6 are true or false.

- 1 ☐ The police officer is questioning Katy about a crime.
- 2 ☐ Katy complains about the poor lighting in her school.
- 3 ☐ Katy wants advice on how to avoid being a crime victim.
- 4 ☐ Someone stole Katy's bag recently.
- 5 ☐ The police officer doesn't recommend using public transport.
- 6 ☐ At the end of the interview, the police officer doesn't follow her own advice.

- 3 **▶ 4.7** Study the Speaking box and complete the sentences with 1–3 words in each gap. Listen and check.

- 1 Have you any tips on what I could do to feel safer?
- 2 Listen, it's better not to walk at night on your own.
- 3 Could you give me some advice?
- 4 Have you any ideas on how to stop that happening again?
- 5 I don't think it's a good idea to leave your bag there.
- 6 It's better to keep your bag here.
- 7 And you shouldn't leave your phone on the table.
- 8 I've been robbed twice. What should I do?
- 9 I don't think you should stop taking public transport.
- 10 It's a good idea to keep your bag in front of you.
- 11 And of course, you should be vigilant.

SPEAKING | Asking for and giving advice

Asking for advice

What should I do?

Could you give me some advice?

Have you any ideas on how to (+ infinitive) ...?

Have you any tips on what I could do ...?

Giving advice

If I were you, I'd ...

I (don't) think you should ...

You should/shouldn't ...

(I don't think) it's a good idea to ...

It's better (not) to ...

Why don't you (+ infinitive) ...?



10

- 4 Match each problem 1–4 with two pieces of advice a–h. Then in pairs, use the phrases from the Speaking box to ask for and give advice.

- 1 ☐ ☐ I think my computer has been hacked.
- 2 ☐ ☐ Three houses in my street have been burgled.
- 3 ☐ ☐ Some football hooligans are acting violently.
- 4 ☐ ☐ My friend was attacked in the street just because she looks different.

- a Check your bank account.
- b Don't try to be a hero.
- c Get an alarm put in.
- d Install a new anti-virus.
- e Lock your doors and close the windows at night.
- f Run away as fast as you can.
- g Start a campaign for tolerance on social media.
- h Tell her to go to the police.

A *I think my computer has been hacked. What should I do?*

B *If I were you, I'd ...*

- 5 **▶ 4.8 PRONUNCIATION** Listen and repeat the words below. Be careful not to pronounce the letters in red.

answer bomb friend foreign guilty honestly knife
knowledge listen should walk what wrong

- 6 **▶ 4.9 PRONUNCIATION** Say the sentences. Then listen and check.

- 1 Police officers are calm when they talk.
- 2 There's no doubt that she's unconscious.
- 3 Could you fasten your seat belt, please?
- 4 I don't know what to write on the sign.
- 5 The burglars didn't look in the cupboard.

- 7 In groups, ask for and give advice for these situations.

- 1 I found out that my best friend is a shoplifter. I told her to stop but she won't.
- 2 My little brother is a bully. He doesn't understand it's wrong to be aggressive.
- 3 I'm thinking of joining the police force.

☐ I can ask for and give advice about crime prevention.

143

REFERENCES

VIDEO/AUDIO SCRIPT page 234

EXTRA ACTIVITIES IN CLASS

After Exercise 7, put students in new groups and refer them to the notes they made at home. They take it in turns to ask for and give advice for each situation.

FURTHER PRACTICE

Workbook page 117/Online Practice

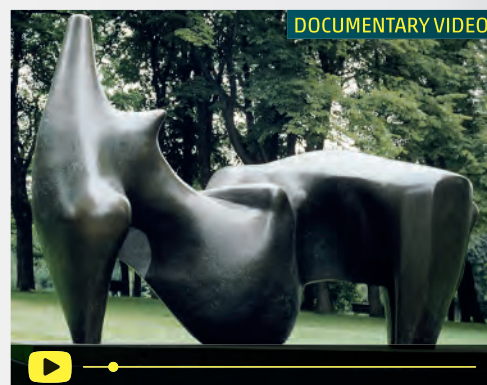
NEXT CLASS

Ask students to write a description of (or make notes about) the photo on Student's Book page 145.

10F READING AND VOCABULARY

- 1 In pairs, look at the photo on page 145. You are going to read a story involving the two people. What do you think it will be about?
- 2 Choose the correct words to complete the sentences.
 - 1 The burglar / police took the valuable diamonds from the jeweller's shop window.
 - 2 A man was arrested / burgled yesterday for starting fires in supermarkets.
 - 3 An original painting by Picasso has been caught / stolen from a gallery in Stockholm.
 - 4 The man had the perfect alibi / suspect – he was on holiday in Spain at the time.
 - 5 There was a prison / robbery yesterday in the bank on the high street.
 - 6 After you enter the building, you have ten seconds to turn off the burglar alarm / thief.
 - 7 The newsagent next to my house has been robbed / stolen three times this year.
 - 8 The detective wants to question / steal a dark-haired woman in her thirties.
- 3 The highlighted words from Exercise 2 are used in the story on page 145. Read the question in Exercise 1 again. Do you want to change your answer now?
- 4 Read the story quickly. In pairs, say what it is about. Did you find the ending surprising?
- 5 Study Active Reading and choose the correct answer to question 1. Use the underlined key words to help you. Then say which words from the story helped you answer the question.
 - 1 We learn that John's home
 - a had a good view over the whole neighbourhood.
 - b was in a very expensive part of town.
 - c had a very large and comfortable balcony.
- 6 Read the story again and choose the correct answers to questions 2–5.
 - 2 John tells Robin that
 - a he enjoys buying modern gadgets.
 - b he doesn't actually have much money.
 - c he has never been in trouble for his crimes.
 - 3 Robin informs John that
 - a her husband stole from her.
 - b she lied to her husband.
 - c her husband is quite rich.
 - 4 Robin told John that she couldn't be part of the robbery because
 - a the police would know that she did it.
 - b she had to be in London at that time.
 - c she was afraid of the police.
 - 5 There was no robbery of the country house because
 - a John couldn't find the right house.
 - b there were people at home in the house.
 - c there was nothing in the house to steal.
- 7 REFLECT | Values In groups of three, ask and answer the questions.
 - 1 Did Robin do a good thing or a bad thing? Say why.
 - 2 Is it ever right to steal?

39 WATCH AND REFLECT Go to page 171. Watch the documentary *The mystery of the missing art* and do the exercises.



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ACTIVE READING | Finding specific information

- Read the text quickly to get the main idea of what it is about.
- Read each question carefully and find the key words in it.
- Look for the key words or similar ideas in the text.
- Read before and after the key words to find the answer to the question.



144

☐ I can find specific details in a short story and talk about crime.

REFERENCES

VIDEO SCRIPT page 234

EXTRA ACTIVITY IN CLASS

Use the descriptions students wrote at home to lead in to the reading text and extend Exercise 1. Ask: *Where do you think they are? Do they know each other well? What could they be talking about? How might the photo on page 144 be related to the story?*

FURTHER PRACTICE

- Workbook pages 118–119/Online Practice
- Photocopiable resource 45: Lost treasure, pages 275, 320

How does it FEEL?

10

4.10

John was sitting in a café by the river when he noticed a beautiful young woman. He smiled at her. She smiled back. Before long they were talking. Her name was Robin. John invited her home to see the view.

- 5 It was a luxury flat in an exclusive neighbourhood. He showed her round. She was impressed. There were so many beautiful, expensive things. 'If I were rich, I'd live in a place like this,' she said, looking out over the river.

She stayed for dinner. After they'd eaten, they sat on the balcony.

- 10 "What do you do?" she asked. "Are you a banker?"

John smiled and shook his head. "No, I've never worked a day in my life," he boasted, "but I've got the most up-to-date phone, the fastest computer, the best TV that has ever been made, some priceless paintings and ..." He paused to sip his drink. "I haven't paid a penny for any of them."

- 15

She stared.

"I've stolen them all."

Her mouth fell open.

"I'm a burglar."

- 20 "Have you ever been caught?" she asked.

"No, I'm a very careful thief," he explained. "I've never been to prison and I've never been arrested."

- 25 Much later, Robin told him that she knew a house he should burgle. 'I was cheated by my ex-husband,' she said. 'He's a lawyer and when we divorced, he took everything and I was left with nothing.' She explained that he owned a lovely house in Devon in the middle of nowhere with no neighbours. 'He's out of the country right now. There's no one in the house. It's full of valuable things. The back door is broken. I'd go in there if I were you.'

- 30 They talked for hours, planning the robbery. She couldn't take part because if she did, she would be the first suspect. The police would question her. She needed an alibi, so she had to stay in London. He agreed to go alone and to split everything fifty-fifty. She gave him the address and directions. It was a three-hour drive. He said he would do it the next day.

35

It was a long drive and the weather was awful but John followed the directions carefully. Finally, he arrived at the house. It was all lit up in his van's headlights. But it couldn't be the right place. This house was a ruin. He double checked the directions and drove around the area to see if there was another house. There wasn't. There was nothing to do but to drive back to London.

40

He arrived just as the sun was coming up. He felt exhausted. He turned the key in the lock and opened the door. When the burglar alarm didn't ring, he knew something was wrong. He stepped inside. 'I don't believe it,' he said to himself. 'I've been robbed.' The flat was empty. Everything had gone: the computer, the TV, the paintings, even the furniture. On the floor was a handwritten note. He picked it up.

45

"How does it feel?" it read. It was signed Robin Hood.



145

NEXT CLASS

Ask students to look online for a story about an 'everyday hero' – an everyday person who helped stop a crime – and make notes.

EVERYDAY HEROES

Sometimes ordinary people can become heroic crime fighters.
Here's a fine example...



A MALYK BONNET

In August 2015, a seventeen-year-old Canadian called Malyk Bonnet was waiting at a bus stop in Montreal when he saw a man shouting at a woman. At first, Malyk just watched them, but then he began to worry the man might become violent, so he went up and said hello. The man asked him for money for the bus to Laval. Malyk gave it to him.

Later, the woman told Malyk the man wouldn't let her go home. She seemed frightened. Malyk wanted to help her, so he decided to take the same bus as them. During the journey

Malyk acted friendly so the man would trust him. When they got to Laval, he invited them to a restaurant. After a while, he called the police.

The man had kidnapped the woman, who was his ex-girlfriend. He was arrested and charged with assault and kidnapping. Malyk told reporters he never felt afraid because the guy was really tiny. The cops were so impressed they collected money to pay Malyk for the bus tickets and food.

Are you an everyday hero? Or have you heard of one? Write in and tell us your stories about heroes who stopped crimes.

B My friend got the better of a burglar

This ¹ happened just after Christmas. My friend Fatima had just got home ² ____ she saw a man in the living room. He ³ ____ all the family's electronics in a large bag. ⁴ ____, Fatima didn't react, but then she took out her phone. However, ⁵ ____ she could call the police, the burglar grabbed her phone and ran away. She had no time to call the police, ⁶ ____ she decided to go after him. ⁷ ____ she was following him, she told people the man had robbed her house but nobody wanted to help her. ⁸ ____, she saw a police officer and told her what had happened. The officer stopped the burglar and asked him to open the bag, ⁹ ____ he refused and tried to run away. Fortunately, he was caught almost immediately. The man ¹⁰ ____ over £3,000 worth of electronics, including Fatima's phone. Later, Fatima ¹¹ ____ by reporters. 'I know it was dangerous,' she ¹² ____, 'but I couldn't let him take our things, especially my phone.'

Ally, Gloucester, England

C I stopped an assault on a blind boy

¹ F. I was sitting on the steps with some friends when we heard shouting. ² C The school bully, Dale Willis, a seventeen-year-old giant who's in twelfth grade like me, was attacking this blind boy from tenth grade. ³ E So I held his arm and told him to stop. ⁴ D Then he went on to bully the blind kid. I was furious. ⁵ B I wanted to punch him on the nose but I didn't want to be like him. ⁶ A I felt bad about pushing Dale, but I had to stop him.

Kyle, Ohio, USA

146

☐ I can write a true or invented story.

EXTRA ACTIVITIES IN CLASS

- Before Exercise 6, put students in groups of three and get them to check each other's understanding of the three stories on Student's Book page 146. Assign one story to each student in each group and get them to write questions about it (e.g. *Where was Malyk when he saw the two people arguing? Why did*

he take the same bus as them? Where did they all go when they got off the bus?). In their groups, students ask and answer their questions.

- Refer students to the notes they made at home and get them to share their stories as part of Exercise 7. Alternatively, they can use their notes for the writing task in Exercise 9.

FURTHER PRACTICE

Workbook page 120/Online Practice

NEXT CLASS

Ask students to study the word list and do the Remember More exercises on Student's Book pages 106–107.

- 1** Look at the photo and read the introduction to the article. What kind of story do you think it tells?
- 2** Read story A and check your answer to Exercise 1. Then answer the questions below.
- 1 What was Malyk's first reaction when he saw the man shouting at the woman?
 - 2 Why did he decide to talk to them?
 - 3 What was Malyk's plan to help the woman?
 - 4 What did the police do?
- 3** Study the Writing box. In pairs, find phrases in Malyk's story which match each piece of advice in the box.

WRITING | A story

- Say when it happened:
This happened last week/just before Christmas.
It was about three months ago.
- Say where it happened:
We were at home.
I was in a shop.
- Give some background. Use the Past Perfect and the Past Continuous:
I'd decided to buy a pair of jeans.
I was waiting to pay when ...
- Say what happened. Use the Past Simple, direct speech and/or reported speech:
A man took my purse and ran away. I ran after him.
He said, 'Back off'./He told me to back off.
- Say how you (or other people) felt:
I was so angry.
She seemed surprised.
He felt like crying.
- Connect your sentences:
At first, ... but then ...
when/while/as soon as/right after that/after
a few days before that/just before/the day before
so/so that/and/but/because/although

- 4** Read story B and complete it with the words and phrases from the box.

At first before but Eventually had stolen
happened said so was interviewed was putting
when While

- 5** Complete gaps 1–6 in story C with sentences A–F below.
- A After that, all the other kids started cheering.
 - B Although Dale's much bigger than me, I pushed him so hard that he fell over.
 - C At first, we didn't bother about it, but then we walked over to see what was happening.
 - D He said 'Get lost, punk!' and hit me.
 - E I'd never had any problems with Dale before, but I was shocked that he was bullying a younger boy who couldn't even see.
 - F It was the last day of school before the holidays.
- 6** **SPEAKING** In pairs, discuss the three stories and answer the questions about Malyk, Fatima and Kyle.
- 1 Who was the most responsible?
 - 2 Who did the right thing?
 - 3 Who took the biggest risk?
 - 4 Would you do the same thing if you were in the same situation?
- 7** **SPEAKING** In groups, discuss cases of everyday heroes you know from your life or from the news.
- Did you see that story on the news about a young guy from ...? He saw a criminal hit a police officer and then run away, so he ...*
- 8** **Write a story with the prompts below.**
- March / Sprague, Washington, USA / two teenage friends / playing in a park / heard someone screaming / a man running with a two-year-old boy in his arms / eight-year-old girl running after him / babysitter had left kids alone in park / teenagers chased man / man dropped boy, kept running / teens checked baby OK, kept chasing / man got away / teens TV interview.
- 9** **WRITING TASK** Write a true or invented story about an everyday hero. Use the Writing box to help you.

Exercise 2

- 1 He just watched them.
- 2 He was worried the man might become violent.
- 3 He wanted to gain the man's trust so he could call the police. He took the same bus as them, acted friendly and then invited them to a restaurant.
- 4 They arrested the man and charged him with assault and kidnapping.

Exercise 4

- 2 when 3 was putting 4 At first
- 5 before 6 so 7 While
- 8 Eventually 9 but 10 had stolen
- 11 was interviewed 12 said



REMEMBER MORE

- 1 Complete the table with words from the word list.

Crimes	People
murder	1 murderer
2 theft	thief
shoplifting	3 shoplifter
4 burglary	burglar

- 2 Match the two parts of the collocations. Then check with the word list.

- 1 commit a 3 a criminal
2 fasten b 4 your head
3 arrest c 2 your seat belt
4 shake d 1 a crime

- 3 Find the things on the word list that thieves can steal.

- 1 _____ (e.g. rings, bracelets, necklaces)
2 _____ (money, notes, coins)
3 _____ (something men usually keep money and credit cards in)
4 _____ (something women usually keep money and credit cards in)

- 4 Complete the sentences that robbers might say during a robbery. Then check with the word list.

- 1 Hand over your money, bags and mobile phones.
2 Keep an eye on the door and make sure no one leaves or comes in.
3 Don't smile at the cameras!
4 Do you think the police will find out it was us?

- 5 Do the task below.

Describe your favourite superhero or group of superheroes. What kind of superpowers do they have? Write down the types of crime that they could stop in your hometown.

10A GRAMMAR AND VOCABULARY

5.64

arrest a criminal /əˈrest ə ˈkrɪmənəl/
break the law /ˌbreɪk ðə ˈlɔː/
case (n) /keɪs/
clue (n) /kluː/
commit/report/solve a crime /kəˈmɪt/riːpɔːt/ˌsɒlv ə ˈkrɪm/
copy (n) /ˈkɒpi/
creation (n) /kriˈeɪʃən/
deduction (n) /dɪˈdʌkʃən/
enemy (n) /ˈenəmi/
episode (n) /ˈepɪsəʊd/
fascinate (v) /ˈfæsɪneɪt/
fascinated (adj) /ˈfæsɪneɪtɪd/
fictional (adj) /ˈfɪkʃənəl/
find a clue /faɪnd ə ˈkluː/
honour (n) /ˈɒnə/
illustration (n) /ˌɪləˈstreɪʃən/
inspiration (n) /ˌɪnspɪˈreɪʃən/
interview a witness/a criminal /ˌɪntəˈvjuː ə ˈwɪtnəs/ə ˈkrɪmɪnəl/
logic (n) /ˈlɒdʒɪk/
make a deduction /ˌmeɪk ə dɪˈdʌkʃən/
narrate (v) /nəˈreɪt/
pipe (n) /paɪp/
private detective (n) /ˌpraɪvət dɪˈtektɪv/
punish (v) /ˈpʌnɪʃ/
radio play (n) /ˈreɪdɪəʊ pleɪ/
season (n) /ˈsiːzən/
series (n) /ˈsɪəriːz/
similarity (n) /ˌsɪməˈlærəti/
solve (v) /sɒlv/
star in sth /ˈstɑːr ɪn ˌsʌmθɪŋ/
witness (n) /ˈwɪtnəs/

10B VOCABULARY 5.65

assault (n) /əˈsɔːlt/
attack (n, v) /əˈtæk/
attacker (n) /əˈtækə/
bank robber (n) /ˈbæŋk ˌrɒbə/
bank robbery (n) /ˈbæŋk ˌrɒbəri/
beat up /bi:t ʌp/
break into /ˌbreɪk ˈɪntə/
burglar (n) /ˈbɜːglə/
burglary (n) /ˈbɜːgləri/
burgle (v) /ˈbɜːgl/
cash (n) /kæʃ/

gang (n) /gæŋ/
get away with /ˌget əˈweɪ wɪð/
give sth back /ˌɡɪv ˌsʌmθɪŋ ˈbæk/
go up /ˌɡəʊ ʌp/
hack (v) /hæk/
hacker (n) /ˈhækə/
hacking (n) /ˈhækɪŋ/
individual (n) /ˌɪndɪˈvɪdʒuəl/
jewellery (n) /ˈdʒuːəlri/
joke (n, v) /dʒəʊk/
kill (v) /kɪl/
killer (n) /ˈkɪlə/
murder (n, v) /ˈmɜːdə/
murderer (n) /ˈmɜːdələ/
pickpocket (n, v) /ˈpɪkˌpɒkt/
pickpocketing (n) /ˈpɪkˌpɒktɪŋ/
pull sb's hair /pʊl ˌsʌmbədɪz ˈheə/
purse (n) /pɜːs/
rob (v) /rɒb/
shoplift (v) /ˈʃɒpˌlɪft/
shoplifter (n) /ˈʃɒpˌlɪftə/
shoplifting (n) /ˈʃɒpˌlɪftɪŋ/
steal (v) /stiːl/
suspect (n) /ˈsʌspekt/
suspect (v) /səˈspekt/
theft (n) /θeft/
thief (n) /θiːf/
victim (n) /ˈvɪktɪm/
wallet (n) /ˈwɒlɪt/

10C LISTENING AND VOCABULARY

5.66

anti-social behaviour (n) /ˌæntɪsəʊʃəl brɪˈheɪvjə/
break up /ˌbreɪk ʌp/
characteristic (n) /ˌkærɪktəˈrɪstɪk/
computer graphics (n) /kəmˈpjʊːtə ˌɡræfɪks/
costume (n) /ˈkɒstjʊm/
crime fighter (n) /ˈkraɪm ˌfɑːtə/
digital (adj) /ˈdɪdʒɪtl/
emergency services (n) /ˌɪmɜːdʒənsɪ ˈsɜːvɪsɪz/
end up /ˌend ʌp/
escape (v) /ɪˈskeɪp/
guilty (adj) /ˈɡɪlti/
hit (v) /hɪt/
innocent (adj) /ˈɪnəsənt/
invisible (adj) /ɪnˈvɪzɪbəl/
lawyer (n) /ˈlɔːjə/

EXTRA ACTIVITIES IN CLASS

- Write the headings *Crimes* and *People* on the board. Next to the headings, in a different column, write anagrams of words from the word list for Lesson 10B. In small groups, students have to put the letters in the correct order to find the words and then write them in the correct categories.

You could do this as a game, awarding points for each correct answer.

- Students write gap-fill sentences with words from the word list. To make the exercise easier, they could supply the first letter of each word. Then, in pairs, they swap sentences, complete them and check their answers with their partner.

- Divide the class into teams. Give each team in turn a word or phrase from the word list. They have to use it correctly in a sentence. Each correct sentence gives each team one point, and the team with the most points at the end are the winners.

judge (n) /dʒʌdʒ/
justice system (n) /dʒʌstəs ,sɪstəm/
patrol (v) /pə'trəʊl/
physically (adv) /'fɪzɪkli/
police officer (n) /pə'li:s ,ɒfəsə/
popularity (n) /pɒpjə'lærəti/
prison (n) /'prɪzən/
responsible (adj) /rɪ'spɒnsəbəl/
review (v) /rɪ'vju:/
save (v) /seɪv/
special effects (n) /speʃəl ə'fekt/
superhero (n) /'su:pə'hɪərəʊ/
superpower (n) /'su:pə'paʊə/
terrorism (n) /'terərɪzəm/
unemployment (n) /ˌʌnɪm'plɔɪmənt/
vigilante (n) /ˌvɪdʒə'lænti/
villain (n) /'vɪlən/
violent (adj) /ˈvaɪələnt/

10D GRAMMAR 5.67

armed (adj) /ɑ:md/
call the police /kɔ:l ðə pə'li:s/
catch (v) /kætʃ/
cruel (adj) /'kru:əl/
desperate (adj) /'despərt/
do the right thing /,du: ðə ,raɪt 'θɪŋ/
ethics (n) /'eθɪks/
hand over /,hænd ə'ʊvə/
honest (adj) /'ɒnɪst/
inform (v) /ɪn'fɔ:m/
look away/look the other way /lʊk ə'weɪ/,lʊk ðɪ ə'ðə 'weɪ/
lottery (n) /'lɒtəri/
obey the law /əʊ,bɪɪ ðə 'lɔ:/
passenger (n) /'pæsɪndʒə/
poor (adj) /pɔ:/
questionnaire (n) /,kwɛstʃə'neə/
shout for help /ʃaʊt fə 'help/
suspicious (adj) /sə'spɪʃəs/

10E SPEAKING 5.68

alarm (n) /ə'lɑ:m/
anti-virus (n) /'ænti'vaɪə-rəs/
bank account (n) /'bæŋk əkaʊnt/
bomb (n) /bɒm/
campaign (n) /kæm'peɪn/
doubt (n) /daʊt/
fasten your seat belt /fɑ:sən jə 'si:tbel/

get a lift /,get ə 'lɪft/
honestly (adv) /'ɒnɪstli/
hooligan (n) /'hu:lɪgən/
keep an eye on /,ki:p ən 'aɪ ɒn/
knowledge (n) /'nɒlɪdʒ/
lock (v) /lɒk/
mugger (n) /'mʌgə/
on your own /ɒn jər əʊn/
prevent (v) /prɪ'vent/
public transport (n) /ˌpʌblɪk 'trænspɔ:t/
question (v) /'kwɛstʃən/
tolerance (n) /'tɒlərəns/
unconscious (adj) /ˌʌn'kɒnʃəs/
vigilant (adj) /ˌvɪdʒələnt/
violently (adv) /ˈvaɪələntli/

10F READING AND VOCABULARY

5.69

alibi (n) /'ælibaɪ/
back door (n) /,bæk 'dɔ:/
balcony (n) /'bælkəni/
banker (n) /'bæŋkə/
before long /bɪ'fɔ: 'lɒŋ/
boast (v) /bəʊst/
burglar alarm (n) /'bɜ:glə ə'lɑ:m/
cheat (v) /tʃi:t/
dark-haired (adj) /,dɑ:k 'heəd/
directions (n) /daɪə'rekʃənz/
divorce (v) /dɪ'vɔ:s/
double check (v) /,dʌbl ə'tʃek/
drive (n) /draɪv/
exclusive (adj) /ɪk'sklʉ:sɪv/
ex-husband (n) /,eks 'hʌzbənd/
fall open /fɔ:l 'əʊpən/
fifty-fifty (adv) /,fɪfti'fɪfti/
handwritten (adj) /,hænd'raɪtɪn/
headlight (n) /'hedlaɪt/
impressed (adj) /ɪm'prest/
in the middle of nowhere /ɪn ðə ,mɪdl əv 'nəʊweə/
jeweller (n) /'dʒu:ələ/
out of the country /,aʊt əv ðə 'kʌntri/
pause (v) /pɔ:z/
priceless (adj) /'praɪsləs/
shake your head /ʃeɪk jə 'hed/
show round /ʃəʊ 'raʊnd/
sip (v) /sɪp/

smile back at /,smaɪl 'bæk ət/
split (v) /splɪt/
step (v) /step/
take part in /,teɪk 'pɑ:t ɪn/
turn the key in the lock /,tɜ:n ðə ki: ɪn ðə 'lɒk/
up-to-date (adj) /ʌp tə 'deɪt /
valuable (adj) /'væljəbəl/
view (n) /vju:/

10G WRITING 5.70

back off /bæk 'ɒf/
blind (adj) /blaɪnd/
bully (n, v) /'buli/
charge sb with sth (v) /'tʃɑ:dʒ ,sʌmbədi wɪð ,sʌmθɪŋ/
cheer (v) /tʃɪə/
cop (n) /kɒp/
electronics (n) /ɪ'lek'trɒnɪks/
everyday (adj) /'evrɪdeɪ/
feel afraid /fi:l ə'freɪd/
feel like doing sth /fi:l laɪk 'du:ɪŋ ,sʌmθɪŋ/
furious (adj) /'fjʊəriəs/
grab (v) /græb/
grade (n) /greɪd/
heroic (adj) /hɪ'rəʊɪk/
kidnap (v) /'kɪdnæp/
kidnapping (n) /'kɪdnæpɪŋ/
ordinary (adj) /'ɔ:dənəri/
punch (v) /pʌntʃ/
punk (n) /pʌŋk/
push (v) /pʊʃ/
reaction (n) /rɪ'ækʃən/
refuse (v) /rɪ'fju:z/
reporter (n) /rɪ'pɔ:tə/
risk (n) /rɪsk/
scream (v) /skri:m/
shocked (adj) /ʃɒkt/
take a risk /teɪk ə 'rɪsk/

FURTHER PRACTICE

Workbook page 121/Online Practice

NEXT CLASS

Ask students to revise Unit 10.

VOCABULARY AND GRAMMAR

Exercise 1

- 2 officer 3 superhero
4 detective 5 judge
6 victim 7 burglar
8 shoplifter 9 thief
10 lawyer

Exercise 4

- 2 was it formed
3 was called
4 has been known
5 are investigated
6 are employed
7 have been made
8 has been read

Exercise 5

- 2 If he hadn't stolen the money, he wouldn't be in prison.
3 If the world was perfect, we wouldn't need the police.
4 I'd be terrified if that happened to me.
5 Would you call the police if you lost your cat?
6 How would your parents react if you told them you wanted to be a police officer?

Exercise 6

- 2 knew who stole your phone, I'd tell you
3 was a superhero, he'd fight crime
4 didn't wear a mask and a silly costume, people wouldn't laugh at you
5 has been broken into
6 are called for no good reason

1 Complete the definitions of these people.

- A **villain** is a bad person who breaks the law.
- A police o_____ is someone who catches criminals and usually wears a uniform.
- A s_____ is a fictional character with special powers.
- A private d_____ is someone who is paid to solve crimes.
- A j_____ is someone who decides how criminals are punished.
- A v_____ is someone who is harmed by a crime or an accident.
- A b_____ is someone who breaks into a building to steal things.
- A s_____ is someone who takes things from shops without paying.
- An armed t_____ is someone who uses a knife or gun to rob people.
- A l_____ is someone who tries to prove if someone is innocent or guilty.

2 Complete the sentences with the correct forms of the verbs from the box.

beat break (x2) **charge** hand make report take

- The police **charged** him with violent assault and burglary.
- Is it always wrong to **break** the law?
- 'Hello, 911? I'd like to **report** an emergency.'
- They **broke** into your house through a window.
- '**Hand** over the money!' shouted the bank robber.
- In the end, Sherlock Holmes **made** another brilliant deduction.
- 'What happened?' 'Someone **beat** me up and stole my phone.'
- Superheroes and vigilantes both **take** the law into their own hands.

3 Choose the correct words to complete the sentences.

- That bank has been *attacked* / **robbed** / *stolen* twice this year.
- Oh no! They've *burgled* / *robbed* / **stolen** all my valuable things.
- The police found an important *case* / **clue** / *crime* in his house.
- He was found **guilty** / *innocent* / *suspicious* and sent to prison.
- Do the police know who *arrested* / **committed** / *suspected* the crime?
- The burglar **alarm** / *alibi* / *assault* didn't ring, so we weren't able to prevent the burglary.
- The police *caught* / **chased** / *punched* the criminals through the streets.
- I was *aggressive* / **furious** / *heroic* when my computer was hacked.

4 Complete the text with the correct passive forms of the verbs in brackets.

The FBI (Federal Bureau of Investigation)

The FBI is the most important law enforcement agency in the US.

Where ¹ **is the FBI located?** (the FBI/locate)
In Washington, D.C.

When ² _____? (it/form)

In 1908. Originally it ³ _____ (call) the Bureau of Investigation, but it ⁴ _____ (know) as the FBI since 1935.

Some interesting facts

- Crimes that ⁵ _____ (investigate) by the FBI include kidnapping, drug trafficking and terrorism.
- Over 35,000 people ⁶ _____ (employ) by the FBI.
- Since 1935 many films ⁷ _____ (make) about FBI investigations.
- One FBI file about a possible UFO sighting ⁸ _____ (read) over a million times.

5 Use the prompts below to write sentences in the second conditional.

- I / not do that / if / I / you
I wouldn't do that if I were you.
- If / he / not steal the money / he / not be / in prison
- If / the world / perfect / we / not need / the police
- I / be terrified / if / that / happen to me
- you / call / the police / if / you / lose / your cat?
- How / your parents / react / if / you / tell them / you / want / be a police officer?

6 Rewrite the sentences beginning with the words given.

- A dog attacked a child in the park yesterday.
A child **was attacked by a dog in the park yesterday.**
- I don't know who stole your phone so I can't tell you.
If I _____
- My little brother is not a superhero so he doesn't fight crime.
If my little brother _____
- People laugh at you because you wear a mask and a silly costume.
If you _____
- Someone has broken into my home.
My home _____
- Sometimes people call the police for no good reason.
Sometimes the police _____

REFERENCES

AUDIO SCRIPT page 223

FURTHER PRACTICE

- Use of English, Student's Book page 188
- Class debates pages 256–257
- Self-assessment 10 and Self-check 10, Workbook pages 122–123/ Online Practice
- Extra digital activities: Use of English, Reading, Listening

ASSESSMENT

- Unit 10 Language Test (Vocabulary, Grammar, Use of English)
- Unit 10 Skills Test (Dictation, Listening, Reading, Communication)
- Unit 10 Writing Test
- Units 9–10 Cumulative Review Test
- Units 9–10 Exam Speaking

USE OF ENGLISH

7 Choose the correct words a–d to complete the text.

STRATEGY | Multiple choice cloze

Remember that the word you choose must fit grammatically into the sentence and must also have the correct meaning.

Yesterday police ¹ ___ called to an address in Newton High Street. Local resident, Kyle Tate ² ___ the police officer he could hear a woman. She was ³ ___ 'Help!' again and again. 'Maybe she's been ⁴ ___,' said Mr Tate. 'I wouldn't call the police if I ⁵ ___ think it was serious,' he added. The officer decided to ⁶ ___. He searched the building and ⁷ ___ a few minutes he found the woman and ⁸ ___ the crime. The woman was shouting 'Help!' because she was looking ⁹ ___ her pet. It was a cat ¹⁰ ___ name is 'Help'.

- | | | | |
|------------------|----------------------|------------|-------------------|
| 1 a are | b have | c they | d were |
| 2 a asked | b had | c said | d told |
| 3 a call | b called | c caller | d calling |
| 4 a hacked | b kidnapped | c murdered | d stolen |
| 5 a don't | b didn't | c wasn't | d wouldn't |
| 6 a arrest | b investigate | c protect | d punish |
| 7 a after | b before | c during | d for |
| 8 a found | b made | c reported | d solved |
| 9 a at | b for | c in | d out |
| 10 a that | b which | c who | d whose |

Use of English > page 188

LISTENING

- 8  **4.11** You are going to hear six short recordings. Read questions 1–6 and the possible answers. Then listen and choose the correct answer for each recording.

STRATEGY | Multiple choice task

Be suspicious of the answers which sound or look very similar to the information in the recording. They are often wrong. Something related to each option will be in the recording, but only one option will answer the question correctly.

- You will hear people who have just come back from a party. What does the woman NOT advise the man to do?
 - a buy a new pair of boots
 - b buy a new costume**
 - c lose some weight
- You will hear a woman who works in a nursery school. How did she feel after the police investigated?
 - a worried
 - b embarrassed
 - c amused**

- You will hear two people talking about illegal downloading. They agree that
 - a everybody does it.
 - b it's wrong to do it.**
 - c it's hard to stop it.
- You will hear two friends talking about someone who was sent to prison. The girl thinks
 - a the person was innocent of the crime.
 - b the punishment was too strict.
 - c the punishment wasn't strict enough.**
- You will hear someone reporting a crime. Which crime has been committed?
 - a murder**
 - b vandalism
 - c burglary
- You will hear two friends talking about a TV crime series called *Crimewave*. They agree that it's
 - a very good.**
 - b extremely realistic.
 - c a bit boring.

SPEAKING

- 9 In pairs, discuss the question. Use the arguments below to help you.

Should we punish criminals or help them? What do you think?

Student A

For helping criminals:

- Criminals do not become better people in prison.
- They can become useful members of society.
- People who commit crimes are often poor and homeless.

Student B

Against helping criminals:

- Criminals know that crime is wrong but they choose to commit it.
- They will commit more crimes if we don't punish them.
- Criminals must pay for breaking the law.

WRITING

- 10 Write a story beginning with this sentence.

She turned to me and said, 'If I were you, I'd call the police.'





Exercise 5

- 2 school
- 3 resources
- 4 copyright
- 5 licence
- 6 sources

1 In pairs, discuss the questions.

- 1 When was the last time you used photos, videos or text fragments from the Internet? How did you use them?
- 2 Do you think the people who created these resources would allow you to use them? Say why.
- 3 How would you feel if someone used your work and didn't tell you about it?

2 In pairs, read the definition below. Why do you think people break the copyright law?

Copyright is a law which says that a creator owns the work he or she creates, for example a photo, a piece of music or a written text. This means that other people have to ask for permission to copy, share or perform any part of that work.

3 4.12 Listen to three artists talking about copyright. Match artists 1–3 with statements A–D. There is one extra statement.

This speaker

- A ☒ expects to receive money for all of his/her creative work.
- B ☐ lets everybody use his/her work for free.
- C ☐ stresses the importance of saying who created a piece of work.
- D ☐ explains how he/she uses other people's work.

4 In pairs, discuss the situations below. Which things are OK and not OK to do?

- 1 You share some interesting photos you found online on your social media account.
- 2 In your school essay, you quote some fragments from an interesting article you found online. You do not say where the fragments come from.
- 3 You are working on a presentation for a History class. In the presentation, you use clips from famous historical films.
- 4 You write a post for a book club forum. In the post you copy large fragments from a famous nineteenth-century horror novel *Dracula*.
- 5 Together with your classmates, you made a funny video as part of a school project. In the film you play the latest pop hits. You think the video is great and would like to upload it to YouTube to earn some money from ads if possible.

5 Read the text on page 153 and complete the advice below with the words from the box.

copyright licence resources school
small portion sources

LIFE SKILLS | How to use online resources

When you use media for a school project or homework, think about the following:

• Is this Fair Use?

Under fair use, you don't need permission to use a small portion of copyright materials for work.

• Do you want to share your work outside of school?

Instead of copying, create your own work.

If that's not possible,

Search for public domain

Public domain works are no longer protected by copyright, so you can use them in any way you want.

Search for Creative Commons

A Creative Commons licence explains how you can use someone's work.

• Always cite your sources – give credit to the authors.

6 In pairs, read the situations in Exercise 4 again. Do you want to change any of your answers now?

REFERENCES

AUDIO SCRIPT page 223
CULTURE NOTES page 207

EXTRA ACTIVITIES IN CLASS

If your students have Internet access, do some more examples of citing sources before they do the project in Exercise 9. Ask them to look for quotes and/or photos on a given subject (e.g. quotes by/photos of English artists) and get them to cite their source for each one.

Imagine you've just got a new school assignment: you have to prepare a project or a presentation. You will probably want to use some photos, music files, artwork, videos, or fragments of literary works from the Internet.

- 5 But what about copyright laws? Do you have to ask the people who created these works for permission? As it turns out, you can legally draw from online resources as long as you follow some rules.

FAIR USE

Sometimes it's acceptable to copy a small amount of someone's

- 10 work without asking the copyright owner for permission, but it can only be used in certain ways. An example of fair use is when students and teachers use copyrighted materials in the classroom for educational purposes. For example, you can use images from the web for a Geography presentation, include
- 15 a quote from a novel in your essay or copy the lyrics of an English song for a language class. However, you cannot play songs or movies at school if it's just for entertainment. Also, remember that it is never fair to use someone's creative work without permission in order to make money.
- 20 But what if you want to upload your academic work online for the whole world to see? In most cases, you cannot distribute copyright materials outside of school. So first of all, think about creating your own media for the project: maybe you can take some photos or make a video clip. In fact, this may be a great
- 25 opportunity to show your talent and skills. If that isn't possible, use public domain or open licensed materials.

PUBLIC DOMAIN

If something is public domain, it belongs to all people in general, so you can use it without breaking any laws. As a rule, any work becomes public domain after copyright has ended

30 (in many countries, it's seventy years after the creator's death). The works of Shakespeare and Mozart fit into this category, for instance. Also, official documents, facts, ideas, film and book titles are in the public domain. You can easily find such materials online, for example on Wikimedia Commons

35 or various government websites, such as NASA or the Metropolitan Museum of Art.

CREATIVE COMMONS

Some authors and artists make their work 'open' – they want others to reuse their work without having to ask for permission. They use a licence which is a set of rules

40 explaining how you may use the work created by someone else. For example, it explains if it's OK to adapt the work, share it with others or if you have to mention the author. One example of a popular free copyright licence is offered by an organisation called Creative Commons. You can use

45 the search tool on their website to look for pictures, music and videos that you can legally use.

Finally, when you work on any school assignment, remember to make a list of all the books, websites, images or articles that you used. Include a bibliography in your

50 work and give credit to the authors: say who took the pictures or where your quotes come from. In this way, you show respect to the people who created them.

- 7 **DEBATE** In groups, discuss the questions. Use the arguments below to help you.

What are the pros and cons of copyright? Should we have the right to use other people's work available online for free?

For copyright:

- Thanks to copyright, artists can make money from the work they create.
- Copyright encourages people to be creative and innovative.

Against copyright:

- It's important that everyone has free access to works of culture.
- Copyright laws are not up-to-date: they do not really work in a digital world.

- 8 **Read the guidelines and look at the quote and the image. Then tick the guidelines which have been used for the sources below.**

Citing your sources

When listing your digital sources, include the following information:

- ☒ the author
- ☒ the title of the work
- ☒ the type of medium (e.g. online image, video, podcast)
- ☒ the date when it was created or posted
- ☒ the organisation which published the information
- ☒ the URL address
- ☒ the date when you accessed the information

Polonius What do you read, my lord?

Hamlet Words, words, words.

(William Shakespeare, *Hamlet*)

Sources:

- *Hamlet*, Wikiquote (last modified 5 Jan. 2018), <https://en.wikiquote.org/wiki/Hamlet>, accessed 4 April 2018
- Claudio Divizia, 'Statue of Shakespeare in Leicester Square', [online image], Shutterstock, <https://www.shutterstock.com/image-photo/statue-william-shakespeare-year-1874-leicester-54705139>, accessed 4 April 2018



- 9 **Do the task below.**

LIFE SKILLS | Project

Prepare one of the following: a short presentation, a poster, an essay, a blog entry, a meme, a song remix or a video clip. Choose a topic you find interesting. In your project:

- use your own media (a picture, piece of music, short text)
- use some media from public domain or licensed under Creative Commons
- include a bibliography and cite all your sources

CULTURE SPOT 1

Universities in Britain

- 1** Oxford University is a historic university, the oldest in the English-speaking world. Students live in colleges – each college has its own dining room, library and student societies.



- 2** Manchester University, a typical 'city university', not far from Manchester city centre.



4.13

In 1960, there were about twenty-five universities in Britain and only about five percent of eighteen-year-olds went to university. Today the situation is very different – there are more than a hundred universities and more than thirty percent of eighteen-year-olds get a place at university.

Young people usually start choosing their university and the subject they want to study at the start of the last year of secondary school. Most universities organise 'open days' for pupils, where they can speak to students and staff and decide if the university is the right place for them. Many foreign students also decide to study in Britain – about twenty percent of students in the UK are from abroad. Some universities ask candidates to come for an interview or an exam. A-level exam results are important too because you can lose your place at university if your results are bad.

Students can choose from hundreds of university courses. In 2014, the most popular courses were Medicine, Law, Psychology, Art/Design and Computer Science. There are also many different types of university. Perhaps the most famous are the 'historic' ones, which began in the Middle Ages, such as Oxford, Cambridge and Edinburgh. 'City universities' are usually in the centre of large towns and cities – examples are Birmingham, Bristol, Manchester and the colleges of the University of London. There are also newer 'campus universities,' such as Sussex, Kent and Warwick, where all the buildings are together, usually in the countryside. Some universities are small and friendly; others have tens of thousands of students. And of course, some universities

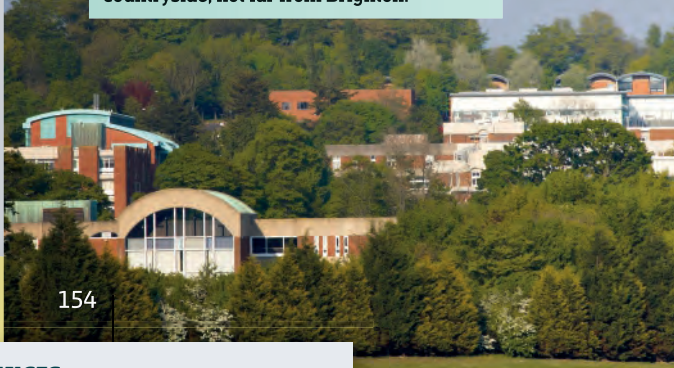
have a better reputation than others. Choosing the university that is right for you is very important. For this reason, most students in Britain choose to study far from their hometown (only twenty-two percent of students live with their parents).

Students in the first year of university typically live in university accommodation called 'halls of residence'. Students have to share a kitchen and bathroom with three to five other students, but every student has a 'study bedroom' where he/she can study or sleep. In the second and third years, it's popular to rent a flat or house with friends. For some people, this is one of the best things about being a student!

Studying at university is often very different to learning at school. Lectures are the most common type of teaching – sometimes there are more than a hundred students in the room at one time. But students also spend a lot of time doing 'private study' – reading and making notes in the library or at home. Most students go to university for three or four years to get a Bachelor's degree. About ten percent of students drop out (they leave university without finishing their course).

Studying in Britain is very expensive these days. Students have to pay the university for their teaching each year (usually more than £9,000 a year). You also have to add to this the cost of living (about £12,000 a year). It's not surprising that many students work part-time or during the holidays, and most graduates (students with a degree) have large debts.

- 3** Sussex University, an example of a modern 'campus university'. The university is in the countryside, not far from Brighton.



- 4** A typical study bedroom in a hall of residence.



REFERENCES

AUDIO SCRIPT page 223

1 In pairs, look at the Fact Box and answer the questions.

- How old are children in England when they start primary school? How old are they when they start secondary school?
- What are A-levels?
- In which ways is the school system the same/different in your country?

FACT BOX *Schooling in England and Wales**

- In Britain, education is now compulsory for all children and young people between the ages of five and eighteen.
- Children go to primary school for six years. Then they start secondary school.
- Most children stay at the same secondary school for seven years, but some young people prefer to study at a college for their last two years.
- In Year 13, pupils who want to go to university take exams called A-levels, usually in three or four subjects.

* Scotland and Northern Ireland have different school systems.

2 Read the text quickly and decide what these numbers refer to.

- 25
It's the number of universities in 1960.
- 30%
- 20%
- 22%
- 10%

3 Read the text again and decide if statements 1–6 are true or false.

- ☐ Most eighteen-year-olds in Britain go to university.
- ☐ Young people usually choose their university before they finish school.
- ☐ The most famous universities are also some of the oldest.
- ☐ Not many people go to university in their hometown.
- ☐ Students often have to share a bedroom.
- ☐ It typically costs more than £20,000 a year altogether to live as a student.

4 In pairs, look at the highlighted words and phrases from the text and explain their meaning.

open day – a day when secondary school pupils can speak to the students and staff of a university

GLOSSARY

compulsory – required by law or a rule
debt – a sum of money that someone owes
staff – the people who work for an organisation

5 In pairs, answer the questions.

- Are you planning to study at university? What subject would you like to study?
- What do you think the advantages and disadvantages of studying at a city university are, compared to a campus university in the countryside? Use photos 2 and 3 to help you.

6 **4.14 Listen to Sam and Sion talking about their lives at university and complete the table. Did they mention any of your ideas from question 2 in Exercise 5?**

	Sam	Sion
Name of university	York	Newcastle
Type of university	campus	¹ city
Course	² _____	Computer Science
Advantages	• quiet, peaceful • feel safe • ³_____ • ⁴_____	• exciting • good for shopping/eating out • lots going on, e.g. – ⁵_____ – ⁶_____
Disadvantages	• ⁷ _____	• ⁸_____ • living far away from the university

7 REFLECT | Culture In groups, answer the questions.

- Do many people in your country continue in education after secondary school?
- What's the oldest/most famous university in your country? Which universities do you think have the best reputation?
- Which courses are fashionable/popular in your country at the moment?
- Are studies expensive in your country? Do many students live with their parents?
- Do you think students in your country have a different lifestyle to students in Britain?



Exercise 1

- primary school – five years old; secondary school – eleven years old
- A-levels are exams for pupils who want to go to university.

Exercise 2

- It's the number of eighteen-year-olds who get a place at university.
- It's the number of students in the UK who are from abroad.
- It's the number of students in Britain who live with their parents.
- It's the number of students who drop out (leave university without finishing their course).

Exercise 4

- halls of residence – typical university accommodation
- lectures – lessons at university to which many students come at one time
- Bachelor's degree – the degree you get after three or four years at university
- drop out – leave university without graduating
- graduates – students who received a degree

Exercise 6

- Medicine
- everything is quite close
- warm, friendly atmosphere
- art cinema
- great music scene
- public transport
- lively student life (difficult to concentrate on your studies)

CULTURE SPOT 2 *Very British things to say*



Fabio Gabbani comes from Italy and is studying Economics at Brunel University London. Here's his guide to some of the strange words and phrases a visitor to Britain will definitely hear a lot.



4.15

A 'Sorry'

In most countries, people say sorry when they've done something wrong and it's their fault. British people seem to use the word 'sorry' all the time! If you drop something, a British person will say, 'Sorry, I think you dropped something.' If you phone the wrong number, the other person will say, 'Sorry, I think you've got the wrong number.' When I first came here, I often asked myself, 'Why are they saying sorry to me? It's not their fault!' I realise now that the British don't like conflict with people they don't know, so they think it helps to say 'sorry' a lot. In fact, 'sorry' is a typically British way to start talking to a stranger (like 'Excuse me').



B 'A bit'

Like 'sorry,' 'a bit' is another thing British people say a lot. 'It's a bit cold!' 'The film was a bit long.' 'The party was a bit boring.' A dictionary tells you that 'a bit' means 'a little,' but British people often use this expression to politely criticise. So, if someone says your conversation is 'a bit loud,' it probably means it's too loud and you should be quieter.

C 'All right?'

When I started university, I was surprised at how often people in my group asked me 'All right?' when they saw me. I felt very lucky to have such caring friends who were always asking if I was OK! I often used to answer by telling them what was happening in my life, good and bad. But I quickly learned that 'All right?' is just another way of saying 'Hi' or 'Hello.' The 'correct' way to answer isn't to talk about your problems – you should simply shout back 'All right, mate!' ('mate' or 'bruv' mean 'friend', by the way.) You also often hear 'Hiya' or even 'Yo!' instead of 'Hi.'



D 'Cheers!'

Sometimes when you watch films in English, you hear actors say 'Cheers' ('Your good health'), usually before they have a drink. But 'Cheers' is another word that young British people say very often – it's a popular way to say 'Thanks.' People also sometimes say 'Ta!' or 'Nice one!' to mean 'Thank you' in informal situations. No wonder people say the Brits are hard to understand!



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E 'What happened to the summer?'

'It's too hot!' 'Will this rain end ever end?' 'What happened to the summer?' 'Nice weather for ducks!' These are some of the fascinating conversations I have when I meet my neighbours on the street. When I first came here, I was surprised that everyone wants to talk about the weather. But now I know why. Firstly, the weather really does change a lot from day to day. Secondly, British people talk about the weather because it's a good way to be friendly without asking personal questions. By the way, the 'correct' way to answer when someone comments on the weather – and you agree – is to say 'I know!' in a happy voice.



F 'Very interesting'

In most countries in the world, it's a good thing to say clearly and honestly what you think. In Britain, this can be shocking or even a sign of bad character. Most British people don't like to say 'No' or that something is 'bad.' They prefer to use 'diplomatic' language because they think it will be less upsetting for the other person. So, if a British friend says your photographs are 'quite good' or the new song you've written is 'interesting,' they're probably telling you politely that they don't think it's very good!

GLOSSARY

fault – a mistake for which you are to blame
no wonder – used to say that you are not surprised by something
upset – unhappy because something unpleasant has happened
stranger – someone that you don't know

1 In pairs, answer the questions.

- 1 Look at the dictionary definition. Do you often use colloquial language?

col·lo·qui·al /kə'ləʃkwɪəl/ *adj* used in everyday, informal conversation: *colloquial language/phrases*

- 2 What are the best ways of learning colloquial English? Which ones do you use? Use the prompts below or your own ideas.

British TV programmes British films British vloggers
contact with British people
visiting an English-speaking country

2 Do you know what these colloquial words and phrases mean? Read the article quickly and check your ideas.

ta Yo! a bit (loud) mate

3 Read the article again and decide if statements 1–7 are true or false.

- 1 ☐ British people only say 'sorry' when they've done something wrong.
- 2 ☐ People often say 'sorry' to begin a conversation.
- 3 ☐ British people sometimes use 'a bit' to make a polite complaint.
- 4 ☐ When someone says 'All right?', he or she is asking about your problems.
- 5 ☐ Young people only say 'cheers' in the pub.
- 6 ☐ It is friendly to talk about the weather.
- 7 ☐ It can be upsetting to say 'no' to a British person.

4 In pairs, decide which words best describe the British from Fabio's description. Say why.

diplomatic formal friendly informal polite rude unfriendly

5 4.16 In pairs, replace the underlined words with another word or phrase to make them more 'British.' Listen and check.

- 1 Excuse me, I think you're sitting in my seat. Sorry,
- 2 I'm too cold. a bit
- 3 Hello, Dan! All right
- 4 Your poem is disappointing. interesting/quite good

6 REFLECT | Culture In groups, answer the questions.

- 1 How many ways can you say 'Hi' or 'thank you' in your language? Is there a difference between what younger and older people say?
- 2 Do people in your country often talk about the weather to their neighbours? What are popular topics of conversation when people make 'small talk'?
- 3 British people try to use 'diplomatic' language when they complain or criticise. Is this a good thing in your opinion? Is it similar in your country?
- 4 What colloquial words/phrases would be useful to a visitor to your country?

Exercise 2

ta – thank you
Yo! – Hi!
a bit – very
mate – friend

Exercise 2

- 1 because of the spelling of the words, the abbreviations and the grammar
- 2 discovering our abilities
- 3 school (bullies, P.E., school dinners)

- 1 Look at the photos and read the first paragraph of the text on page 159. What do you think the extract is about?
- 2  4.17 Listen to two students talking about the extract and answer the questions.
 - 1 Why did the boy have difficulty understanding the text?
 - 2 What did the girl think the extract was about?
 - 3 What did the boy think the extract was about?
- 3 Read the rest of the text and decide if statements 1–6 are true or false.
 - 1 ☐ Forrest didn't like the food in the cafeteria.
 - 2 ☐ The bullying began when Forrest said something to the bully.
 - 3 ☐ Forrest ran away when the bully poured milk on him.
 - 4 ☐ Forrest cried when he was hit even though the punch wasn't very painful.
 - 5 ☐ The bullies started chasing Forrest because Coach Fellers was watching them.
 - 6 ☐ People's attitudes to Forrest changed when they found out that he was good at football.
- 4 Replace the underlined words and phrases in the sentences below with more informal highlighted words and phrases from the text.
 - 1 I suppose my biggest talent is painting and drawing. *guess*
 - 2 When people offer me a choice of what to do or eat, I often have problems choosing. *making up my mind*
 - 3 When I looked down from the top of the mountain, I was really frightened, but the instructor told me not to worry. *scared to death*
 - 4 When I saw my friend, she was with a group of people I didn't recognise. *bunch*
 - 5 We were looking at the food but no-one took any until our teacher said, 'You may start.' *Go ahead*
- 5 Find colloquial expressions 1–4 in the extract and match them with their meanings a–d below.
 - 1 ☐ Hot damn!
 - 2 ☐ He starts makin' wisecracks 'bout me.
 - 3 ☐ I ain't no Dumbo.
 - 4 ☐ He's gonna get me.
 - a I'm not stupid.
 - b He's going to catch and hurt me.
 - c Wow!
 - d He says unpleasant, personal comments to me.
- 6 How would the text look if it was written in 'correct' English? Try to correct it. Use Exercise 2 and Watch out! to help you.

The others was runnin' after me too.
The others were running after me too.

WATCH OUT!

The informal words and phrases from Exercise 5 are sometimes used in spoken and informal written English.

- 'Ain't' is a short form of 'is not/are not,' and 'gonna' of 'going to.' Even though they're in fact ungrammatical, they're common in some dialects and song lyrics.
- In spoken conversations, English speakers sometimes tend to omit or change some sounds e.g. change the *-ng* ending with an *-n*. When we want to show these changes in written English, we use an apostrophe to mark that some letters are missing.

- 7 **SPEAKING** Think of novels in your language that you have studied. In pairs, discuss these questions.
 - 1 Do you ever find the grammar or vocabulary in novels difficult to understand? Why? Give examples.
 - 2 Which novels that you have studied at school have you enjoyed? Why did you enjoy them?
 - 3 Which books do you think students in your country should study? Say why.
 - 4 Who is your favourite character from a novel that you have studied? What did you like about the person?
- 8 **REFLECT | Society** In pairs, discuss the questions.
 - 1 Why do you think some students bully others?
 - 2 How can schools reduce the amount of bullying?
- 9 **WRITING TASK** Imagine you have recently come to the same school as Forrest Gump. Write a letter to an English-speaking friend about your experiences at the school and about Forrest.
 - Give your opinions about the school, students, etc.
 - Mention Forrest and why he is an interesting character.
 - Give a short summary of what has recently happened to Forrest.



FROM PAGE TO LIFE

Forrest Gump was made into a film in 1994 and won six Oscars, including best actor (Tom Hanks), best picture and best director. Several catchphrases from the movie have become widely used, most notably: 'Life is like a box of chocolates. You never know what you're gonna get.' A chain of seafood restaurants have used the name of a fictional company in the film, the Bubba Gump Shrimp Factory. Singer Frank Ocean released a song called 'Forrest Gump' and there have been many parodies of the movie in series such as *The Simpsons* and *Family Guy*.

GLOSSARY

- chase** – quickly follow someone in order to catch them
displeased – annoyed and not satisfied
peculiar – strange, unfamiliar
quarterback – the player in American football who receives the ball and throws or gives it to other players to run with it

Forrest Gump

FACT BOX Winston Groom

Winston Groom is an American writer who has written both novels and non-fiction books. *Forrest Gump*, which he wrote in 1986, is his most famous novel. In 1995, he also wrote a sequel called *Gump and Co.* The language in the book is written as if the character of Forrest Gump was talking and shows his southern accent and educational difficulties. Forrest Gump is what is known as an 'idiot savant' – someone with developmental disabilities who shows an exceptional ability in other areas, such as music, arts, sport or memory.

4.18

About the only class I liked was lunch, but I **guess** you couldn't call that a class. At this school, there was a cafeteria with nine or ten different things to eat an' I'd have trouble **makin' up my mind** what I wanted.

5 I think somebody said somethin', 'cause after a week or so Coach Fellers come up to me an' told me to just **go ahead** an' eat all I wanted 'cause it been 'taken care of.' Hot damn!

The football was not goin' exactly how Coach Fellers wanted. He seemed displeased a lot an' was always shoutin' at people. He shouted at me too. Then one day a event happen that changed everything. In the cafeteria, I started to notice this other guy was there
15 a lot too, an' he starts makin' wisecracks 'bout me. Sayin' things like 'How's Dumbo?'. And this continued for a week or two, an' I was sayin' nothin', but finally I says – I can't believe I said it even now – but I says,
20 'I ain't no Dumbo,' an' the guy jus' looked at me an' starts laughin'. An' he takes a carton of milk an' pours it in my lap an' I jump up an' run out 'cause I was scared.

A day or so later, that guy come up to me in the hall an' says he's gonna 'get' me. Later that afternoon, when I was leaving to go to the gym, there he is, with
25 a **bunch** of his friends. I tried to go the other way, but he starts pushin' me. An' then he hit me in the stomach. It didn't hurt so much, but I was startin' to cry and I turned an' begun to run, an' heard him behind me an' the others was runnin' after me too.

I jus' run as fast as I could toward the gym, across the practice football field an' suddenly I seen Coach Fellers watchin' me. The guys who was chasin' me stop and go away, an' Coach Fellers, looks at me with a peculiar look on his face. That afternoon at the football practice, he puts everybody in two teams an' tells the
35 quarterback to give me the ball. When I get the ball, I'm s'posed to run, and run, all the way to the goal line.

When they all start chasin' me, I run fast as I can. We'd run a lot of races before, to see how fast we could run, but I get a lot faster when I'm bein' chased. I guess
40 anybody would. Anyway, I become a lot more popular after that, an' the other guys on the team started bein' nicer to me. We had our first game an' I was **scared to death**, but they give me the ball an' I run with the ball over the goal line two or three times an' people was even kinder to me after that. That high school certainly
45 begun to change things in my life. It even got to where I liked to run with the football.



159

Exercise 2

- 2 watching
- 3 telescreen
- 4 emails
- 5 smartphone
- 6 control

1 Do you know the book 1984? If so, say what it is about. If not, use the photo, the picture and the three highlighted sentences below the title on page 161 to decide what it might be about. Justify your answer.

2  4.19 Listen to a man talking about the book and complete the notes with one word in each gap.

- 1 1984 is set in the city of London.
- 2 Early on in the book, you can read the slogan, 'Big Brother is _____ you.'
- 3 Everybody's home has a _____ in it which cannot be turned off.
- 4 James says that governments can now see our Internet histories and read our _____.
- 5 James thinks that it will be necessary to have a _____ on you at all times in the near future.
- 6 An 'Orwellian' law is one that is used to observe or _____ people.

3 Read the extract and choose the correct answers.

- 1 In the first paragraph, we find out that
 - a Winston's handwriting wasn't very clear.
 - ☒ b Winston wrote the words without thinking about them consciously.
 - c Winston had only stopped writing when there was no more room on the page.
- 2 If Winston tore out the pages and destroyed them,
 - a he would no longer be in danger.
 - ☒ b he would still expect to be arrested.
 - c the police would still know what he had written.
- 3 When someone committed a thought crime,
 - a the police always caught them immediately.
 - b they had to hide for the rest of their lives.
 - ☒ c they knew that the police would arrest them at some point.
- 4 When people were arrested for a thoughtcrime,
 - ☒ a no evidence of the person's life was kept.
 - b they were questioned at night under bright lights.
 - c some of them disappeared before the trial could start.
- 5 When Winston heard the knock at the door,
 - ☒ a his first reaction was to pretend to be out.
 - b his face clearly showed his fear.
 - c he quickly closed his diary and hid it.

4 Look at the six highlighted words and phrases from the text that relate to fear. In pairs, explain their meaning using a dictionary. Then add them to the table below.

Nouns	Verbs	Phrases
¹ <u>hysteria</u>	³ <u>panic</u>	⁵ <u>heart beating like a drum</u>
² <u>panic</u>	⁴ <u>jump</u>	⁶ <u>take a deep breath</u>

5 Find phrases 1–5 in the text and decide which meaning is correct: a or b.

- 1 He woke himself up.
 - ☒ a He did something to be awake.
 - b He woke up because of a noise.
- 2 His eyes re-focused on the page.
 - a They focused carefully.
 - ☒ b They focused again.
- 3 Down with Big Brother.
 - a I totally support Big Brother.
 - ☒ b I want something to defeat Big Brother.
- 4 sooner or later
 - ☒ a in the end
 - b at an unexpected time
- 5 He sat back in his chair.
 - ☒ a He supported his back against the chair.
 - b He went back to his chair and sat down.

6 **REFLECT | Society** In pairs, discuss the questions.

- 1 Why do people write their thoughts in diaries? Do you know someone who keeps a diary?
- 2 Do you ever read or write opinions about politics? Say why.
- 3 Why didn't Winston want to show emotion? In which situations do you try to keep your emotions hidden?
- 4 The book is one writer's view of the future. Are you optimistic or pessimistic about the world's future? Say why.

7 **WRITING TASK** Imagine you live in the year 2084. Write an entry for your diary. Describe what happens during the day and write your thoughts about your life and the society you live in.

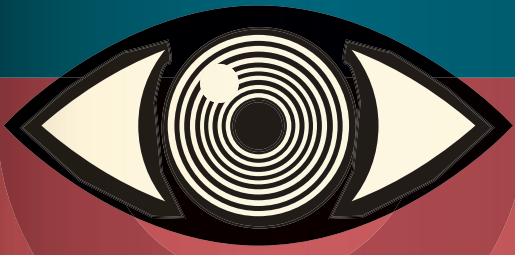


FROM PAGE TO LIFE

A film version of the book was made in 1984. However, the book's major influence on pop culture has been the reality TV series *Big Brother*, in which contestants, like the characters in the book, are under surveillance twenty-four hours a day. In addition, many songs have used ideas or quotes from the book in their titles. Examples include '2+2=5' by Radiohead, 'Doublethink' by Douglas Dare, 'Ministry of Love' by Eurythmics and the song '1984' by David Bowie.

GLOSSARY

- register** – an official list of names
- tear out** – to quickly remove a section (e.g. a page) from a book
- trial** – a legal process in a court of law to determine whether someone is guilty of a crime
- wipe out** – to destroy, remove, or get rid of something completely



1984

War is peace.

Freedom is slavery.

Ignorance is strength.

4.20

Winston woke himself up and sat up straighter. His eyes re-focused on the page. He discovered that while he was half asleep, he had written words in his notebook automatically. The words, printed in large neat capitals, were

DOWN WITH BIG BROTHER
DOWN WITH BIG BROTHER
DOWN WITH BIG BROTHER
DOWN WITH BIG BROTHER
DOWN WITH BIG BROTHER

over and over again, filling half a page.

He **panicked**. It was stupid because writing those particular words was not more dangerous than writing any thoughts on paper, but for a moment he wanted to tear out the pages and forget the diary completely. He did not do so because he knew that it was useless. It didn't matter if he wrote DOWN WITH BIG BROTHER or not. It didn't matter if he continued with the diary or did not continue with it. It made no difference. The Thought Police would get him just the same. He had committed the most dangerous crime there was. Thoughtcrime, they called it. Thoughtcrime was not a thing that you could hide forever. You might hide it successfully for a while, even for years, but sooner or later they were sure to get you.

It was always at night – the arrests always happened at night. Suddenly, you would wake up, a hand shaking your shoulder, bright lights shining in your eyes, the hard faces of the police officers standing around the bed. For the majority of people there was no trial, no report of the arrest. You simply disappeared, always during the night. Your name was removed from the registers, every record of everything you had ever done was wiped out, your whole life was completely forgotten. You simply disappeared from history: VAPORISED was the usual word.

FACT BOX George Orwell

George Orwell was born Eric Arthur Blair. In the 1920s and early 30s he wrote two famous books about poverty: *Down and Out in Paris and London* and *The Road to Wigan Pier*. He fought for the Republicans in the Spanish Civil War but became disillusioned with International Socialism when he witnessed the infighting between different left-wing groups. He wrote *1984* in 1948 (reversing the numbers of the year to give him the title) although it wasn't published until 1949.



A scene from the film 1984

For a moment, he felt a kind of **hysteria**. He began writing quickly:

'they'll shoot me i don't care they'll shoot me in the back of the neck i dont care down with big brother they always shoot you in the back of the neck i dont care down with big brother'

He sat back in his chair, slightly ashamed of himself, and put down the pen. The next moment he **jumped** violently. There was a knocking at the door.

Already! He sat as still as a mouse, in the hope that whoever it was might go away. But no, the knocking continued. The worst thing of all would be to delay. His **heart was beating like a drum**, but his face, from long habit, showed no emotion. He got up and moved slowly towards the door.

As he put his hand to the doorknob, Winston saw that he had left the diary open on the table. DOWN WITH BIG BROTHER was written all over it, in letters almost big enough to be seen clearly across the room. It was an unbelievably stupid thing to do. But, he realised, even in his **panic** he had not wanted to close the book while the ink was wet.

He **took a deep breath** and opened the door.



Exercise 2

- 2 they give concerts in return for their housing
- 3 they talk a lot
- 4 art, music
- 5 a son

Exercise 4

- 2 residents
- 3 bonds
- 4 shared interest
- 5 starting point
- 6 community

- 1 **SPEAKING** In pairs, look at the photo and answer the questions.
 - 1 Can you guess what the video is about?
 - 2 Do you interact with people from your grandparents' generation regularly? Who do you interact with most?
- 2 **▶ 2 Watch the video and answer the questions.**
 - 1 Where do the young people live? *in a nursing home*
 - 2 Why don't they pay for their housing?
 - 3 Why do both the young and elderly people feel that they are part of one big family?
 - 4 What interests do the elderly residents and students share?
 - 5 One woman talks about her real family. What family has she got?
- 3 **Would you like to live in Judson House like the students? Say why.**
- 4 **▶ 2 Complete the summary with the words and phrases from the box. Then watch the video again and check.**

bonds community loneliness residents
shared interest starting point

¹*Loneliness* often becomes a problem as people grow old. Judson House offers a unique social environment where ²_____ and students come together, both at concerts and on a daily basis. Both generations listen to each other and share experiences. They understand each other better and create meaningful ³_____. A ⁴_____ in art and music is just a ⁵_____. It's a really great opportunity for the students to use their music to be part of a ⁶_____.

- 5 **SPEAKING** In pairs or small groups, discuss the questions. Then share your opinions with another group.

- 1 What are the possible difficulties in relationships between the generations of grandparents and teenagers? Think about:

daily routines hobbies and interests lifestyles
social life

- 2 How can two generations benefit from a close relationship between them?
The elderly feel less isolated, ...
The young can learn from the experience of the older generation, ...
- 3 Is friendship between generations possible? What is your opinion?

- 6 **WRITING TASK** Imagine you are one of the students living in Judson House. Write an email to a friend about what you do and what life is like there.

GLOSSARY

bond – something that holds two or more people together

community – the people who live in the same area

isolation – being alone and away from other people

loneliness – feeling unhappy because you are alone or do not have anyone to talk to

nursing home – a residential home for the elderly

surrogate – a person who takes the place of someone else

REFERENCES

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1 REFLECT | Culture In pairs, read the information in the Fact Box and answer the questions.

- Why are A-level exams so important?
- How is the system of getting a place at university similar in your country?

FACT BOX *Getting into university in the UK*

In the UK, universities offer students a place on a course based on expected grades from A-level exams. The students usually take three or four subjects, which are graded from A (the best) to E (the lowest). When students get their results, they contact the university either to confirm that they will take up the offer or, if their grades aren't as good as they hoped, to see if there is any chance that the university will still accept them.

2 **6** Watch the video and complete the table.

	Subject they want to study	Grades they get
Chelsea	Medical ¹ <i>Genetics</i>	A, A, ² <u>B</u> , ³ <u>B</u>
Joe	History and ⁴ <i>Politics</i>	A, ⁵ <u>A</u> , ⁶ <u>A</u> , ⁷ <u>A</u>
Amy	Occupational ⁸ <i>Therapy</i>	C, ⁹ <u>C</u> , ¹⁰ <u>E</u>

3 How do you usually prepare for important tests or exams? Do you prefer to study alone or with friends? Say why.

4 **6** Complete the sentences with the words from the box. Then watch the video again and check.

apply dream expected grades offer reality
sitting straight-A

- Going to university is a **common dream**.
- Students **to** university months before **final** exams called A-levels.
- Universities **places** based on students' **grades**.
- To secure the place, even **students** need **good** in their final exams.
- Joe's results were better than he thought and he **made his dream a**.

5 SPEAKING In pairs or small groups, discuss the questions. Then share your opinions with another group.

- In many countries you have to get good grades in your final exams to get to university. Do you think it's OK for a single final exam to decide your future? Say why.
- What are the advantages and disadvantages of both oral and written tests or exams? Think about:

assessment stress subjects type of personality

- Role play a discussion about going to university. Student A, you are in favour of going. Student B, you are against. Make a list of arguments to support your opinion and try to convince your partner to agree with your point of view.

It is definitely worth going to university because:

• you develop your intellect, ...

It is no use going to university because:

• you waste your precious time, ...

6 WRITING TASK Look at a summary of what happened to Chelsea. Write similar summaries about Joe and Amy. Use correct Past Simple forms. Then watch the video again and check.

Chelsea wanted to study Medicine but she didn't get a place at university, so she decided to study Medical Genetics. She needed an A and two Bs in her exams. In the end, she got two As and two Bs, so she is now going to university.

GLOSSARY

effort paid off – you achieved success thanks to hard work

knocked back – upset, shocked or physically weak

straight-A student – a student whose grades are all As

struggle under pressure – have difficulties in stressful situations

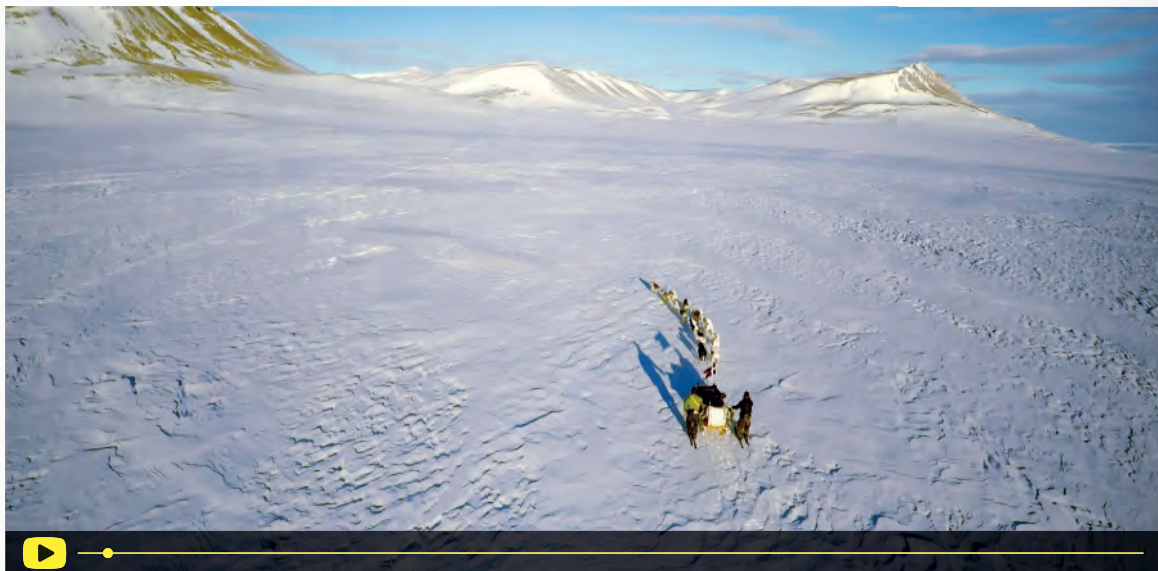
tuition fees – money paid for courses at university or similar institution

Exercise 4

- apply, sitting
- offer, expected
- straight-A, grades
- reality

REFERENCES

VIDEO SCRIPT page 225



1 SPEAKING In pairs, look at the photo and answer the questions.

- 1 Can you guess what the video is about?
- 2 What do you know about the Arctic Circle? What problems do people who live there face?

2 **11** Watch the video and answer the questions.

- 1 How far do the couple live from the nearest town?
fifty kilometres
- 2 How do they travel to their home? *by dog sledge and by foot*
- 3 What do they eat? *what lives locally, e.g. beaver*
- 4 Why couldn't Alexander sleep? *it was too cold*

3 Would you like to visit David and Jenna in their Arctic home? Say why.

4 **11** Complete the summary with the words and phrases from the box. Then watch the video again and check.

Arctic circle cabin dog sledge experience (v)
impressive intriguing reject respect (n)
simple life tools way of life

Alexander Armstrong travelled to the ¹ Arctic circle to meet an ² _____ couple and ³ _____ their ⁴ _____. David and Jenna decided to ⁵ _____ modern culture and went to live a ⁶ _____ in the Arctic. Their home is a small ⁷ _____ and they eat animals which they can find locally. They travel by ⁸ _____ or on foot and make their own ⁹ _____. Alexander Armstrong has great ¹⁰ _____ for David and Jenna. He thinks that what they do is ¹¹ _____.

5 SPEAKING In pairs or small groups, discuss the questions.

- 1 What are the advantages and disadvantages of David and Jenna's lifestyle?

Advantages	Disadvantages
<i>slow pace of living, ...</i>	<i>lack of company, ...</i>

- 2 What's your opinion about the couple's decision to live in the Arctic Circle? What does it take to make such a decision?
- 3 Read the question that the narrator asks at the end and give your opinions. Think about:

courage dangers family food friends nature way of life

So, who do you think had the greater adventure: Alexander, who travelled to the Arctic, or Dave and Jenna, who continue to live there?

6 WRITING TASK Describe briefly Alexander's experiences while visiting David and Jenna in the Arctic.

Alexander visited David and Jenna in Alaska ...

GLOSSARY

beaver – an animal that has thick fur and a wide flat tail and cuts trees with its teeth

cabin – a small house, especially one built of wood in an area of forest or mountains

mattress – the soft part of a bed that you lie on

reject – to say that you don't accept someone or something

sledge – a small vehicle for travelling on snow

wilderness – a large natural area of land with no buildings or human presence

Exercise 4

- 2 intriguing
- 3 experience
- 4 way of life
- 5 reject
- 6 simple life
- 7 cabin
- 8 dog sledge
- 9 tools
- 10 respect
- 11 impressive

REFERENCES

VIDEO SCRIPT page 227

1 SPEAKING In pairs, answer the questions.

- How is shopping changing nowadays?
- Do any supermarkets in your town have self-service tills? If so, do you like using them? Say why.
- Think about a shop that you enjoy going to. Why do you like it?

2 13 Watch the video and decide if statements 1–6 are true or false.

- ☐ There are several similar shops to Robert's in Viken.
- ☐ You need an app for your phone to get into Robert's shop.
- ☐ Robert had the idea for his shop while he was living in a big city.
- ☐ Customers in Robert's shop cannot use cash to pay for products they buy.
- ☐ Robert knows exactly what people take from his shop.
- ☐ There aren't enough customers for Robert to make a profit.

3 How do you think the people in the town feel about Robert's shop?

4 13 Match these words and phrases from the video with the definitions. Then watch the video again and check.

customer-friendly high-tech round-the-clock
self-service swipe unmanned

- Designed to make life easier for the people who use it. *customer-friendly*
- Pass your finger across a screen. *swipe*
- Without any staff working there. *unmanned*
- Open all day and night. *round-the-clock*
- Using advanced technology. *high-tech*
- Where customers take the products they want from the shelves. *self-service*

5 SPEAKING In pairs or small groups, discuss the questions. Then share your opinions with another group.

- What are the advantages and disadvantages of a traditional food shop and an unmanned shop like Robert's?

	Advantages	Disadvantages
Traditional shop	<i>friendly, ...</i>	
Unmanned shop		

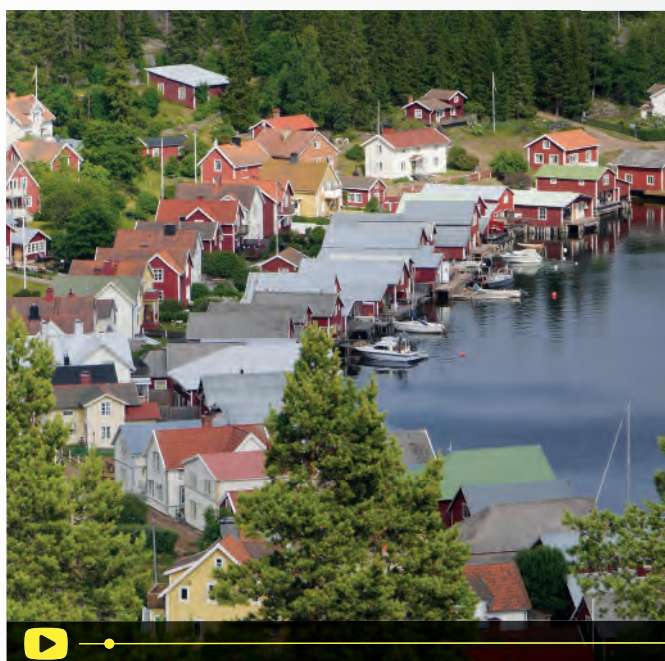
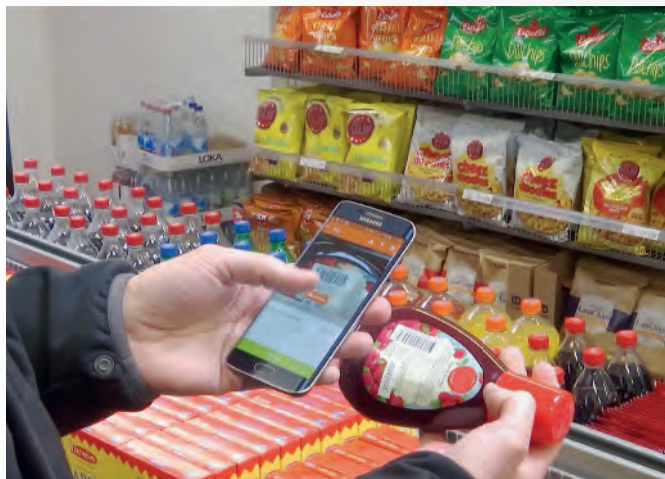
- Robert says that his shop is 'built on trust'. Do you think shops like Robert's could exist in big cities? Say why.

A *I think they could exist in big cities because cameras make them safe.*

B *I don't agree. I think they can only exist in small communities because ...*

- Read the question that the narrator asks at the end and give your opinions.

Will unmanned shops become a common sight in big towns and cities in the future?



6 WRITING TASK Imagine that you are on holiday in Viken and you shopped in Robert's shop this morning. Write a blog post about the shop.

- Give the post an interesting title.
- Describe the shop and your visit.
- Give your opinion about the experience.

GLOSSARY

facilitate – to make something easier

invoice – a list of things you have bought with the total price you have to pay

purchase – item which you buy

till – a machine in a shop which tells you how much to pay and where the shop assistant keeps the money

variety – different kinds

REFERENCES

VIDEO SCRIPT page 228

1 SPEAKING In pairs, answer the questions.

- 1 What can you see in the photos? Which food items are healthier? Say why.
- 2 Do you think your diet is healthy? Say why.

2 20 Watch the video and choose the correct words to complete the sentences.

- 1 A typical British diet contains too much sugar, fat and salt / calories.
- 2 The experiment lasted one week / month.
- 3 The doctor measured Amanda's height, weight and waist / heart rate.
- 4 After two days she had a terrible *stomach ache* / headache.
- 5 At the end of the experiment Amanda was two kilos lighter / heavier.

3 Did the results of Amanda's experiment surprise you? Say why.

4 20 Watch the video again and complete the questions with the verbs from the box. Then in pairs, ask and answer the questions.

affect avoid cut follow keep

- 1 What do you do to keep fit?
- 2 How could you cut down on the amount of fat, sugar and salt you eat?
- 3 Do you try to avoid processed food or do you often eat it?
- 4 Do you follow a protein-rich diet? Which food items contain a lot of protein?
- 5 What else, apart from a bad diet, can badly affect our health?

5 SPEAKING In pairs or small groups, discuss the questions. Then share your opinions with another group.

- 1 What are the most important components of a healthy lifestyle? What should we do to be fit and well?
get enough sleep, ...
- 2 Whose responsibility is it to teach children how to have a healthy lifestyle? Discuss what each of these people or institutions should and shouldn't do.

	should ...	shouldn't ...
Parents	<u>provide healthy meals, ...</u>	
Schools		<u>reward children with sweets, ...</u>
Governments	<u>promote a healthy lifestyle, ...</u>	

- 3 Some people say that it is more difficult nowadays to have a healthy lifestyle than it was in the past. Others say that it is almost impossible. Do you agree or disagree? Say why.



- 6 **WRITING TASK** Imagine you took part in an experiment similar to Amanda's. Write a blog post about the week you were on the diet saying what you ate and how you felt. Mention what your doctor said at the end of the experiment.

GLOSSARY

cut down on something – to eat, drink, or use less of something in order to improve your health

fibre – the parts of plants that you eat but cannot digest

nutritionist – someone who has a special knowledge about the right type of food for good health and growth

processed food – food that has substances added to it before it is sold, in order to preserve it, improve its colour, etc.

whole foods – food that is considered healthy because it has not been processed

1 **SPEAKING** In pairs, answer the questions.

- 1 A lot of people are scared of something. Sometimes there is a logical reason, for example a fear of snakes, but sometimes there isn't, for example a fear of mice. What are you afraid of? Is there any reason why?
- 2 You are going to watch a video about Rodman, who is adopting a new lifestyle and learning how to keep bees. Which of these things do you think you will hear about in the video?

beehive bee stings feeling excited feeling fear
feeling respect learning to relax producing honey
specialist equipment

2 **22** Watch the video and check your answers to question 2 in Exercise 1. Then in pairs, choose the correct answers.

- 1 What was Rodman's first reaction when he saw the beehive?
a He didn't know what it was. **b** He was frightened.
- 2 Where did Gina decide to keep the bees?
a away from their house **b** in their backyard
- 3 When Rodman relaxed, what did he do?
a He put down his hood. **b** He changed his clothes.
- 4 How many bees live in the hive?
a about 2,000 **b** about 20,000
- 5 Rodman stopped feeling scared when he realised that
a the bees didn't want to sting him. **b** the bees' stings didn't hurt much.
- 6 How does the narrator describe the experience that Rodman has?
a as negative **b** as positive

3 Would you like to keep bees in your back garden? Say why.

4 **22** Replace the underlined words and phrases in sentences 1–7 with the phrases from the box with the same meaning. Then watch the video again and check.

at the end of the day care about check it out
figure out in favour of no way
step outside his comfort zone

- 1 Gina is all for a life that is environmentally responsible and closer to nature. *in favour of*
- 2 Rodman has to take the risk of trying something new to succeed.
- 3 When Gina gets the beehive, she tells Rodman to come and look at it.
- 4 At first Rodman tells Gina, 'There is no chance we're putting bees in our backyard.'
- 5 Later Rodman says, 'These bees don't pay attention to what I'm doing. You know, they're not out to get me.'
- 6 Rodman promised to try to understand and work out the new situation.
- 7 In the end, Rodman thinks that his efforts to change his attitude were worth it.



5 **SPEAKING** In pairs or small groups, discuss the questions. Then share your opinions with another group.

- 1 Why is it so hard for people to change their attitudes and lifestyle?
- 2 At the start of the video, the narrator says, 'sometimes it's a good idea to try something different.' Do you agree? Say why.
I agree because when you try something different, you might discover a new passion or hobby.
- 3 Rodman promised his wife to learn how to live a more eco-friendly lifestyle. How can he and his family benefit from adopting a new lifestyle?
They are going to have their own honey.

6 **WRITING TASK** Write a summary of what happened in the video. Explain why Gina had the idea, what Rodman's initial reaction was, and how and why his opinion changed.

GLOSSARY

backyard – a small garden at the back of the house
beehive/hive – a kind of box where bees are kept
delighted – very pleased
proof – facts or information that show that something is definitely true
respect – a positive feeling about someone because of their skills, abilities, behaviour, etc.

Exercise 4

- 2 step outside his comfort zone
- 3 check it out
- 4 no way
- 5 care about
- 6 figure out
- 7 At the end of the day

REFERENCES

VIDEO SCRIPT page 230

1 SPEAKING In pairs, look at the photos and answer the questions.

- 1 Where do you think the man is in both photos?
- 2 What could be the man's job? Do you think he is enjoying it?

2 ▶ **28** Watch the video and complete the sentences.

- 1 How long has Adrian known that he wants to work with animals?
Since he was a boy.
- 2 How long has he worked at London Zoo?
For twenty-five years.
- 3 What are his duties at the zoo?
Feeding and monitoring the penguins.
- 4 How long has he known some of the penguins?
Since they were born.
- 5 Where does he go to see penguins in the wild?
He goes to Peru.
- 6 How does he feel about his job?
He feels lucky.

3 What is your dream job? Why would you like to do it?

4 ▶ **28** Complete the summary with the prepositions from the box. You can use some of the prepositions more than once. Then watch the video again and check.

in of out to up with

Adrian has always wanted to **work** ¹ with animals and he never **gave** ² up **on** his dream. He has worked at London Zoo since he finished school and **stuck** ³ to it. He is now **head** ⁴ of the bird section and **takes care** ⁵ of endangered Humboldt penguins. He loves his job and is very **committed** ⁶ to what he is doing. He even decided to travel to South America to see the birds first hand and to **find** ⁷ out what threatens them in the wild. He not only realised his dream but also continues to **grow** ⁸ in his profession.

5 SPEAKING In pairs or small groups, discuss the questions. Then share your opinions with another group.

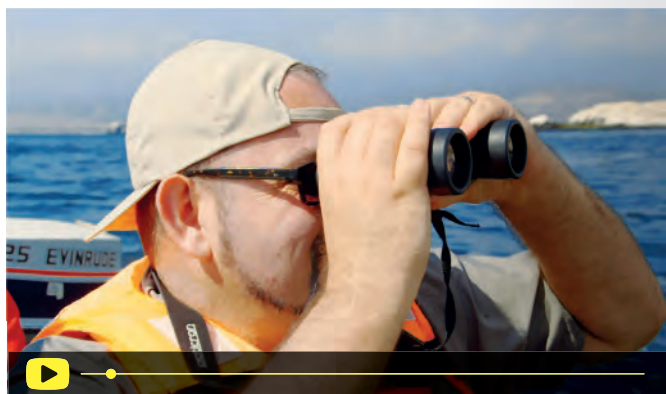
- 1 What are possible careers for people with these hobbies? Give reasons.

drawing ecology foreign languages
photography shopping travelling writing

drawing – graphic designer, illustrator, ...

- 2 Do you think it is essential to have a job connected with your hobby or passion? Say why.
- 3 What are the advantages and disadvantages of ...
a having a job you love but a low income?
b earning a good income but not enjoying your work?

	Advantages	Disadvantages
a	<i>You are passionate about your job, ...</i>	
b	<i>You can afford your hobbies and passions outside work, ...</i>	



6 WRITING TASK Think of a job that you would like to have one day. Write a paragraph saying why you find it interesting and why it would be suitable for you.

GLOSSARY

be in charge of something – to have control of and responsibility for something

give up on something – to stop hoping that something will change or happen

go for – to choose something

see something first hand – see something with your own eyes

species – a type of animal or plant

threaten – to be likely to cause harm or damage



1 SPEAKING In pairs, look at the photo and answer the questions.

- What electronic gadgets do you and your friends use on a daily basis?
- What do you think the gadget in the photo is for?

2 **▶ 31** Watch the video and choose the correct words to complete the sentences.

- The students are ____ an experiment.
☒ a taking part in
☐ b carrying out
☐ c writing up
 - Students use a ____ to show they are at school.
☐ a headset
☒ b fingerprint scanner
☐ c double robot
 - The students write ____.
☐ a on touch screen tablets
☒ b with high-tech pens
☐ c in virtual reality
 - They have to ____ what the teacher is writing.
☐ a master
☒ b copy down
☐ c read out
 - The teacher can see what the students are writing in their ____ notebooks.
☒ a interactive
☐ b touch screen
☐ c smart
 - Romesh would like every student to have a ____ headset.
☐ a touch screen
☐ b three-dimensional
☒ c virtual reality
- 3** Which gadget from the video did you find the most surprising? Which do you think is the most useful? Say why.

4 **▶ 31** Complete the sentences with nouns formed from the words in bold. Then watch the video again and check.

- Many jobs will disappear with the development of new technology. **DEVELOP**
- Have you got a good wi-fi ____ at home? **CONNECT**
- Soon we will use virtual ____ headsets to travel all over the world. **REAL**
- You can use a ____ to show information on a whiteboard. **PROJECT**
- Technology has made ____ between people from different countries faster and easier. **COMMUNICATE**

5 SPEAKING In pairs or small groups, discuss the questions. Then share your ideas with another group.

- Make your own list of top ten gadgets in the world today. Use the prompts below or your own ideas.

action camera drone e-book reader
 fitness tracker games console
 intelligent personal assistant interactive whiteboard
 laptop sat-nav smart home smartphone
 smartwatch tablet wearable technology webcam

- How often do you use the gadgets from your top ten list above? What do you use them for?
- Does technology help us learn more effectively?

6 WRITING TASK Imagine that you are a student at the school from the video. Write a blog post about your day, the gadgets you used and how you felt about the lessons you had.

GLOSSARY

goggles – special glasses that fit very close to your face

master – to learn a skill or a language so well that you have no difficulty with it

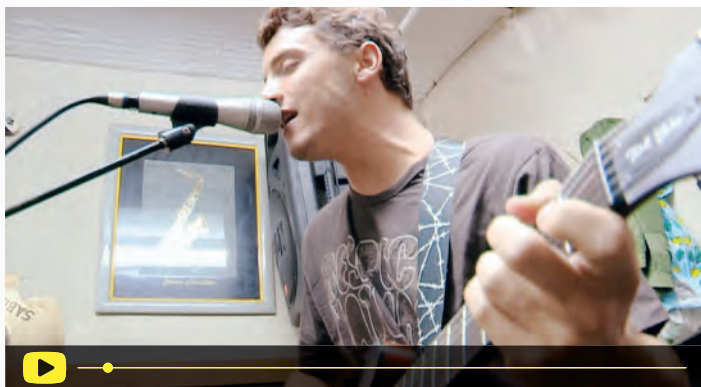
register (n, v) – an official list; to put your name on an official list

Exercise 4

- development
- connection
- reality
- projector
- communication

REFERENCES

VIDEO SCRIPT page 232



- 1 SPEAKING** In pairs, look at the photos and answer the questions.
- What famous music festivals have you heard of?
 - Have you ever been to a music festival? If so, tell your partner about it. If not, would you like to go to one? Say why.
- 2** **33** Watch the video and choose the correct answers.
- Where is the festival?
Gibraltar / Spain
 - Who is the star of the festival?
Jessie McLaren / *Jessie J*
 - What is Jessie's summer job?
guitarist / *lifeguard*
 - What is Jessie's band's name?
The Noiz / The Boys
 - Where is Jessie going at the end of the video?
to school / to work
- 3** Would you like to have a friend who is a budding music, movie, football, etc. star? Say why.

Exercise 4

- venue
- supporting
- diva
- in person
- setting up
- on stage
- fan

- 4** **33** Complete the review with the words and phrases from the box. Then watch the video again and check.

diva fan gigs in person on stage setting up
supporting venue

The Noiz in concert

When a local band invites you to one of their ¹*gigs* here in Gibraltar, it's usually at a small ²_____, such as a club, disco or school hall, but I've just seen a new band, the Noiz, at a huge outdoor music festival. They were ³_____ Jessie J, a real ⁴_____, and they were amazing. I managed to meet them ⁵_____ before they played. They were ⁶_____ their equipment and looked nervous. As soon as the lead singer and guitarist, Jessie McLaren, went ⁷_____ though, he changed from a shy schoolboy to a rock superstar. I didn't know much about the band before but I'm now a big ⁸_____ and I'm looking forward to seeing them again soon.

- 5 SPEAKING** In pairs or small groups, discuss the questions. Then share your ideas with another group.

- 1** In what ways do large music festivals affect local communities? Complete the table and discuss the positive and negative effects for these groups of people. Use the prompts below and your own ideas.

entertainment mess new jobs opportunities
traffic workload

	Positive effects	Negative effects
Local residents	<i>entertainment</i>	
Local businesses		
Local services (e.g. the police, medical services)		

- 2** Imagine you have friends who are talented musicians and play in a band. Make an action plan to promote their band.

Action plan:

- ✓ *Organise a concert at the local ...*
- ✓ *Promote the concert (posters, ...)*
- ✓

- 3** Imagine you are helping to organise a music festival in your neighbourhood. What types of music are you going to choose? Which famous and/or local artists are you going to invite? Say why.

- 6 WRITING TASK** Write an email to a friend to invite him/her to the concert you talked about in question 3 in Exercise 5.

GLOSSARY

budding star – a talented young artist, sportsperson, etc. who is at the very beginning of his/her career

gig – a public performance, especially of jazz or popular music

run in the family – if a quality or a skill runs in the family, many people in that family have it

support – a band or performer that performs for a short time at the same concert as a more famous and popular band etc.

REFERENCES

VIDEO SCRIPT page 232



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1 **SPEAKING** In pairs, answer the questions.

- 1 Have you ever seen a film or read a book about a famous theft? If so, describe what happened.
- 2 Look at the photo. How do you think thieves stole this? Do you think the police caught them?

2 **39** Watch the video and check your guesses from question 2 in Exercise 1. Then complete the notes.

Name of the sculpture: ¹Reclining Figure by Henry Moore
 Value: £ ²3 million
 Weight: ³2 tonnes
 Length: ⁴3 metres

What happened:

- probably sold for ⁵scrap
- thieves probably got about £ ⁶3,000

Fritz Balhaus sculpture: *Pure Moore*

Exactly the same ⁷weight as *Reclining Figure*

Made of ⁸221 identical pieces

3 The theft of *Reclining Figure* is considered a particularly tragic loss to the world of art. Why do you think that is?

4 **39** Complete the summary with the correct forms of the verbs from the box. Then watch the video again and check.

admit carry out catch lift melt store
 vanish weigh

Henry Moore's bronze sculpture *Reclining Figure* ¹weighed two tonnes, was three metres long and worth an estimated three million pounds. It ²_____ temporarily in a gated yard in rural Hertfordshire. One night, two vehicles drove up to the yard. Thieves used a crane to ³_____ the heavy statue. When the Henry Moore Foundation discovered that the sculpture ⁴_____, no one could believe it. The police inspector who ⁵_____ the investigation ⁶_____ that despite finding the vehicles, the thieves ⁷_____ not _____. Now the police believe that the sculpture ⁸_____ and sold as scrap metal for something as little as three thousand pounds.

5 **SPEAKING** In pairs or small groups, discuss the questions. Then share your opinions with another group.

- 1 Should important works of art be displayed in public spaces or should they be hidden for safety?
- 2 There are more and more CCTV cameras nowadays. Do you think this is a good or a bad thing? Say why.
- 3 What has to happen so that the police are more effective in controlling and preventing crime? Use the prompts below or your own ideas. Justify your answers.

employing more police officers
 more up-to-date equipment
 stricter punishments
 working closely with local citizens
 'zero tolerance' policy

6 **WRITING TASK** Imagine you are a journalist reporting on the theft of *Reclining Figure* the day after it went missing. Write a short article using the information from the video.

A remarkable theft took place last night from a field in the south of Britain.

GLOSSARY

crane – a machine which can lift heavy objects high off the ground to move them

investigation – an official attempt to find out the truth about or the cause of something such as a crime

scrap metal – metal that comes from a machine or object which is no longer needed, e.g. an old car

sculpture – an object made out of stone, wood, clay, etc. by a sculptor

witness – someone who sees a crime, accident or other incident and can tell the police what happened

Exercise 4

- 2 was stored
- 3 lift
- 4 had vanished
- 5 carried out/was carrying out
- 6 admitted
- 7 were not caught/had not been caught
- 8 was melted

REFERENCES

VIDEO SCRIPT page 234

Grammar Reference and Practice

1A Present Simple and Present Continuous

Present Simple		Negative	
Affirmative		like milk.	do not (don't) like milk.
I/you/we/they	like milk.	I/you/we/they	do not (don't) like milk.
He/she/it	likes milk.	He/she/it	does not (doesn't) like milk.

Yes/No questions		Short answers	
Do	I/you/we/they like milk?	Yes, I/you/we/they do.	No, I/you/we/they don't.
Does	he/she/it like milk?	Yes, he/she/it does.	No, he/she/it doesn't.

Wh- questions		like?	
What	do I/you/we/they like?	he/she/it like?	

We use the Present Simple to talk about:

- states and permanent situations:
*My family **lives** in Edinburgh.*
- regular activities:
*I often **eat** eggs for breakfast.*
- My father **drives** me to school every morning.

Spelling rules: third person singular

- general rule: infinitive + -s, e.g. enjoy – enjoys
- verbs ending in a consonant and -y: -y → -ies, e.g. study – studies
- verbs do and go as well as verbs ending in -ss, -x, -ch, -sh, -es, e.g. do – does, go – goes, wash – washes
- have: **has**

Common time expressions used with the Present Simple:

every morning/day/week/weekend/month/year
every second day/week

always
regularly
usually
often
sometimes
from time to time
rarely
hardly ever
never

1D Indefinite pronouns

- We use somebody/someone, something and somewhere in affirmative sentences:
*I'm sure **somebody** knows the answer.*
*Let's eat **something** before we leave.*
*I think Gwen lives **somewhere** in Wales.*
- We use everybody/everyone, everything and everywhere in affirmative sentences and in questions:
Everyone knows her, she's a celebrity.
*Have you got **everything** you need?*
*There are cameras **everywhere** around the town centre.*
- We use nobody/no one, nothing and nowhere with a positive verb:
Nobody knows him.
*I have **nothing** to wear for the wedding reception.*
*The church is full, so you have **nowhere** to sit.*
- We use anybody/anyone, anything and anywhere in negative sentences and in questions:
*I haven't got **anything** to wear for the wedding reception.*
*Hello, is there **anyone** here?*
*We can't find the cat **anywhere**.*
- With everybody/everyone, nobody, anything, etc., we use a third person singular verb:
*Nothing ever **happens** in our town.*
*Is everyone **satisfied**?*

3 1C Choose the correct reflexive pronouns to complete the sentences.

- This dog is so funny. It always looks at _____ in the mirror!
a myself b ourselves c itself
- The photos on your website are great. Do you take them all _____?
a itself b ourselves c yourself
- Don't help me this time. I want to do it by _____.
a myself b yourself c herself
- Jack and Alex are very shy. They don't like to talk about _____.
a ourselves b himself c themselves
- Sylvie often talks to _____ while she's out walking.
a ourselves b herself c myself
- My both twin sisters and I work for _____.
a themselves b ourselves c myself
- Noah and Max could you please introduce _____ to Mrs Peabody?
a ourselves b yourself c yourselves

4 1D Add the correct prefixes no-, some-, every- or any- to the words in bold.

- Steve tells his brother all his secrets. There isn't **any** one he trusts more.
- Our dog is very loud, so we never take him **where** with us.
- Can you hear that noise? **thing** is happening in the street.
- one** relies on Penelope because she never lets **body** down.
- As it turns out, it's bank holiday today, and **thing** is closed. We have **where** to go.
- I can't see **thing** because it's so dark in here.

5 1A&D Complete the sentences with the correct forms of the words in brackets.

- Nobody lives** (nobody/live) in that big house across the street.
- _____ (anyone/read) your photo blog apart from your family?
- _____ (everything/be) possible if you try really hard.
- _____ (nothing/taste) as good as the thing you can't have.
- _____ (everybody/understand) the instructions?
- Look! _____ (somebody/take) a photo of your house!
- _____ (nobody/want) to tell me what is going on here.
- _____ (everyone/be) here? Then we can start the meeting.

1 1A Choose the correct verbs to complete the sentences.

- How long **does it take** / is it taking you to get dressed in the morning?
- I can't talk to you right now because I **buy** / **am buying** a birthday present for my dad.
- My niece **never does** / **is never doing** the shopping on the internet because she doesn't think it's safe.
- Johnnie, what do you do / **are you doing** here at this time of day? Why aren't you at school?
- Tim **doesn't cook** / **isn't cooking** his own meals. His grandma **cooks** / **is cooking** them.
- Why do you wear / **are you wearing** such a strange dress? Do you go / **are you going** to a fancy dress party? Yes, in fact I **do** / **am**.

2 1A Complete the sentences with the correct Present Simple or Present Continuous forms of the verbs in brackets.

- My mum and I **often spend** (often/spend) hours walking on the beach.
- Who _____ (you/prepare) these cakes for? They look delicious.
- '_____ (your granddad/like) dancing?' Yes, he _____.
- In our region, it _____ (usually/not rain) much in summer.
- _____ (you/usually/keep) in touch with your school friends during the holidays?
- Can you see Mark among the wedding guests? _____ (he/take) photos?
- '_____ (Joe's cat/drink) milk every day?' No, she _____.

Present Continuous		Negative	
Affirmative		am ('m)	am not ('m not).
I/you/we/they	are ('re)	are not ('aren't)	are not ('aren't)
He/she/it	is ('s)	is not ('isn't)	is not ('isn't)

Yes/No questions		Short answers	
Am	I	Yes, I am.	No, I am not ('m not).
Are	you/we/they	Yes, you/we/they are.	No, you/we/they are not ('aren't).
Is	he/she/it	Yes, he/she/it is.	No, he/she/it is not ('isn't).

We use the Present Continuous to talk about:

- things happening at the moment of speaking:
*Mum **is talking** on the phone.*
- Things happening for a limited period of time:
*Mis Pye **is teaching** Class 2A today because their teacher is ill.*

Spelling rules: -ing form

- general rule: infinitive + -ing, e.g. walk – walking
- verbs ending in a consonant + -e: -e + -ing, e.g. write – writing
- one-syllable verbs ending in one vowel + one consonant: double the consonant + -ing, e.g. run – running

Common time expressions used with the Present Continuous:

at the moment, currently, now, today, this morning/afternoon, this year, these days, at present

State and action verbs

With state verbs (e.g. believe, hate, know, like, love, mean, need, prefer, understand, want), we don't use continuous tenses, such as the Present Continuous, even if they describe something happening at the moment of speaking:
*I'm sorry, I **don't understand** what you're saying.*

With action verbs (e.g. speak, walk, make, do, watch), we can use both simple and continuous tenses:
*My little sister **is crying**. In fact, she **cries** quite often.*
Some verbs (e.g. think, have, taste, smell) can be both state and action verbs, depending on the context:
*I **think** Mum is in the kitchen.*
*What **are** you **thinking** about?*

1C Reflexive pronouns

Singular		Plural	
myself	yourself	we	ourselves
I	you	you	you
he	himself	they	themselves
she	herself		
it	itself		

We use reflexive pronouns when we want to refer back to the subject of the sentence:
*I'd like to introduce **myself** – I'm James Stevenson.*
*We are building the house **ourselves**.*

Exercise 2

- are you preparing
- Does your granddad like, does
- Doesn't usually rain
- Do you usually keep
- is he taking
- Does Joe's cat drink doesn't

Exercise 4

- any-
- Some-
- Every-, any-
- Every-, no-
- any-

Exercise 5

- Does anyone read
- Everything is
- Nothing tastes
- Does everybody understand
- Somebody is taking
- Nobody wants
- Is everyone

2A Past Simple

The Past Simple form of *to be* is *was/were*. In negative sentences, we use the forms *was not (wasn't)* and *were not (weren't)*. In questions, we change the order of the subject and the verb.

For other verbs, we use their Past Simple forms. To form negatives and questions, we use the auxiliary verb *did*:

Past Simple: regular and irregular verbs			
Affirmative	Negative	Short answers	
I/You/He/She/It/We/They	jumped and fell.	I/You/He/She/It/We/They	jump and fall.
Yes/No questions	Short answers		
Did I/you/he/she/it/we/they	jump and fall?	Yes, I/you/he/she/it/we/they did. No, I/he/she/it/it/we/they did not (didn't).	
Wh- questions	Short answers		
Where did I/you/he/she/it/we/they	jump and fall?	jump and fall.	

Subject questions
Who **jumped and fell?**

We use the Past Simple to talk about events that took place at a particular time in the past. We often say *when* they happened.

Was Mum a good student *when she was at school*?
I forgot to do my homework yesterday.

Spelling rules

Regular verbs

- general rule: infinitive + -ed, e.g. play - played
- verbs ending in -e: + -d, e.g. move - moved
- verbs ending in a consonant + -y: -y + -ied, e.g. cry - cried
- verbs ending in one vowel + one consonant: double the consonant + -ed, e.g. stop - stopped

Irregular verbs

For a list of irregular verbs, see page 183.

Common time expressions used with the Past Simple:

yesterday, yesterday morning/afternoon/evening,
the day before yesterday, last night/week/month/year,
two days/weeks/months/years ago, in August/in 2016

Subject questions in the Present Simple and Past Simple

We form *wh-* questions in different ways, depending on what we are asking about: the subject or the object of the sentence. In subject questions, word order is the same as in affirmative sentences, and we do not use the auxiliary verb *do/did*.

Present Simple

affirmative sentence: She **organises** wedding parties.

object question: **What does she organise?**

subject question: Who **organises** wedding parties?

Past Simple

affirmative sentence: Ben **invited** Lea to the cinema.

object question: Who **did** Ben **invite** to the cinema?

subject question: Who **invited** Lea to the cinema?

3A Past Continuous and Past Simple

Past Continuous			
Affirmative	Negative	Short answers	
I/He/She/It/We/They	was laughing. were not laughing.	I/He/She/It/We/They	was not (wasn't). were not (weren't).
Yes/No questions	Short answers		
Was I/he/she/it/we/they	laughing?	Yes, I/he/she/it was. No, I/he/she/it was not (wasn't).	
Were you/we/they	laughing?	Yes, you/we/they were. No, you/we/they were not (weren't).	
Wh- questions	Short answers		
Why was I/he/she/it	laughing?	laughing?	
Subject questions	Short answers		
Who was laughing?	laughing?	laughing?	

We use the Past Simple to describe events that finished in the past, and it is not important how long they took:
I watched TV in the evening.

We use the Past Continuous:

- to describe a background scene in a story:
Lea was having breakfast at her hotel. She was sitting at the table and drinking coffee.
- to talk about an action that was in progress when another action took place, or at a particular time in the past.
For the shorter action, we use the Past Simple:
While he was climbing in the mountains, he broke his leg.
- to talk about two or more actions happening at the same time:
While I was sunbathing, the children were building a sandcastle.
- when we want to stress that something lasted long, or too long.
He was watching TV all evening – what a waste of time!

Spelling rules

For spelling rules of the -ing form of the verb, see page 172.

When, while, as

We use *when*, *while* or *as* with the Past Continuous to connect two actions happening at the same time:

While/When/As we were driving along the coast, it started to rain.
It started to rain **while/when/as** we were driving along the coast.

With the Past Simple clause, we can only use *when* or *as*:
We were driving along the coast when/as it started to rain.
When/As it started to rain, we were driving along the coast.

3D Defining relative clauses

Defining relative clauses give essential information about a person, thing or place. In defining relative clauses, we use the following relative pronouns:

- *which* and *that* to talk about things and places:
*Is this the campsite **which/that** you stayed at last year?*
 - *who* and *that* to talk about people:
*This is the teacher **who/that** teaches my class.*
 - *where* to talk about places, if the next word is a noun or a pronoun:
*We're visiting the village **where** my grandma lived for twenty years.*
 - *whose* to talk about possessions:
*I met a girl **whose** parents own a guesthouse by the sea.*
- Relative pronouns *who*, *which* and *that* usually come immediately after the noun they refer to.
We can omit the relative pronouns *who*, *which* and *that*, but only if the next phrase is a noun phrase (= a noun, a personal pronoun, or a whole phrase built around them):
We are driving by the houses (which/that) my grandma has described.

1 3A Complete the sentences with the correct Past Simple or Past Continuous forms of the verbs in brackets.

- 1** I **fell** (fall) down while I _____ (climb) a mountain.
- 2** The match _____ (start) at 7.30 in the evening. It _____ (rain) as the players _____ (come) into the stadium but it _____ (be) a great game.
- 3** My father _____ (drive) home late one night when he _____ (hit) a tree.
- 4** I _____ (like) the film a lot and I _____ (see) it three times.
- 5** I _____ (talk) to my friends online when I _____ (get) a message.
- 6** When the postman _____ (arrive), I _____ (look) at all the letters he brought.
- 7** When the postman _____ (arrive), I _____ (have) a shower.

2 3D Complete the sentences with the correct relative pronouns. Then tick the sentences in which it is possible to omit the relative pronoun.

- 1** ☐ Toronto is the city **where** Drake was born.
- 2** ☐ The woman _____ is standing there is a famous blogger.
- 3** ☐ That's the boy _____ dad plays for Arsenal.
- 4** ☒ **Into** the *Wild* is a film _____ you should watch.
- 5** ☐ What's the name of the photographer _____ took this photo?
- 6** ☐ The Louvre is an art museum _____ used to be a royal palace.
- 7** ☐ Marco Polo is the blogger _____ travel blog we always read.
- 8** ☒ The Lake District is a holiday destination _____ our family loves the most.

Exercise 1

- 1 was climbing
- 2 started, was raining, were coming, was
- 3 was driving, hit
- 4 liked, saw
- 5 was talking, got
- 6 arrived, looked
- 7 arrived, was having

Exercise 2

- 2 who/that
- 3 whose
- 4 which/that
- 5 who/that
- 6 which/that
- 7 whose
- 8 which/that

Exercise 1

- 2 didn't you come, was
- 3 Did I/it do, did
- 4 made, laughed
- 5 allowed

Exercise 2

- 1 failed
- 2 didn't use to, use
- 3 used to observe
- 4 took
- 5 Did you use to wear, did
- 6 Did you wear, didn't

4A Comparison of adjectives

Comparison of adjectives			
Adjective	Comparative	Superlative	
short (one- and some two- syllable)	kinder nicer fitter cleverer	the kindest the nicest the fittest the cleverest	
one- and two-syllable ending in -y	drier easier	the driest the easiest	
two-syllable or longer	attractive attractive	the most/least attractive	
irregular	good bad	the best the worst	

- To compare people or things, we use the comparative form of an adjective with the word **than** or the superlative form.
- Dark chocolate is **healthier than** milk chocolate.*
*The Yubari melon is **the most expensive fruit** in the world.*
- To compare two people or things, we can also use the structure: (not) **as** + adjective + **as**.
- Your soup tasted **as delicious as** Grandma's.
- Jam is **not as sweet as** honey.
- To describe things we can also use the structures **too** + adjective and (not) + adjective + **enough**. **Too** + adjective means 'more than we need or want'. Adjective + **enough** means 'less than what we need. Not + adjective + **enough** means 'less than we need or want'.
- The chips were **too salty**.
- Is your soup **hot enough**?
- The cake isn't **big enough** for twelve people.

1 4A Complete the sentences using the adjectives in brackets. Add any other necessary words.

- This luxury restaurant is the most expensive (expensive) in town.
- 'Is vegan diet really _____ (healthy) than other diets?' 'Yes, it's _____ (healthy) of all.'
- This skirt is _____ (short) for me. I prefer longer skirts.
- Tomato and cucumber salad is _____ (nutritious) and _____ (fattening) than pizza.
- Dobbie's department store is _____ (not crowded) as Grafton's.

4C Quantifiers

Countable nouns:

- name things we can count:
- There is one **orange** in the fridge.
- have singular and plural forms:
- This **hamburger** is delicious.
- These **hamburgers** are delicious.

Uncountable nouns:

- name things we cannot count:
- My little brother **hates milk**.
- do not have a plural form:
- Vegetarians **don't eat meat**.

Quantifiers with countable nouns		
How many?	with countable nouns	How much?
How many eggs are there?	How much sugar is there?	
many	much	
Are there many eggs?	Is there much sugar?	
We haven't got many eggs.	We haven't got much sugar.	
too many	too much	
We've got too many eggs.	We've got too much sugar.	
a lot of/ lots of		
There are a lot of/ lots of eggs in the box.	There is a lot of/ lots of sugar in the box.	
a few/ a couple of	a little/ a (little) bit of	
I need a few/ a couple of eggs.	I need a little/ a (little) bit of sugar.	
some		
There are some eggs in the box.	There is some sugar in the box.	
enough		
There are enough eggs in the box.	There is enough sugar in the box.	
few	little	
There are few eggs in the box.	There is little sugar in the box.	
any - in questions		
Are there any eggs in the box?	Is there any sugar in the box?	
any - in negatives		
There aren't any eggs in the box.	There isn't any sugar in the box.	

When we talk about uncountable things, we can replace the quantifier **a little** with the following phrases:

- a bit of or a little bit of (directly before an uncountable noun):
I gave the cat **a (little) bit of** fish.
- a bit or a little bit (never before a noun):
'I bought some fish.' 'Can you give **a little bit** to the cat?'

4G Articles with singular countable nouns

We use the indefinite article **a/an**:

- when the thing or person we are talking about is one of many similar people or things:
- Harrods is **a** luxury department store in London.*
- when we mention a person or thing for the first time:
*There's **a** muffin and **a** doughnut in the cupboard.*

We use the definite article **the** to talk about:

- something specific or unique:
*Look at **the** sky. Let's have **a picnic in the park**.*
- something we have mentioned before:
*I've got **a dog** and **a cat**. **The dog's** name is Fido.*

2 4C&G Choose the correct words to complete the voice message.

Hi Simon, it's Amy. Can you do some shopping for dinner tonight? Mum and Dad are coming. Please buy **the / some** meat or fish. How about some fresh **a hamburger / hamburgers**? We also need **some / any** oil because we've got **little / a little** at home. There are **lots / a lot of** tomatoes in **the / the** garden. Maybe we could make **a / the** tomato salad? What do you think? Please buy **a / some** bread because we haven't got **some / any** left. Oh, and I nearly forgot – get **an / some** salt. See you later!

5A Modal verbs

Must/Should/Could		
Affirmative	Negative	
I/You/He/She/It/We/They	must/should/could leave.	must not (mustn't)/should not (shouldn't)/could not (couldn't) leave.
Yes/No questions		
Short answers		
Yes, I/you/he/she/it/we/they must/should/could . No, I/you/we/they don't have to/should not (shouldn't)/could not (couldn't) .		
Must/Should/Could	I/you/he/she/it/we/they leave?	Must/Should/Could not (shouldn't)/could not (couldn't).

Wh- questions		
When	must/should/could	I/you/he/she/it/we/they leave?
Subject questions		
Who	must/should/could	leave?

Have to		
Affirmative	Negative	
I/You/We/They	have to stay.	do not (don't)/do not (doesn't) stay.
He/She/It	has to	does not (doesn't)
Yes/No questions		
Short answers		
Do	I/you/we/they have to stay?	Yes, I/you/we/they do . No, I/you/we/they do not (don't) .
Does	he/she/it stay?	Yes, he/she/it does . No, he/she/it does not (doesn't) .
Wh- questions		
Why	do	I/you/we/they have to stay?
	does	he/she/it
Subject questions		
Who	has to	stay?

- To talk about 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.)*
- To say there is no obligation or necessity, we use **don't have to**:
*We **don't have to** do any washing-up because we have a dishwasher.*
- 'Do I have to pay now?'** 'No, you **don't**.'

To say what is not allowed, we use **mustn't**:
*You **mustn't** check your private email at work.*
To say that something is or isn't a good idea, we use **should/shouldn't**:
*You **should** make your bed before you go to school.*
*I **shouldn't** drink so much coffee. It's bad for me.*
Should we tell him to help around the house more?

To suggest something or give someone an idea, we use **could**:
*To suggest something or give someone an idea, we use **could**:
Maybe we **could** go out together this weekend?*

5C Past modals

Have to – past form

Affirmative		Negative
I/You/He/She/It/We/They	had to work.	I/You/He/She/It/We/They didn't have to work.
Yes/No questions		
Short answers		
Did	I/you/he/she/it/we/they have to work?	Yes, I/he/she/it did . No, I/he/she/it did not (didn't) .

Wh- questions		
What	did	I/you/we/they/he/she/it have to do?
Subject questions		
Who	had to	work?

To talk about past obligation or necessity, we use **had to**:
*What time **did** you **have to** get up this morning?*
*I **had to** get up very early.*
To say that something wasn't necessary in the past, we use **didn't have to**:
*Our parents **didn't have to** wear a uniform when they went to primary school.*
To say that something was or wasn't possible or allowed in the past, we use **could/couldn't**:
*When I was six years old, I **couldn't** play outside on my own, but I **could** go out with my brother or sister.*

1 5A&C Choose the correct words to complete the sentences.

- Jen _____ clean her room today because it's quite tidy.
a has to **b** mustn't **c** doesn't have to
- Giulia _____ wash the dishes by hand as he hasn't got a dishwasher.
a must **b** doesn't have to **c** mustn't
- Maybe we _____ go out together this weekend?
a must **b** have to **c** must
- Why _____ to move out of the halls of residence?
a had you **b** could you **c** did you have
- The doctor said that I _____ give up smoking and get more exercise.
a should **b** mustn't **c** don't have to
- We invited Ann to sleep over at our house. She was happy that she _____ spend the night at the hotel.
a didn't have to **b** couldn't **c** hadn't

6A Future arrangements and intentions

Going to		Negative	
Affirmative		Affirmative	Negative
I	am ('m)	I	am not ('m not)
You/We/They	are ('re)	You/We/They	are not ('aren't)
He/She/It	is ('s)	He/She/It	is not ('isn't)
Yes/No questions		Short answers	
Am	I	Yes, I am. No, I am not ('m not).	
Are	you/we/they	Yes, you/we/they are. No, you/we/they are not ('aren't).	
Is	he/she/it	Yes, he/she/it is. No, he/she/it is not ('isn't).	
Wh- questions		Subject questions	
When	I	am	you/we/they
	are	is	he/she/it
			going to change.

We use the Present Continuous or **going to** + infinitive to talk about future arrangements and intentions.

We use the Present Continuous for plans and arrangements for the near future, usually with a time reference:

I'm leaving tomorrow, so I can't go to the cinema with you.

We use **be going to** + infinitive for intentions, ambitions and future plans which can still change:

My dad is going to teach me how to drive.

Are you going to go to university or find a job when you graduate?

With verbs used with the verb **go** that describe free time activities, such as *camp* (→ go camping), *swim* (→ go swimming), *ski* (→ go skiing), etc., for intentions, ambitions and future plans we use **going to go**:

I'm going to go jogging twice a week this summer.

1 6A Complete the pairs of sentences with the correct forms of the verbs in brackets. Use the Present Continuous in one sentence and going to in the other.

1 a Emma is going to get (get) a piercing some day.
b Emma is going to get (get) a piercing this afternoon. She's a bit afraid that it might hurt.

2 a _____ (they/play) another volleyball match tomorrow morning on the school pitch?
b _____ (they/play) another volleyball match when they have more free time?

3 a Joan _____ (not fly) to New York tomorrow morning because there is a problem with her visa.
b Joan _____ (not fly) to New York if the tickets get even more expensive.

Exercise 1
1b is getting 2a Are they playing 2b Are they going to play 3a isn't flying 3b isn't going to fly

6C Future predictions: going to and will

Will		Negative	
Affirmative		Affirmative	Negative
I/You/He/She/It/We/They	will	I/You/He/She/It/We/They	will not ('won't)
Yes/No questions		Short answers	
Will	I/you/he/she/it/we/they	Yes, I/you/he/she/it/we/they will. No, I/you/he/she/it/we/they will not ('won't).	
Wh- questions		Subject questions	
What	will	happen?	
Subject questions		Subject questions	
Who	will	be late?	

We use **going to** + infinitive or **will** + infinitive to make future predictions.

We use **be going to** + infinitive for predictions about the future based on what we know and can see now:

It's ten to four, and the wedding starts at four o'clock. We're not going to get to the church on time.

We use **will** + infinitive for predictions about the future based on our opinions, intuition or experience. We often use expressions like *I'm sure*, *I think* and *in my opinion* before **will**:

The traffic is fairly light at this time of day. I'm sure the bus will arrive on time.

If we want to say that we think an event will not happen in the future, we use *I don't think* + **will**:

I don't think I'll make it on time today.

2 6C Complete the sentences with going to or will and the verbs in brackets. Sometimes both forms are possible.

1 Zack's a very gifted student. I'm sure he will (find) an excellent job.

2 I'm terribly hungry. I hope somebody _____ (bring) some sandwiches and salad.

3 a Look, the waitress is carrying too many plates. She _____ (drop) them!
b I don't think she _____ (drop) anything. She's very experienced.

4 a I _____ (probably/study) at the University of Arizona.
b Great! I'm sure you _____ (love) the campus there.

5 a I don't feel confident behind the wheel and I still can't park properly. I _____ (fail) my driving test.
b I don't think you _____ (fail). You always worry and then everything is fine.

6 a The traffic is quite heavy. _____ (we/get) to the church on time?
b Don't worry, the wedding _____ (not start) without us.

7 a Look at these clouds. The weather _____ (be) horrible during the reception.
b Don't worry. It might be windy but I'm sure it _____ (not rain).

Exercise 2
2 will bring 3's is going to drop, I'll drop 4 I'm probably going to study, I'll love 5'm going to fail, I'll fail 6 Are we going to get, won't 7 is going to be, won't rain

7A Present Perfect (1)

Present Perfect		Negative	
Affirmative		Affirmative	Negative
I/You/We/They	have	I/You/We/They	have not ('haven't)
He/She/It	has	He/She/It	has not ('hasn't)
Yes/No questions		Short answers	
Have	I/you/we/they	Yes, I/you/we/they have. No, I/you/we/they have not ('haven't).	
Has	he/she/it	Yes, he/she/it has. No, he/she/it has not ('hasn't).	
Wh- questions		Subject questions	
What	have	I/you/we/they	finished?
	has	he/she/it	finished?

We use the Present Perfect to talk about:

- recent events which happened at an indefinite time in the past and **affected** me: a job.

- actions and events which ended in the past but we don't know or it's not important when exactly they happened: *Kate has been to Rome.*

Have you ever had a job interview?

Spelling rules: past participle

Regular verbs
The past participle form of regular verbs is the same as their Past Simple form. For spelling rules, see page 174.

Irregular verbs
For a list of irregular verbs, see page 183.

Common time expressions used with the Present Perfect:

- ever** – used in questions:
Have you ever worked shifts?

- never** – used in negative sentences:
My grandparents have never left England.

- already** and **just** – used mainly in affirmative sentences:
I have already seen this film.

- yet** – used at the end of negative sentences and questions, to express an expectation that the action will happen even though it hasn't happened yet:
I haven't seen Richard's job application yet.

- Has the boss interviewed any candidates yet?**
When we use the Present Perfect to mention actions and events that ended in the past, we never say *when exactly* they happened:
We have arrived.

- If we want to ask or say when something happened, we have to use the Past Simple:
When did you arrive?

- We arrived an hour ago.*

7B Present Perfect (2)

We use the Present Perfect to talk about states and actions that started in the past and still continue. We often use **since** and **for** when we use the Present Perfect in this way.

- Since** points to a moment in time when the activity started:
Since 2000/Monday/last summer/my birthday

- For** gives a time period between a time in the past and now:
For five minutes/two weeks/a long time/ages

- I have known Sean for ten years.*

When we ask about duration, we use **How long**:

How long has television existed?

When we want to talk about states or actions that started in the past and still continue, we use the Present Perfect, NOT the Present Simple:

My mum has been self-employed since 2014.

1 7A Complete the sentences with the correct Present Perfect or Past Simple forms of the verbs in brackets.

1 *Have you heard* (you/hear) the news? They want to close down our school!

2 The factory _____ (not take) on a new secretary yet.

3 When _____ (the neighbours/offer) you a part-time job?

4 My sister _____ (already/save) enough money to buy a laptop.

5 The company _____ (make) a huge profit last year.

6 Angie _____ (never/travel) by plane. It'll be her first time.

7 _____ (you/prepare) for your job interview tomorrow morning?

2 7B Choose the correct words to complete the sentences.

1 Mary's had her new mobile phone since about a year / last June.

2 They haven't sacked an employee since for a couple of years.

3 I worked / have worked at home for a year but now I work / have worked for a big multinational company.

4 How long are you for / have you been out of work? 'Since / For' six weeks.

5 My dad has has had / the same job since / for he graduated from university.

6 How many job applications have you sent out since you lost your job / the last three months?

3 7A&B Use the prompts to write sentences in the Present Perfect. Add any other necessary words.

1 Steve / not phone / me / March
Steve hasn't phoned me since March.

2 How long / you / know / Chris?
How long have you known Chris?

3 The web designer / work / on the new website / New Year
The web designer has worked on the new website since New Year.

4 Our babysitter / look after / our daughter / 2018
Our babysitter has looked after our daughter since 2018.

5 you / think about / starting your own company / many weeks?
Have you thought about starting your own company for many weeks?

6 The employees / not have / pay rise / nearly three years
The employees haven't had a pay rise for nearly three years.

Exercise 1

2 hasn't taken
3 did the neighbours offer

4 has already saved

5 made

6 has never travelled

7 have you prepared

Exercise 3

2 How long have you known Chris?

3 The web designer has worked on the new website since New Year.

4 Our babysitter has looked after our daughter since 2018.

5 Have you thought about starting your own company for many weeks?

6 The employees haven't had a pay rise for nearly three years.

Grammar Reference and Practice

8A Verb patterns: the infinitive and the -ing form

We use the -ing form after these verbs: *avoid, can't stand, consider, continue, don't mind, enjoy, finish, give up, keep (on), miss, practise, spend (time), stop, think about*.

Do you **like doing** experiments in science class?
We use the to- infinitive after these verbs: *agree, can't afford, choose, decide, fail, hope, learn, manage, need, prefer, pretend, promise, refuse, start, try, want, would like, would prefer*.

Mendeleev **managed to organise** elements into groups.
We can use either the -ing form or the infinitive, with no or very little change in meaning, after these verbs: *begin, hate, like, love, prefer, start*.

I prefer watching TV = I prefer to watch TV.
We use the infinitive without to after modal verbs: *can, could, may, might, must, should*.
You **mustn't mix** those two substances, it can cause an explosion.

We almost always use an -ing form of the verb after prepositions:
The students **carried on working** on their projects.
Leon is **thinking about doing** a degree in Biochemistry.

8E The first conditional

Condition	Result
If + Present Simple, If I work hard,	will / won't + infinitive I will pass my exams.
Result	Condition
will / won't + infinitive I will pass my exams	If + Present Simple If I work hard.

First conditional sentences refer to the future. We use them to talk about the possible results of an action:
If I tell them the truth, they won't believe me.

We use the Present Simple in the If-clause, which describes the condition. We use a future form, usually *will / won't*, in the clause describing the result.

The If-clause (condition) can come first or second in a sentence. If it comes first, it is always followed by a comma:
If you don't go to your sister's wedding, you'll regret it later.
You'll regret it later if you don't go to your sister's wedding.
In questions, we usually put the result clause first:
Will you help me if I have problems with my assignment?

Exercise 2

2 Sam will not forget my number if she writes it down. If Sam writes my number down, she will not forget it. 3 We will lose all the data if the hard disk crashes. If the hard disk crashes, we will lose all the data. 4 We won't be late if you are ready soon. If you are ready soon, we won't be late. 5 You will score 100 points if you solve this clue. If you solve this clue, you will score 100 points. 6 Don't pay \$100 if he doesn't carry out the challenge. If he doesn't carry out the challenge, he will pay \$100.

Exercise 3

2 You try to do this experiment on your own. 3 Max doesn't delete the virus. 4 We post too much on social media. 5 Vince doesn't charge his mobile phone. 6 You don't update the operating system.

1 8A Choose one or two correct options to complete the sentences.

- 1 Any can't stand _____ for her exam results, especially in Chemistry.
☐ a waiting ☐ b to wait ☐ c wait
 - 2 Why did you begin _____ the data without all the necessary information?
☐ a analysing ☐ b to analyse ☐ c analyse
 - 3 Emma avoids _____ science experiments as she doesn't think they're safe.
☐ a doing ☐ b to do ☐ c do
 - 4 I decided _____ the printer back to the shop.
☐ a taking ☐ b to take ☐ c take
 - 5 Did you enjoy _____ our new website?
☐ a designing ☐ b to design ☐ c design
 - 6 You should _____ somebody to repair the fridge.
☐ a getting ☐ b to get ☐ c get
 - 7 Teenagers often spend hours _____ the internet.
☐ a surf ☐ b to surf ☐ c surfing
- 2 8E Use each set of prompts to make two first conditional sentences. Use correct punctuation.
1 will / the video / go viral / it / if / we / share
The video will go viral if we share it.
If we share the video, it will go viral.
2 if / Sam / not / writes / it / forget / my number / will / down / she
3 the hard disk / we / if / will / lose / all the data / crashes
4 ready / we / if / soon / are / won't / be late / you
5 you / if / you / 100 points / score / this clue / solve / will
6 the challenge / doesn't / pay / if / \$100 / Don / carry out / he / will

3 8E Complete the second sentence so that it means the same as the first one. Use correct punctuation.

- 1 I must make copies of all my files or I might lose them. I will lose all my files if I don't make copies.
- 2 Don't try to do this experiment on your own. You'll hurt yourself. If _____ you will hurt yourself.
- 3 Max must delete the virus or the computer will crash. The computer will crash if _____.
- 4 We can't post too much on social media because our parents will get angry. Our parents will get angry if _____.
- 5 Vince should charge his mobile phone or it will die before we get home. If _____ it will die before we get home.
- 6 You need to update the operating system, otherwise your laptop will work very slowly. Your laptop will work very slowly if _____.

9A Past Perfect

Past Perfect	
Affirmative	Negative
I/you/He/She/It/We/They	had watched TV. had not (hadn't) TV.
Yes/No questions	
Had I/you/He/She/It/We/They	Short answers Yes, I/you/He/She/It/We/They had. No, I/you/He/She/It/We/They had not (hadn't).
Wh- questions	
What had I/you/He/She/It/We/They	watched on TV?
Subject questions	
Who had	watched TV?

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 in the Past Simple.
In the taxi, I realised that I had left the tickets at home. (I left them there and then I got into the taxi.)
Sometimes the Past Perfect changes the meaning:
The children went to sleep when we got home. (First we got home and then the children went to sleep.)
The children had gone to sleep when we got home. (The children were already asleep when we got home.)

In the Past Perfect we often use linkers such as *after, already, as soon as, before, by, by the time, once, until, e.g. by the age of six, by the time I was six, by 1978*.
By the time I was six, I had learnt how to read.

9C Reported speech

Reported speech	Reported speech
Present Simple Sam: 'I study.'	Past Simple Sam said (that) he studied.
'Sue doesn't study.'	Past Continuous Sue said (that) Sue wasn't studying.
Present Continuous Sam: 'I'm studying.'	Past Perfect Sam said (that) he had studied.
'Sue isn't studying.'	Past Perfect Sue said (that) Sue hadn't studied.
Present Perfect Sam: 'I've studied.'	Past Perfect Sam said (that) he had studied.
'Sue hasn't studied.'	Past Perfect Sue said (that) Sue hadn't studied.
Past Simple Sam: 'I studied.'	Past Perfect Sam said (that) he had studied.
'Sue didn't study.'	Past Perfect Sue said (that) Sue hadn't studied.
will Sam: 'I will study.'	would Sam said (that) he would study.
'Sue won't study.'	could Sue said (that) Sue wouldn't study.
can Sam: 'I can study.'	could Sam said (that) he could study.
'Sue can't study.'	could Sue said (that) Sue couldn't study.

We make the following changes in reported speech:
• tenses (move 'one tense back') as in the table opposite (depending on the context):
now → at that time/then
today → that day
yesterday → the day before
two hours ago → two hours earlier/before
tomorrow → the following day
here → there

- demonstrative pronouns, personal pronouns, object pronouns and possessive adjectives (depending on the context):
this/these → that/those
I/we → he/she/they
me/us → him/her/them
my → his/her
our → their
'My mother arrived here yesterday.' → She said that her mother had arrived there the day before.

In reported speech, we often use reporting verbs *say* and *tell*. Their meaning is similar, but the verb *tell* always takes a direct object (a noun or a pronoun). The verb *say* does not take a direct object, but you can use a noun or a pronoun with it with the preposition *to*:
The best man said that the wedding was at five o'clock.
The best man said to me that the wedding was at five o'clock.
The best man told me that the wedding was at five o'clock.

1 9A Join the sentences using the Past Perfect and the linkers in bold. (reverse order of clauses also possible)

- 1 BEFORE
BEFORE I joined the class, I had tried to make origami figures.
2 We rehearsed many times in the school gym. We gave a performance. **BY THE TIME**
3 Andrea wrote the script for a short film. She began looking for actors. **AS SOON AS**
4 Joel didn't star in films. He graduated from a film academy. **UNTIL**
5 The artist drew a sketch of my little sister in pencil. He painted an oil portrait. **AFTER**
6 The performance already started. I got to the theatre. **WHEN**
- 2 9C Rewrite sentences 1–3 in direct speech and sentences 4–6 in reported speech.
1 Peter said that he was going to the theatre then. *'I'm going to the theatre now,' said Peter.*
2 Tony and Amy told us that they would help us organise the gig the following day.
3 The woman at the box office said that the tickets had sold out the day before.
4 'We can paint the walls blue and grey,' the architect said.
5 'I've never sung in front of such a large audience before,' I told the conductor.
6 'Now I'm making a film based on a true story,' said the director.

Exercise 1

2 We had rehearsed many times in the school gym by the time we gave a performance. 3 As soon as Andrea had written the script for a short film, she began looking for actors. 4 Joel hadn't starred in films until he graduated from a film academy. 5 After the artist had drawn a sketch of my little sister in pencil, he painted an oil portrait. 6 The performance had already started when I got to the theatre.

Exercise 2

2 We will help you organise the gig tomorrow! Tony and Amy told us. 3 The tickets sold out yesterday! the woman at the box office said. 4 The architect said (that) they/we could paint the walls blue and grey. 5 I told the conductor (that) I had never sung in front of such a large audience before. 6 The director said (that) then he/she was making a film based on a true story.

Exercise 2

2 were influenced by Arthur Conan Doyle. 3 is shown as a very tidy and punctual person. 4 little grey cells are used by Poirot to solve crimes. 5 was published in 1975. 6 has been played by several actors on the radio and on TV.

10A The passive

The passive	
Present Simple	Tea is grown in India. Cars are not repaired here. Where are these books sold ?
Past Simple	I was offered a job with the police. These handcuffs were not produced in China. Where was our car made ?
Present Perfect	The crime has been finally solved . We have not been informed about the change. Has he been invited to Kerry's wedding?

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*:

How many crimes **were committed** in London last year?

The shopping mall **is visited by** about 50,000 people every day.

10D The second conditional

The second conditional	
Condition	Result
If + Past Simple	would/wouldn't + infinitive
If my health was better,	I would apply for a job with the police.
Result	Condition
would/wouldn't + infinitive	If + Past Simple
I would apply for a job with the police	if my health was better.

We use second conditional sentences to talk about:

- imaginary situations in the present:
If I **were** rich, I **would live** in a huge house.
- improbable events in the future:
If he **left** home earlier, he **would never be late** for work.

We use the Past Simple in the *if*-clause and *would/wouldn't* in the clause describing the result.

We put a comma at the end of the *if*-clause if it comes first in the sentence.

In second conditional sentences after *I, he, she* and *it* we can use *was* or *were*. *Were* is more formal:

If my health **were** better, I'd **apply for a job with the police**.
If he **was/were** my son, I **wouldn't let him stay out so late**.

Remember to use *were* in the phrase *If I were you*:

If I **were** you, I **would tell him the truth**.

1 10A Choose the correct verbs to complete the sentences.

- Computers **are protected** / **protect** against viruses by special software.
- I think a lot of books about Sherlock Holmes have **translated** / **have been translated** into many different languages.
- On the way to work Mark **stopped** / **was stopped** by the police.
- The head teacher **has been broken** with Joel because he **has broken** / **has been broken** the window.
- How **is the main character shown** / **does the main character show** in the film adaptation?

5.71

be /bi:/	was/were /wɒz/wɜ:/	been /bi:n/	lend /lend/	lent /lent/
beat /bi:t/	beat /bi:t/	beaten /bi:tn/	let /let/	let /let/
become /bɪ'kʌm/	became /bɪ'keɪm/	become /bɪ'kʌm/	lie /leɪ/	lain /leɪn/
begin /bɪ'ɡɪn/	began /bɪ'ɡʌn/	begun /bɪ'ɡʌn/	lose /lu:z/	lost /lost/
blow /bləʊ/	blew /blu:/	blown /bləʊn/	make /meɪk/	made /meɪd/
break /breɪk/	broke /brəʊk/	broken /brəʊkən/	mean /mi:n/	meant /ment/
bring /brɪŋ/	brought /brɒxt/	brought /brɒxt/	meet /mi:t/	met /met/
build /bɪld/	built /bɪlt/	built /bɪlt/	pay /peɪ/	paid /peɪd/
burn /bɜ:n/	burned /bɜ:nd/ or burnt /bɜ:nt/	burned /bɜ:nd/ or burnt /bɜ:nt/	put /pʊt/	put /pʊt/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	read /red/	read /red/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	ride /raɪd/	ridden /rɪdən/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzən/	ring /rɪŋ/	rung /rʌŋ/
come /kʌm/	came /keɪm/	come /kʌm/	rise /raɪz/	risen /rɪzən/
cost /kɔ:t/	cost /kɔ:t/	cost /kɔ:t/	run /rʌn/	run /rʌn/
cut /kʌt/	cut /kʌt/	cut /kʌt/	said /seɪd/	said /seɪd/
deal /di:l/	dealt /deɪt/	dealt /deɪt/	saw /sɔ:/	saw /sɔ:/
dig /dɪg/	dug /dʌg/	dug /dʌg/	sell /sel/	sold /sɔld/
do /du:/	did /dɪd/	done /dʌn/	send /send/	sent /sent/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	set /set/	set /set/
dream /dri:m/	dreamed /dri:md/ or dreamt /dremt/	dreamed /dri:md/ or dreamt /dremt/	shake /ʃeɪk/	shaken /ʃeɪkən/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shine /ʃaɪn/	shone /ʃɒn/
drive /draɪv/	drove /draʊv/	driven /draɪvən/	shrink /ʃrɪŋk/	shrank /ʃræŋk/
eat /i:t/	ate /et/	eaten /i:tn/	show /ʃəʊ/	showed /ʃəʊd/
fall /fɔ:l/	fell /fel/	fallen /fɔ:lən/	shut /ʃʌt/	shut /ʃʌt/
feed /fi:d/	fed /fed/	fed /fed/	sing /sɪŋ/	sung /sʌŋ/
feel /fi:l/	felt /felt/	felt /felt/	sank /sæŋk/	sunk /sʌŋk/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	sit /sɪt/	sat /sæt/
find /faɪnd/	found /faʊnd/	found /faʊnd/	sleep /sli:p/	slept /slept/
fly /flaɪ/	flew /flu:/	flown /flaʊn/	smell /smel/	smelled /smeld/ or smelt /smelt/
forbid /fə'baɪd/	forbade /fə'beɪd/	forbidden /fə'bɪdn/	speak /spi:k/	spoke /spəʊk/
forget /fə'get/	forgot /fə'ɡɒt/	forgotten /fə'ɡɒtn/	spend /spend/	spent /spent/
forgive /fə'ɡɪv/	forgave /fə'ɡeɪv/	forgiven /fə'ɡɪvən/	stand /stænd/	stood /stʊd/
freeze /fri:z/	froze /froz/	frozen /frozən/	steal /sti:l/	stolen /stəʊlən/
get /ɡet/	got /ɡɒt/	got /ɡɒt/	stick /stɪk/	stuck /stʌk/
give /ɡɪv/	gave /geɪv/	given /ɡɪvən/	sweep /swi:p/	swept /swept/
go /ɡəʊ/	went /went/	gone /ɡɒn/	swim /swɪm/	swam /swɒm/
grow /ɡrəʊ/	grew /ɡru:/	grown /ɡrəʊn/	take /teɪk/	taken /teɪkən/
have /hæv/	had /həd/	had /həd/	teach /ti:tʃ/	taught /tɔ:tʃ/
hang /hæŋ/	hung /hʌŋ/	hung /hʌŋ/	tear /tɜ:/	tore /tɔ:/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	tell /tel/	told /təʊld/
hide /haɪd/	hid /hɪd/	hidden /hɪdn/	think /θɪŋk/	thought /θɔ:t/
hit /hɪt/	hit /hɪt/	hit /hɪt/	throw /θrəʊ/	thrown /θrəʊn/
hold /həʊld/	held /held/	held /held/	understand /ʌndə'stænd/	understood /ʌndə'stʊd/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	wake /weɪk/	woken /wəʊkən/
keep /ki:p/	kept /kept/	kept /kept/	wore /wɔ:/	worn /wɔ:n/
know /nəʊ/	knew /nju:/	known /nəʊn/	win /wɪn/	won /wɒn/
lead /li:d/	led /led/	led /led/	write /raɪt/	written /rɪtn/
learn /lɜ:n/	learned /lɜ:nd/ or learnt /lɜ:nt/	learned /lɜ:nd/ or learnt /lɜ:nt/		
leave /li:v/	left /left/	left /left/		

Irregular Verbs

Unit 1

- 1 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.

1 This is a fantastic party. My friends and I like it very much. **ENJOYING**
This is a fantastic party. My friends and I are enjoying it very much.

2 Betty's homework is always without a single mistake.

MAKE
Betty doesn't make mistakes in her homework.

3 My opinion is not the same as yours. **NOT**
I disagree with you.

4 Keith has his home at his parents' house at the moment because he's looking for a new flat. **LIVING**
Keith isn't living with his parents at the moment because he's looking for a new flat.

5 Listen! There's a very loud argument between Keira and her mum. **ARGUING**
Listen! Keira and her mum are arguing very loudly.

6 We don't need anybody's help to install apps on our phones. **BY**
We can install apps on our phones by ourselves.

7 Susan is very friendly. All the people like her. **EVERYBODY**
Susan is very friendly. Everybody likes her.

8 People in my class aren't interested in mountain biking. **NOBODY**
In my class, no one is interested in mountain biking.

- 2 Choose the correct words a-c to complete the texts.

1 Mum, can I go late tonight?
I want to go to a concert in the park.
a stay out b sleep over c be into

2 If you want to learn how to give an interesting and funny talk, come to our workshop next Wednesday at 3 p.m.
a mistake b speech c advice

3 My parents have a great relationship. They spend a lot of time together and always share their feelings and opinions.
a share b tell c hug

4 We're open all year, so why not pay us a visit during the winter months?
a banknote b visit c call

Unit 1, Exercise 1

- 2 makes no/ doesn't make
3 don't agree
4 living 5 are arguing 6 by ourselves
7 everybody likes 8 nobody is

Unit 2, Exercise 1

- 2 didn't pay/ paid no 3 used to 4 didn't use 5 didn't help 6 didn't go 7 part in

Unit 3

- 1 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.

1 Yesterday my cousin and I went for a drive along the main road and saw some wild horses. **ALONG**
Yesterday, while my cousin and I were driving along the main road, we saw some wild horses.

2 I'm afraid the plane left the airport two minutes ago. **OFF**
I'm afraid the plane took off two minutes ago.

3 My sister got up late and missed the 8:50 train to London. **NOT**
My sister got up late and missed the 8:50 train to London.

4 I went into the office in the middle of the guide's conversation with some tourists. **WAS**
I went into the office while the guide was some tourists.

5 This man helped me with my hand luggage on the plane. **HELPED**
This is the man who helped me with my hand luggage on the plane.

6 Why don't we meet by the Left Luggage area? We left our rucksacks there. **WE**
Why don't we meet by the Left Luggage area where our rucksacks?

7 During the carnival there wasn't a single bed available in any of the hotels in Venice that we called. **FULLY**
During the carnival all the hotels in Venice that we called were full.

- 2 Complete the text with one word in each gap.

WRITE IN AND TELL US ABOUT YOUR MOST MEMORABLE HOLIDAY EVER
added by François from Aix-en-Provence 22 April 11.01 a.m.

Last year, while my parents were looking at holiday offers, they found some information about a project called Home Exchange. Families who live in this project spend two to three weeks in each other's houses. My mum found a family whose home was in Florida, close to a lovely beach famous for its seashells and white sands. The American family wanted to live in a cottage in the south of France. We thought not so sure about the idea at first but then we went for it. It was us almost twenty-four hours to get to Miami, but the holiday was fantastic. We were lying on the beach, sunbathing, and at the view, and just relaxing. My brother and I didn't want to go back home to France at all! Now my parents are looking for another family to who would like to spend some time in our house so that we can enjoy theirs!

Unit 3, Exercise 2

- 2 found 3 participate 4 whose 5 for 6 stay 7 were 8 took 9 looking 10 did 11 who/that

Unit 4

- 1 Complete the second sentence so that it means the same as the first one. Use no more than three words in each gap.

1 In our town, there isn't a more popular place to eat than the Giraffe.

The Giraffe is the most popular place to eat in our town.

2 All other cafés are worse than the Giraffe.

There isn't a café as good as the Giraffe.

3 The Giraffe makes the tastiest pancakes.

No other place makes as good this one.

4 You don't spend very little time waiting for a waiter.

You don't spend as long waiting for a waiter.

5 In other cafés the pancakes are too small.

In other cafés the pancakes are smaller than the ones at the Giraffe.

6 The pancakes in the Giraffe are cheaper than in other cafés.

The pancakes in the Giraffe are cheaper than in other cafés.

7 The Giraffe received a few prizes for the best food in town.

The Giraffe received some of prizes for the best food in town.

- 2 Complete the text with the correct words formed from the words in bold.

GOOD CUSTOMER SERVICE

Do you care about your customers? Would you like them to feel comfortable (COMFORT) in your shop? If so, read these tips and make sure your customers have the best (GOOD) possible experience in your shop.

- Pay attention (ATTEND) to your customers from the moment they enter the shop. Remember to smile and say hello. It can be difficult if there are other customers (SHOP) inside at the same time, but it's very important.
- Let the customers take their time when they are looking around. Don't rush them – just offer them friendly advice (ADVISE).
- When a customer complains to you about a faulty item, be ready to change (CHANGE) it for a different one or give a full refund. If they haven't got a receipt (RECEIVE), explain kindly what the shop's policy on returning items is.
- Another important point is dealing with queues at the checkout. Remember that customers hate waiting, so, if possible, get more shop assistants (ASSIST) to work part-time when your shop gets really busy.

Unit 4, Exercise 2

- 2 best 3 attention 4 shoppers 5 advice 6 exchange 7 receipt 8 assistants

Unit 5

- 1 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.

- 1 Is it a problem for you if I do some yoga in the living room? **MIND**
Do you mind if I do some yoga in the living room?
- 2 When we lived in the halls of residence, there was an obligation to tidy up our rooms every day. **TO**
When we lived in the halls of residence, we had to tidy up our rooms every day.
- 3 It's not a good idea to start exercising without a warm-up. **NOT**
You shouldn't exercise without a warm-up.
- 4 Why don't you throw away your old carpet and buy a nice rug instead? **GET**
Why don't you get rid of your old carpet and buy a nice rug instead?
- 5 It wasn't necessary for George to cook yesterday because his children were away. **HAVE**
George didn't have to cook yesterday because his children were away.
- 6 My younger sister isn't allowed to heat up food by herself. **MUST**
My younger sister mustn't heat up food by herself.
- 7 Can you do the dishes after dinner, please? **UP**
Can you tidy up after dinner, please?

- 2 Choose the correct words a-c to complete the text.

mona.lisa 2 January 8.07 a.m.
Next year is my first year at university and I need your advice. ¹ I live in the halls of residence or rather rent a flat with some friends?
James007 3 January 11.28 a.m.
Definitely halls of residence! You meet a lot of new people with whom you have a lot ². You ³ follow too many rules – you ⁴ just keep quiet after 10 p.m. and you ⁵ have visitors at night.
@strange-girl 3 January 9.47 p.m.
When I started living on my own, I ⁶ learn to be independent. I had no parents telling me to ⁷ my bed or wash up. But living in halls of residence taught me to ⁸ my room tidy. You never know when somebody is going to ⁹ your room to see you!

- 1 a Must b Should c Could
- 2 a of homework b in common c don't have to
- 3 a mustn't b couldn't c mustn't
- 4 a should b don't have to c mustn't
- 5 a don't have to b must c should
- 6 a had to b make c do
- 7 a clean b do c keep
- 8 a get rid of b turn into c come round to

Unit 5,
Exercise 1

- 2 had to tidy
- 3 should not
- 4 get rid of
- 5 didn't have to
- 6 must not/cannot
- 7 wash up

Unit 6,
Exercise 1

- 2 not going/ intending to
- 3 to stay away
- 4 might/may
- 5 I'll be looking forward
- 7 going back

Unit 7

- 1 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.

- 1 When did you lose your job? **YOU**
How long have you been out of work?
- 2 My job is to look after babies and small children. **TAKE**
My job is to look after babies and small children.
- 3 Dad's boss gave him his last pay rise two years ago. **NOT**
Dad's boss didn't give him a pay rise for two years.
- 4 Has the factory employed more staff recently? **ON**
Has the factory employed more staff recently?
- 5 You haven't watered the plants since 15 June, and today it's 29 June. **WEEKS**
You haven't watered the plants for weeks.
- 6 It's the first time the librarian is teaching a class of six-years-olds. **NEVER**
The librarian has never taught a class of six-years-olds before.
- 7 I'm looking forward to doing volunteer work in our local charity shop. **TO**
I'm looking forward to doing volunteer work in our local charity shop.

- 2 Complete the text with one word in each gap.

Believe it or not, more and more employers complain about job applicants. The first problem is that young people ¹ apply ² a job often use emoticons or informal language in their CVs and application letters. Another difficult situation is the job ³. Some candidates talk too much about their personal ⁴, for example how creative or hard-working they are. Others can't even explain why they have ⁵ for this particular job. One interviewer, who has ⁶ on over a hundred employees ⁷ the beginning of this year, says that applicants know less and less about the ⁸ they want to work for. Moreover, after a candidate is employed, it often turns out that he or she can't work ⁹ a deadline or ¹⁰ pressure. Unfortunately, all that limits the candidates' chances of finding a satisfying permanent job.

Unit 6, Exercise 2

- 2 surprised
- 3 arrangements
- 4 argument
- 5 intend
- 6 worried
- 7 disappointed
- 8 decision
- 9 different
- 10 feelings

Unit 8

- 1 Complete the second sentence so that it means the same as the first one. Use no more than three words in each gap.

- 1 Our IT teacher says that we should always save attachments on the computer or we'll lose them. According to our IT teacher, if we don't save attachments on the computer, we'll lose them.
- 2 We shouldn't open attachments from unknown sources. We should be careful of opening attachments from unknown sources.
- 3 We should always install the latest anti-virus software. We should always keep our software up to date.
- 4 Our IT teacher often reminds us to update our operating systems because otherwise our laptops will work very slowly. Our IT teacher often reminds us that if we don't update our operating systems, our laptops will work very slowly.
- 5 He shows us educational games that allow us to learn more effectively. He shows us educational games that let us learn more effectively.
- 6 He might teach us about programming in the future. Then we can come up with our own apps. If he teaches us about programming in the future, we will come up with our own apps.

- 2 Choose the correct words a-c to complete the text.

When I was in primary school, I didn't enjoy ¹ to Science lessons. I especially hated ² experiments in the lab because I wasn't very ³ and often ⁴ guesses. Everything changed when we went on a school trip to the Science Museum. I was fascinated by robots and I tried hard ⁵ how they ⁶. I got really interested in them and shortly afterwards I managed ⁷ two basic robots. I'm planning to ⁸ building robots in the future. And if somebody ever ⁹ me about my favourite subject, I ¹⁰ that it's Science, of course!

- 1 a to go b going c go
- 2 a do b doing c does
- 3 a precise b enormous c confused
- 4 a guessed b did c made
- 5 a to understand b understanding c work
- 6 a do b act c build
- 7 a to build b building c teach
- 8 a try b ll ask c is going to ask
- 9 a asks b ll say c said
- 10 a says b ll say c said

Unit 8,
Exercise 1

- 2 for
- 3 interview
- 4 qualities
- 5 applied
- 6 taken
- 7 since
- 8 company
- 9 to
- 10 under

Unit 7,
Exercise 2

- 2 avoid
- 3 up with
- 4 won't work
- 5 learn
- 6 teaches

Unit 7,
Exercise 1

- 2 take care of
- 3 has not
- 4 get rid of
- 5 didn't have to
- 6 must not/cannot
- 7 wash up

Use of English

Unit 9

- 1 Complete the second sentence using the word in bold so that it means the same as the first one. Use no more than three words including the word in bold.

1 After taking part in several school performances, Louis got the main role in a TV soap. **HAD**
Louis got the main role in a TV soap after he had taken part in several school performances.

2 Joan hates watching horrors. I said to Chris. **CHRIS**
I _____ that Joan hated watching horrors.

3 I don't want to go to the art gallery today because I'm not well. **GOING**
I don't _____ to the art gallery today because I'm not well.

4 The manager said that the band _____ the offer from the recording studio. **TURNED**
The manager said that the band _____ the offer from the recording studio.

5 It was Jerry's first watercolour painting. **PAINTED**
Jerry _____ with watercolours before.

6 The photographer promised that she would take some photos in the studio the next day. **TAKE**
I _____ some photos in the studio tomorrow. _____ the photographer promised.

7 My boyfriend said that he wasn't really into opera. **CUP**
My boyfriend said that opera wasn't really his _____.

- 2 Choose the correct words a-c to complete the text.

There was an amazing Sound and Light show in our town yesterday. The most spectacular part was 1 _____ a fairy tale about a violinist who saved a town with his music. There was a recorded narrative and an orchestra performing 2 _____ which made the show even more 3 _____. The 4 _____ especially loved the special lighting effects. The presenter of the show explained that the young director 5 _____ some successful computer animations before. In an interview after the 6 _____ the director mentioned that he 7 _____ on a water show. I'm sure that if this young man 8 _____ working hard to develop his talents further, we will definitely see even more fascinating shows soon.

- 1 a taken place b set in c chased on
2 a live b life c alive
3 a hilarious b pathetic c impressive
4 a audience b playwright c performer
5 a has produced b produced c had produced
6 a concerto b performance c stage
7 a was working b worked c works
8 a gives up b keeps on c manages

Unit 10

- 1 Complete the second sentence so that it means the same as the first one. Use no more than three words in each gap.

1 Last December someone broke into our local shop. **was broken into**
Last December our local shop _____.

2 The thief escaped with the stolen goods. **the stolen goods**
The thief got _____ the stolen goods.

3 The police arrested him quickly because he had left his fingerprints in the shop. **he had left his fingerprints in the shop**
He _____ because he had left his fingerprints in the shop.

4 A witness said at the police station. 'I don't recognise the burglar because my eyes are bad.' **'I don't recognise the burglar because my eyes are bad'**
A witness said at the police station. 'If my eyes weren't bad, I _____ the burglar.'

5 'It would be a good idea for you to install a burglar alarm', a policeman said to the shop owner. **'It would be a good idea for you to install a burglar alarm'**
A policeman said to the shop owner. 'I would install a burglar alarm if _____.'

6 Having a CCTV camera in the shop could make it easier for the owner to keep an eye on it. **Having a CCTV camera in the shop could make it easier for the owner to keep an eye on it**
It would be easier for the owner to keep an eye on his shop if he _____ a CCTV camera.

7 Luckily, no one has committed a serious crime in our town since then. **Luckily, no serious crimes _____ in our town since then**
Luckily, no serious crimes _____ in our town since then.

- 2 Choose the correct words a-c to complete the text.

We don't feel safe here anymore. A couple of shops 1 _____ recently. Some time ago, a gang 2 _____ our local bank. Yesterday a group of young men 3 _____ a homeless person and according to a 4 _____ the police took an hour to come to the scene. Crime has to be stopped and all those who are 5 _____ must 6 _____ in prison. The police need to 7 _____ further attacks on innocent 8 _____. It would be a tragedy for our community if anyone else 9 _____ hurt. We, the local citizens, expect the local authorities and the police to 10 _____ us.

- 1 a are burgled b have been burgled c have burgled
2 a shoplifted b stole c robbed
3 a beat up b were beat up c bit up
4 a victim b villain c witness
5 a innocent b honest c guilty
6 a give up b end up c back off
7 a prevent b commit c suspect
8 a victims b witnesses c burglars
9 a would get b get c got
10 a solve b protect c arrest

STUDENT A

1A Exercise 9, page 5

- 1 How are you doing at school this year?
2 Are you preparing for any exams?
3 Do you usually get good grades?
4 How many hours of homework do you do a week?
5 Where do you do your homework?

3C Exercise 8, page 37

Follow the instructions. Use the Speaking box on page 37 to help you.

- 1 You're a tourist. You're visiting a new city. You go to the Tourist Information Centre and ask about the following:
• a bus to take you from the city centre to the airport
• the time of the next tour of the Castle
• how far it is to the Royal Park
2 You work in the Tourist Information Centre. A tourist asks you some questions. Give him/her this information:
• Tram number 23 goes near the zoo.
• There isn't a leaflet but all the information is on the website.
• The National Museum is open from ten to four on Sundays.

4C Exercise 8, page 51

Follow the instructions. Use the Grammar box and Watch out! on page 51 to help you.

You are at the supermarket but you don't know what to buy for the party tonight. Make a list of things that you need, then call Student B and ask if the things on your list are in the house or not.

Is/Are there any...?
How much/many... is/are there?

5D Exercise 5, page 68

Use the language from the Speaking box on page 68 and the prompts below to ask Student B for permission. Respond appropriately to Student B's permission requests.

Take this chair. Use your dictionary for a moment borrow your English notebook for a few days come round to yours after school give you a call this evening stay in your house this weekend

7F Exercise 7, page 100

Your name is Pat. You're a student from Australia. You're working as a volunteer for the NGO Médecins Sans Frontières in a refugee camp in Africa. You've been there for nine months. You don't get paid a salary but you get free accommodation, food and flights home. You like the work because the people are so open and friendly and you really feel you're making a difference. Unfortunately, you're in a war zone and there are often explosions. It's dangerous and you don't feel safe. Your contract ends in three months' time but you're not sure if you are going to volunteer again or to go back to Sydney to finish your studies.

8C Exercise 8, page 111

Follow the instructions. Then change roles.

- 1 You are a customer in an electronics shop. You want to buy a **phone** but you don't know a lot about technology. Use the phrases from the Speaking box on page 111 to ask the shop assistant (Student B) to explain everything he/she says.
2 You are a shop assistant in an electronics shop. You are trying to sell a **games console** to Student B. Give him/her these specifications. When he/she asks you to explain, use the phrases from the Speaking box on page 111 and the information in brackets.
• It's a portable games console. (It's not a large home console, it's handheld – you can hold it in your hands.)
• It's an open source model. (You can share changes and improvements to the game with other players online.)
• It's an autostereoscopic device. (You can see 3D images without wearing special glasses.)

ALL STUDENTS

1A Exercise 3, page 5



1 p.m. Just married! The official wedding photo: my sister Sara and her new husband Joe

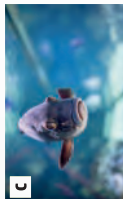
1B Exercise 8, page 7

You answer 'yes' to 0-7 questions: you and your friend are very different people.

You answer 'yes' to 8-12 questions: you and your friend are very similar.

You answer 'yes' to 13-15 questions: you and your friend are almost identical.

1D Exercise 4, page 9



5F Exercise 1, page 70

- 1 a small town in Sardinia, Italy: photo D
- 2 the suburbs in Southern California: photo B
- 3 a village in Costa Rica: photo A
- 4 the city of Okinawa, Japan: photo C

5G Exercise 7, page 73

indigestion not a heart attack
Doctor recommends:

- take 2 pills 3 times a day
- no appointment with GP
- don't eat a lot late at night
- avoid alcohol, fried foods, chocolate
- try to lose weight
- get more exercise
- give up smoking

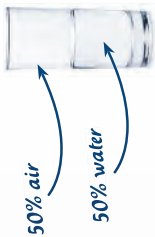
5G Exercise 9, page 73

Jeremy – hope u feel better – tm for looking after dogs!

- dog food in cupboard next to door
 - bowl for water under table
 - don't forget to take them for a walk morning & afternoon
- Back Sun @ 10. xxx Maggie

6D LISTENING, Exercise 2, page 83

An optimist sees the glass half full.
A pessimist sees it half empty.
A realist sees the glass completely full: half water and half air.



7G Exercise 8, page 103

FRUIT PICKERS wanted for Gowrie fruit farm
NO EXPERIENCE NECESSARY. MUST BE FIT AND HARD-WORKING.
EXCELLENT PAY
APPLY TO Dougal McGuire at DMcGuire@gowriefruit.com

Maryhill Swimming Pool is looking for a lifeguard
Experience preferred
Flexible hours – weekends and evenings
Apply to Mrs Elaine Carter at ecarter@glasgowcc.org

ANTONIO'S PIZZA Needs Delivery Drivers
Would suit a student 17+
working 5-8.30 or 8-11.30 p.m. Good pay and conditions.
Apply to antoniopizza@qmail.com

8A Exercise 3, page 109

Your answers are mostly A: You're curious about the world, you know how to concentrate and you're a hard worker. You should think about becoming a scientist. You might enjoy it.

Your answers are more or less half A and half B: You could be a scientist. It's not impossible. But perhaps a biologist rather than a physicist.

Your answers are mostly B: Your answers show that a career in science is probably not right for you. But don't worry. There are lots of other careers open to you.

Life Skills 7-8, Exercise 7, page 123

A Harrison Ford B J. K. Rowling C Steve Jobs

9E SPEAKING, Exercise 8, page 130

WHAT'S ON THIS WEEKEND

MODERN ART MUSEUM Expressionists Go Pop

10.00-20.00 daily
Adults £10.70
Concessions £8.50
The best of abstract expressionism and pop art from the 50s to the 70s.

ROYAL GALLERY Snap the World

10.30-20.00 all this week
Free
An exhibition of this year's best photos from all around the world. Nature, landscapes, city scenes, war zones and portraits.

MILLENNIUM CENTRE Pop Planet

Saturday & Sunday all day
One day £30.00
Full weekend £50.00
The Pop Planet festival comes to our town at last with big names: Kenny East, Nikki Spoke and DoobeeDoo.

THE X BOX Fast Feet

Saturday 19.00-23.00
Adults £12.00
Concessions £7.50
Dances show with the best youth dance groups in the country. From ballet to break dance, see the stars of the future today.

10D Exercise 3, page 142

Your answers are mostly A

You are very honest. You want to obey the law at all times. But maybe you should ask yourself if there are times when it is better to look the other way.

Your answers are mostly B

You are very careful. You prefer to avoid problems but that means that perhaps you don't always do the right thing.

Your answers are mostly C

You have some original ideas. Decide for yourself how honest you are.

STUDENT B

1A Exercise 9, page 5

- 1 Where do you live?
- 2 What does your mum/dad do?
- 3 What's your mum/dad doing right now?
- 4 Do you ever go out with your family?
- 5 Do you enjoy big family gatherings?
- 6 What do you think of weddings?

3C Exercise 8, page 37

Follow the instructions. Use the Speaking box on page 37 to help you.

1 You work in the Tourist Information Centre.

A tourist asks you some questions. Give him/her this information:

- Bus number 175 goes from the city centre to the airport.
- The tours of the Castle are once every two hours. The next one is at 2 p.m.
- The Royal Park is 25 minutes by bus number 180.

2 You're a tourist. You're visiting a new city. You go to the Tourist Information Centre and ask about the following:

- a tram to go to the zoo
- a leaflet with information about different bus tickets
- the opening and closing times of the National Museum on Sundays

4C Exercise 8, page 51

Follow the instructions. Use the Grammar box and watch out! on page 51 to help you.

You are at home. There isn't much food there. Student A is at the supermarket but he/she doesn't know what to buy for the party tonight. Write a list of eight things that are in the fridge and the cupboard. Then answer Student A's questions.

There is/are some ...

There isn't/aren't any ...

There is/are a lot of ... but there isn't/aren't much/many ...

5D Exercise 5, page 68

Use the language from the Speaking box on page 68 and the prompts below to ask Student A for permission. Respond appropriately to Student A's permission requests.

take this book use your phone for a moment
ask you a question borrow your notes to revise for the test
give you a call at 3 a.m.
go on holiday with you next summer

7F Exercise 7, page 100

Your name is Leslie. You're a final-year Chemistry student living in St Andrews, Scotland. You work part-time in a charity shop. You've had the job for three weeks. You don't get paid but you get to meet a lot of people and you've made some good friends amongst your co-workers. You also get the chance to buy second-hand books, music and clothes at really low prices. The only thing you don't like about the job is the temperature in the shop – it's usually far too hot. When you graduate, you will probably have to leave St Andrews to find work but you might look for another charity shop job in your new town.

8C Exercise 8, page 111

Follow the instructions. Then change roles.

1 You are a shop assistant in an electronics shop. You are trying to sell a **phone** to Student A. Give him/her these specifications. When he/she asks you to explain, use the phrases from the Speaking box on page 111 and the information in brackets.

- It has a 16-megapixel camera. (More megapixels = better quality photos.)
- You can have 16 or 32 gigs of memory. (Gigs are gigabytes; the space there is to keep things on your phone.)
- It has an LED-backlit widescreen. (LED stands for Light Emitting Diode – it's a more energy-efficient light.)

2 You are a customer in an electronics shop. You want to buy a **games console** but you don't know a lot about technology. Use the phrases from the Speaking box on page 111 to ask the shop assistant (Student A) to explain everything he/she says.

CULTURE NOTES

Unit 1

1B READING AND VOCABULARY

Elbert Hubbard (1856–1915) was an American philosopher, publisher and author, whose writing career began in 1895, when he set up his own printing establishment. There he began issuing *Little Journeys to the Homes of the Great*, a fourteen-volume series of biographical essays on famous people, and *The Philistine* and *The Fra*, two monthly magazines. One of his most famous works was *A Message to Garcia*, an inspirational essay published in an 1899 issue of *The Philistine*.

Plutarch (ca. 45–120CE) was a Greek biographer and author. Among his approximately 227 works, the most important is *Parallel Lives*, a collection of biographies of Greek and Roman statesmen and military leaders. He was also famous for *Moralia*, a series of over sixty essays on ethics, religion and politics written mostly in dialogue form. Plutarch's work strongly influenced the evolution of biographical, historical and essay writing in Europe from the sixteenth to the nineteenth century.

Ralph Waldo Emerson (1803–1882) was an American poet, lecturer and essayist, and one of the leading figures of Transcendentalism (an American philosophic and literary movement which arose as a reaction against scientific rationalism). He wrote on a number of subjects, developing ideas such as individuality, freedom and the relationship between the soul and the surrounding world. His most well-known works include *Nature* (1836), *Self-Reliance* (1841) and *Experience* (1844). Emerson's writings are considered major documents of nineteenth-century American literature, religion and thought.

Unit 2

2B VOCABULARY

Natalie Portman (1981–), born Natalie Hershlag, is an Israeli-American actress. She made her film debut at the age of thirteen, in *Léon: The Professional* (1994). While continuing her career, she studied Psychology at the University of Harvard, graduating with honours in 2003. She gained international fame for her role in *Star Wars: Episode I – The Phantom Menace* (1999), following which she has starred in a number of highly successful films such as *Closer* (2004), *V for Vendetta* (2005), *Black Swan* (2010) and *Jackie* (2016). She won an Academy Award for Best Actress for *Black Swan*.

Venus Williams (1980–) is an American tennis player and four-times Olympic gold medallist. She started playing tennis at a very early age and turned professional in 1994, at the age of fourteen. She has won numerous titles and is considered one of the best female players in the history of the game. Despite a successful career in tennis, in 2011 she decided to study Business Administration and now holds a Bachelor of Science degree from the Indiana University East. She completed her course online, through a reciprocal agreement between the university and the Women's Tennis Association which allows athletes to play tennis professionally while studying online.

Coldplay is a British alternative rock band, formed in London in 1997. It comprises Chris Martin (lead vocals and piano), Jonny Buckland (lead guitar), Will Champion (drums and back vocals) and Guy Berryman (bass). They gained worldwide fame with their single *Yellow*, released in 2000, followed by their debut album *Parachutes* in 2000. Their albums have sold millions of copies around the world.

2D READING AND VOCABULARY

Star Wars is an American epic space opera film written and produced by George Lucas. The first *Star Wars* film (later retitled *Star Wars: Episode IV – A New Hope*) was released in 1977 in just forty-two cinemas. Nonetheless, within a week it had earned nearly three million dollars and held the record as the highest grossing film until *ET* (1982). It took home six Academy Awards and its special effects transformed film-making. This was thanks to Lucas' special effects company, Industrial Light and Magic (ILM), which continues bringing innovation to film-making. Lucas released two sequels: *Star Wars: Episode V – The Empire Strikes Back* (1980) and *Star Wars: Episode VI – Return of the Jedi* (1983). The films gathered a cult-like following, and popularity of the trilogy and related memorabilia continued to grow with a re-release of the trilogy in 1997 and prequels: *Star Wars: Episode I – The Phantom Menace* (1999), *Star Wars: Episode II – Attack of the Clones* (2002), and *Star Wars: Episode III – Revenge of the Sith* (2005). Although the later trilogy met with mixed reviews, in general, the *Star Wars* franchise has continued to expand. The Walt Disney Company, which purchased Lucas Films Ltd. in 2012, produced *Star Wars: Episode VII – the Force Awakens* (2015), *Star Wars: Episode VIII – The Last Jedi* (2017), *Rogue One* (2016) and *Solo* (2018).

The University of Oxford is the oldest university in the English-speaking world and the world's second oldest university after the University of Bologna. Although there is no clear date of foundation, evidence suggests that teaching existed at Oxford as early as 1096. The university consists of several independent colleges, the earliest of which is University College, established in 1249. Oxford has a high reputation for academic achievement and has been associated with some of the greatest names in British history, such as Oscar Wilde (poet), Edmond Halley (scientist), J.R.R. Tolkien (writer) and Margaret Thatcher (prime minister).

The University of Cambridge is the second oldest university in the English-speaking world and the world's fourth oldest university. It was founded in 1209 and is considered one of the most prestigious universities in the world. It consists of several separate colleges, the earliest of which is Petershouse, established in 1284. Notable Cambridge graduates include King Edward VII, Charles Darwin (naturalist), Alan Turing (mathematician), John Milton (poet) and Stephen Hawking (physicist).

2E LISTENING AND VOCABULARY

Lance Armstrong (1971–) is an American former professional cyclist. He was a triathlete before turning to professional cycling in 1992. Armstrong was the only cyclist to win a record seven consecutive Tour De France races (1999–2005), but in 2012 he was stripped of all his titles and banned from cycling for life after evidence of performance-enhancing drug use. Apart from his cycling career, Armstrong dedicated himself to campaigning for cancer awareness. A cancer survivor himself, in 1997 he founded the Lance Armstrong Foundation (now called the Livestrong Foundation), one of the largest organisations funding cancer research in the US.

Rosie Ruiz (1953–) is a Cuban American runner who won the women's race of the 1980 Boston Marathon (see below). However, eight days after her victory, she was stripped of her medal after it was discovered that she had jumped into the race only about a mile from the finish line. Her victory raised suspicions because her winning time was a twenty-five-minute improvement over her previous marathon time. When officials examined the photographs and video tapes of the race, they found that she didn't appear in any of them until near the end of the course. Ruiz was officially disqualified from the race and her medal revoked. It was later found out that she had taken the underground for most of the race.

The Boston Marathon is an annual marathon hosted by the city of Boston in Massachusetts, USA. The first Boston Marathon took place in 1897 and has become one of the most popular marathon races in the world, attracting an average of 20,000 registered participants each year. It is always held on the third Monday of April, on Patriot's Day, a holiday commemorating the start of the Revolutionary War. The holiday is often referred to as 'Marathon Monday'.

Little League Baseball and Softball is a non-profit organisation in the USA which organises local youth baseball and softball leagues in the USA and many other countries. Through the organisation, local volunteers organise and run local sports programmes for children and teenagers aged 8–16; the programmes are sponsored and governed by the organisation. **Little League World Series** is one of the many events sponsored by the organisation. It is an annual baseball world tournament for teams of children aged 10–16.

Danny Almonte (1987–) is a former Little League baseball player who was involved in a major sporting scandal in 2011. He played for a Little League team from the Bronx, New York, and was considered a star player, leading his team to the third place in the Little League World Series. However, after the tournament it was revealed that he was born in 1987, not 1989 as he had claimed, making him too old to compete in Little League by two years. Almonte was excluded from the team and his father banned from Little League activities for life, for falsifying his son's birth certificate.

2G WRITING

The Rookie is a 2002 American film, based on the true story of former baseball player Jim Morris (1963–). It was directed by Jon Lee Hancock and produced by Walt Disney Pictures. The role of Jim Morris is played by Dennis Quaid.

The Paralympics (Greek *para* = beside or alongside) is the third largest sporting event in the world (as of 2019). The games enable athletes with impairments to compete. The first Paralympic Games took place in 1960 in Rome, with 400 athletes from twenty-three countries. Sixteen years later, the first Paralympic Winter Games were held in Sweden. Both Summer and Winter Games are held every four years, and since the 1988 Summer Games and 1992 Winter Games, they have been held at the same location as the regular Olympic Games. Although sport activities for those with impairments have existed for over 125 years, they did not become popular until after World War II, when athletic competitions were used as a form of rehabilitation and relevance for injured veterans and civilians. The four values of the Paralympics are courage, determination, inspiration and equality.

Unit 3

3B VOCABULARY

Brecon, or the Brecon Beacons, is a large mountainous area in Wales. The Brecon Beacons is a national park, which was established in 1957 and covers an area of 520 square miles (837 km²). It is very popular with tourists due to the natural beauty of the area and also the wide variety of activities on offer, such as abseiling, rock-climbing, cycling, mountain biking, horse riding and a number of different water sports.

Heraklion is the largest city and the capital city of Crete in Greece. It has a population of 150,000 people. Crete is situated in the Mediterranean Sea and is the largest Greek island. Heraklion has an airport and is therefore a very popular destination for summer tourists.

3D GRAMMAR

Banksy (1974–) Banksy is an anonymous British artist who creates street art about social and political issues. Banksy's career as a street or graffiti artist started in the early 1990s. He became famous because his work was highly political and often about war and capitalism. In 2018 Banksy sent a piece of his art, *Girl with Balloon*, to be sold at auction at Sotheby's London and at the moment it was sold for £1 million, a shredder inside the framed painting set off and shredded the art into pieces. The stunt was pulled by the artist himself and is said to have nearly doubled the painting's value.

Adele (1988–) is a British singer and songwriter from London. Adele did not come from a musical background but despite this became a successful artist. She posted some of her songs on her social media page, which were heard by a recording company and her career began from there. Adele has since become one of the best-selling and most popular singers of all time. Her music albums have been given the titles of her age when she wrote the album, such as *19* and *21*. She has sold millions of albums around the world and has won numerous awards.

Sherlock Holmes is a fictional book character created by Sir Arthur Conan Doyle, a British writer. Holmes is a detective who solves crimes in sixty books, written between 1887 and 1927. In a series of detective stories, he works with Dr Watson, his devoted friend, assistant and sometimes flatmate. Sherlock Holmes has the world record for being on TV and in films more times than any other book character. Actor Basil Rathbone first played Holmes in the 1939 film *The Hound of the Baskervilles*.

Stonehenge is a famous prehistoric monument and site in the south of the UK, dating from 5000 to 2000BC. It consists of vertical stones arranged in a circle, with each standing stone around 4m high and 2m wide. It is one of the best-known Ancient Wonders of the World and a UNESCO World Heritage site. Scientists are not sure how the structure was built or what its purpose was. It is believed that it was a burial ground but may have also been used as a calendar either for astronomy or agriculture. This is because the sun always rises and sets over the same stone on the longest and shortest day of the year. Thousands of tourists from all over the world visit the site every year. As well as visiting the monument, tourists can also visit the Stonehenge Visitor Centre, which houses nearly 300 archaeological items found buried at the site.

Rolls-Royce is a car and aviation company that was started at the beginning of the twentieth century by engineer Henry Royce and Charles Rolls, who owned a car selling company. The first Rolls-Royce cars were known for their reliability and comfort, and broke the world record for the longest ever non-stop engine run: London to Glasgow twenty-seven times. In the 1920s Rolls-Royce began making engines for aviation and later went on to produce cars for the British royal family. In the 1960s actors and singers also began buying Rolls-Royce cars as they became known for being expensive luxury cars.

Kings Cross Platform 9¾ is a fictional train platform at Kings Cross station in London which appears in the *Harry Potter* books about a young wizard. In the books, Platform 9¾ is where the students of Hogwarts School of Witchcraft and Wizardry go to catch the train to school at the beginning of term. The platform entrance is a brick wall between Platforms 9 and 10. Students run at the brick wall and magic lets them inside and onto the platform, which is invisible to non-magical people. At the real Kings Cross station there is a souvenir shop where fans can buy souvenirs and have their photos taken with a luggage trolley that sticks out of the wall of the magical platform.

Stratford Upon Avon is a market town in Warwickshire county, UK, most famous for being the birthplace of William Shakespeare (see below). Shakespeare left Stratford as a young adult but returned at the age of thirty-three and died there in 1616. Stratford Upon Avon is home to the Royal Shakespeare Company and the Royal Shakespeare theatre, and a major tourist centre because of its associations with Shakespeare.

William Shakespeare (1564–1616) was an English poet and playwright, often called the English national poet and considered by many to be the greatest dramatist of all time. He was born and educated in Stratford Upon Avon (see above) before moving to London to become an actor. From here he went on to write thirty-seven plays over the course of two decades, from about 1590 to 1613. His early plays were primarily comedies and histories. Later he wrote mainly tragedies, among them *Hamlet*, *Macbeth* and *Othello*. In his final period, he wrote several tragicomedies, such as *The Winter's Tale* and *The Tempest*.

Tea is the most popular drink in the world aside from water itself. It originates in South-East Asia, where it was used as a medicinal drink. It became popular with British people in the seventeenth century and remains the most popular drink in the UK, often drunk with milk. The word *tea* can also refer to a small afternoon meal of cake or biscuits eaten in the afternoon with a cup of tea.

3F READING AND VOCABULARY

Graham Hughes (1979–) is a British adventurer, travel TV presenter and travel writer. He holds the world record for visiting all 193 member countries of the United Nations without flying. He studied Politics and History at Manchester University and then set up his own video production company to publish travel videos. He teamed up with Lonely Planet Australia, National Geographic and the BBC to film his world record attempt. After his *Odyssey Expedition* (see below), he started writing travel books. His first book, *Man of the World*, an account of the first year of his adventure, was published in 2017.

The Odyssey Expedition is what Graham Hughes called his attempt to visit every country in the world without flying. It spanned 1,492 days and over 220 countries and territories. Hughes began his adventure in an attempt to set a world record and also to raise funds for the charity WaterAid. It ended in January 2013, after four years and one month on the road.

WaterAid is a charity founded in London in 1981 by members of the UK water industry. Its goal is to help poor communities gain access to clean water, toilets and hygiene education. WaterAid uses the money it receives to work with local governments in countries which need their help.

3G WRITING AND VOCABULARY

Aberystwyth is a coastal town in Mid Wales. It is popular with tourists as there is a seafront with beaches and many other activities and sights, including a steam train, a castle, waterfalls and local forest walks and woodlands.

Aberystwyth Castle was built between 1277 and 1289. Unfortunately, part of it was blown up in 1649 but it is still a very popular tourist attraction, with a children's playground, golf course and picnic areas.

Unit 4

4D READING AND VOCABULARY

Mystery shopping is the activity of buying something from a store with the purpose of providing feedback to the company on the customer service and overall shopping experience. Mystery shoppers are employed to shop secretly, without telling anyone that they are giving feedback. They are given an amount of money to spend in a specific shop and told which department or type of product they should buy. Often they can make around £150 a day or £300 a day if they secretly film their shopping experience. The shopper also receives the money for any petrol or hotels they have paid for as part of the job. Mystery shoppers also say they are sometimes allowed to keep the items they have bought.

4G WRITING AND VOCABULARY

Unboxing is the activity of unpacking a new product and checking it whilst filming the event and uploading it onto the internet. People then watch it before they buy the product themselves. It is popular because people can see the product before they buy it without advertising being used to persuade them.

Unit 5

5A GRAMMAR AND VOCABULARY

The Life-Changing Magic of Tidying Up: The Japanese Art of Decluttering and Organizing is a 2011 book by Marie Kondo, a professional Japanese organiser. Marie Kondo has always enjoyed tidying up and wrote her book to help other people throw away the things they no longer need. In her book, she explains that you should collect all the things in your house that you love or need and throw everything else away. The book has sold more than 4 million copies while Kondo has been listed as one of *Time* magazine's most influential people.

5C GRAMMAR

Halls of residence in the UK provide students with housing during their studies. The rooms are usually single-occupant with a shared kitchen. Most residence halls do not consider gender when housing students. This differs from American practices, in which on most university campuses at least some of the dorms (or floors) are segregated according to sex, with specific visiting hours for people of the opposite sex.

5F READING AND VOCABULARY

Dan Buettner (1960–) is an American author, explorer and educator. As a result of his travels, he discovered 'blue zones', which he describes as regions of the world where people live healthier and longer lives. He initially identified five areas as blue zones: Sardinia (Italy), Okinawa (Japan), Nicoya (Costa Rica), Ikaria (Greece) and Loma Linda (California, USA). According to Buettner, the shared characteristics of blue zone inhabitants include a healthy diet, exercise and engagement in family and social life. Buettner first wrote about blue zones in his 2005 National Geographic article *The Secrets of Living Longer*, which was the cover story in one of the top-selling issues in the magazine's history.

Unit 6

6A GRAMMAR AND VOCABULARY

Spring cleaning is a term used to refer to the act of cleaning a house thoroughly, usually once a year. Some researchers trace the origin of spring cleaning in the 1800s' USA and northern Europe, where the biggest annual housecleaning took place in the spring. This was because the winter used to leave houses dirty with soot from coal furnaces and fireplaces used to heat homes, and proper cleaning could only take place in spring, when the weather was warm enough to open doors and windows. The tradition continues today, with the annual deep-cleaning of homes taking place in the spring.

6D LISTENING AND VOCABULARY

Charlie Chaplin (1889–1977) was a famous British actor, comedian and film-maker. He began performing at the age of nine, touring music halls as a clog-dancer and later working as a stage comedian, which took him to the USA. It was there he was scouted for the film industry, made his big screen debut and developed his world-famous screen persona 'the tramp': the man with the toothbrush moustache, bowler hat, cane and funny walk. His career in motion pictures spanned from 1914 to 1967. Chaplin is widely regarded as one of the most important figures in motion picture history and one of the greatest comic artists of all time.

Oscar Wilde (1854–1900) was a famous Irish poet, playwright and novelist. After graduating from Oxford University, he moved to London to pursue a literary career. He wrote poetry, essays and one novel but was best known during his lifetime as a popular playwright. His only novel, *The Picture of Dorian Gray*, was published in 1891 and is now considered one of his most notable works. During his lifetime, some of his most popular plays were the satirical comedies *Lady Windermere's Fan* (1892), *An Ideal Husband* (1895) and *The Importance of Being Earnest* (1895). Wilde died in Paris at the age of forty-six.

Lisa Kleypas (1964–) is an American novelist. She began her writing career at the age of twenty-one, writing historical novels. Today she mainly writes romance novels, which have sold millions of copies around the world and have been translated into fourteen different languages.

Unit 7

7C LISTENING AND VOCABULARY

The nine most dangerous jobs in the UK are (from least to most dangerous): 9 waste collection: operating heavy machinery and vehicles, as well as the risks posed by hazardous materials and heavy traffic make this one of the most dangerous jobs in the UK; 8 civil engineering: collapsed excavations, being hit by vehicles and coming into contact with electricity are some of the job-related risks; 7 electrical, plumbing and other installations: health and safety hazards include exposure to toxic materials, falls and electric shock; 6 vehicle maintenance and repair: handling vehicles poses a number of health and safety hazards; 5 joining and painting: most injuries and fatalities occur from falls, but other risks include handling hazardous chemicals, paint fumes and injuries from sharp tools; 4 lorry driving: lorry drivers are at increased risk of road accidents due to lengthy driving periods; 3 roofing and scaffolding: the majority of workplace deaths and injuries in this profession are due to falls; 2 construction: again, the majority of deaths occur from falls but falling objects are also a risk; 1 farming: occupational hazards for farmers include operating heavy machinery, exposure to hazardous materials such as pesticides and fertilisers, working in extreme temperatures and injuries inflicted by farm animals.

7D VOCABULARY

Henry Ford (1863–1947) was an American industrialist who revolutionised factory production by helping to develop the assembly-line method of production, thereby cutting costs and manufacturing the first car that middle-class Americans could afford to buy. He was famous for founding the Ford Motor Company (1901), which is still one of the world's leading automakers. His famous 'Model T' car went on sale in 1908. Ford also introduced the forty-hour work week, believing that too many hours were bad for his employees' productivity.

Helen Keller (1880–1968) was an American author, educator and journalist. At the age of two, she was afflicted by an unknown illness which left her blind and deaf. Beginning in 1887, educator Anne Sullivan helped Keller make tremendous progress in her ability to communicate and Keller went on to receive formal education. She graduated from Radcliffe College in 1904, becoming the first deaf-blind person to receive a bachelor of arts degree. After college, Keller went on to become a world-famous speaker, writer, political and social activist, advocating for people with disabilities among numerous other causes. She received numerous awards and honours for her accomplishments.

Ken Blanchard (1939–) is an American author. He has a BA in Political Science and Philosophy, a master's degree in Sociology and a PhD in Education Management and Leadership. He has written over sixty books on management and leadership, including *The One Minute Manager* (1982), which has sold over 13 million copies and been translated into many languages.

7F READING AND VOCABULARY

International Volunteer Day (IVD) is held on 5 December each year. It was mandated by the UN General Assembly in 1985 and is regarded as an opportunity for volunteers and organisations to promote their work at local, national and international levels, share their values and celebrate their efforts. IVD aims to set targets to try to fight poverty, hunger, disease and environmental issues.

The US Peace Corps is a US government agency of volunteers, founded in 1961. Its aim is to assist the development efforts of other countries by providing skilled workers in different fields, such as health, education, trade, agriculture, technology and community development. The volunteers are American citizens who are assigned to projects on the basis of their skills and experience. They typically spend two years abroad, working with governments, schools, non-profit organisations and entrepreneurs in each country. Since 1961, over 220,000 volunteers have joined the Peace Corps and served in 141 countries.

A **Subbotnik** was an unpaid work day in Russia, usually on a Saturday. Subbotniks started in 1919 in Moscow. They were originally voluntary but later became obligatory, with workers who refused to participate often being fired. Today, Subbotniks still take place but have again become purely voluntary. They are often used by companies as a team-building mechanism and often involve community work such as collecting recyclable material, cleaning the streets or fixing public amenities.

Rotary International is an international service club (a voluntary organisation whose members work together to help their community). Their mission is to bring together business, professional and community leaders in order to take action to help promote peace, fight disease, provide clean water, support education and grow local economies. It was founded in Chicago, USA, in 1905 and has grown to 1.2 million members in more than 35,000 clubs worldwide. Anyone can join and volunteer in an area they are interested in.

Mahatma Gandhi (1869–1948) was an Indian lawyer, politician and activist. He was the leader of the Indian independence movement and one of the founders of the modern Indian state. As such, he is often referred to as the father of his nation. He is known for using non-violent methods to achieve his political goals. Gandhi was born in India into a well-off family. He studied Law in London and worked as a lawyer in South Africa, where he first involved himself in civil rights movements. He continued his work as an activist after returning to India in 1915. He was assassinated only a few months after India gained independence from British rule.

Unit 8

8A GRAMMAR AND VOCABULARY

Albert Einstein (1879–1955) was a German-born theoretical physicist. He is most famous for developing the theory of relativity and is generally considered the most influential physicist of the twentieth century. His work also had a major impact on the development of atomic energy. Einstein studied Physics and Mathematics in Zurich and in 1905 he was awarded a PhD by the University of Zurich. In 1908 he was appointed lecturer at the University of Bern and three years later he became a full professor at the Charles-Ferdinand University in Prague. He moved to America in 1933 and became an American citizen in 1940. He worked with the Institute for Advanced Study at Princeton University when he moved to the USA. He wrote over 300 scientific papers and won the Nobel Prize in Physics in 1921. He also had a passion for classical music and played the violin.

Charles Darwin (1809–1882) was a British naturalist, geologist and biologist, best known for his theory of evolution and the process of natural selection. He studied Medicine at Edinburgh University and in 1831 he embarked on a five-year survey voyage around the world aboard HMS *Beagle*. After returning from his voyage, between 1837 and 1839, he formulated his theory in private but it was not until twenty years later that he gave it full public expression in his book *The Origin of Species* (1859). In his book, he introduced the scientific theory that all species of life survived through a process called 'natural selection', where those that successfully evolved to meet the changing requirements of their natural habitat thrived while those that didn't died off. He pointed out similarities among species all over the world and declared that all living species had gradually evolved from common ancestors. Darwin's theory became the foundation of modern evolutionary studies.

Galileo (1564–1642) was an Italian astronomer, physicist and mathematician who made fundamental contributions to the sciences of astronomy, motion and strength of materials, as well as to the development of the scientific method. He studied Philosophy and Mathematics at Pisa, then became a professor at the University of Padua. On hearing about the invention of the telescope in Holland in 1609, he set out to construct one himself and by trial and error he managed to build a superior version, with which he made discoveries and observations that revolutionised astronomy. In 1614 he was convicted of heresy for claiming that the sun orbits the earth and spent his remaining years under house arrest.

Louis Pasteur (1822–1895) was a French chemist, biologist and microbiologist, known today as one of the most important scientists in history. He is famous for his remarkable breakthroughs in the causes and prevention of diseases. His work included the discovery that diseases are spread by living organisms – bacteria and viruses, the development of vaccines for serious diseases such as rabies and anthrax, and the development of the process of pasteurisation, where bacteria in certain foods and beverages is destroyed by heating them and then allowing them to cool. Pasteur's discoveries led to an understanding of microbes and diseases that has helped save millions of lives. He is regarded as one of the most important founders of medical microbiology.

Marie Skłodowska Curie (1867–1934) was a Polish-born French physicist and chemist, famous for her research on radioactivity and the discovery of two radioactive elements, polonium and radium. In 1891 Curie left Poland for Paris, to study at the Sorbonne, where she continued her scientific work and became the first woman to teach at the university. She was also the first woman to win a Nobel Prize and she is the only woman to win the award in two different fields – Physics (in 1903) and Chemistry (in 1911). She was awarded the 1903 Nobel Prize together with her husband, Pierre Curie, and Henri Becquerel.

Nikola Tesla (1856–1943) was a Serbian American electrical engineer and inventor, who made numerous remarkable breakthroughs in the production, transmission and application of electric power. He developed the three-phase system of electric power transmission and discovered the rotating magnetic field – the basis of most AC machinery. He also invented the Tesla coil, which is widely used today in television sets and other electronic equipment. Tesla, Inc, an American car manufacturer, is named after him.

Rachel Carson (1907–1964) was an American marine biologist, environmentalist and writer, famous for her writings on environmental pollution. She began her career as a marine biologist but later became a full-time writer. She wrote several books about marine life, among them *Under the Sea Wind* (1941) and *The Sea Around Us* (1951). Her 1962 book *Silent Spring*, in which she outlined the environmental impact of fertilisers and pesticides, was very popular and is credited with advancing the global environmental movement. In 1980, Carson was posthumously awarded the Presidential Medal of Freedom by US president Jimmy Carter.

8D READING AND VOCABULARY

The Ice Bucket Challenge is a campaign that became popular on social media in 2014. It aims to promote awareness of MND (see below) and encourage donations to research. The challenge involves a person being filmed as a bucket of ice-cold water is poured over their head. The person then nominates a minimum of three people to do the same thing within twenty-four hours, and make a donation. Since it went viral in August 2014, over \$115 million has been raised to fund research on the disease.

Motor Neuron Disease (MND), also known as Amyotrophic Lateral Sclerosis (ALS), is a rare neurological disease which affects nerve cells in the brain and spinal cord. It causes gradual degeneration and, eventually, death of nerve cells which control muscle movement. The patient gradually loses their strength and later their ability to speak, eat, move and even breathe. The cause of ALS is not known and there is currently no cure or treatment to halt the progression of the disease.

Facebook is a popular social networking site founded in 2004 by Mark Zuckerberg, Eduardo Saverin, Dustin Moskovitz and Chris Hughes, all fellow students at Harvard University at the time. Access to Facebook is free of charge. Users create personal profiles where, among other things, they can upload photos and videos, post messages on their or their contacts' timeline (a virtual bulletin board), post status updates (a microblogging feature), join groups, send private messages or alert contacts to their current location.

Twitter is a social networking site set up in 2006. Posts published on Twitter are called 'tweets'. The length of a tweet is restricted to 280 characters, including spaces, URLs and hashtags (although links are automatically counted as twenty-three characters, irrespective of the actual length). The verb is 'tweet' or 'twitter'.

Crowdfunding refers to a way of financing a project, charity or initiative through small donations. Typically, this is done via the Internet, and in 2015 it was estimated that over thirty-four billion US dollars was raised in this way. Popular crowdfunding websites include GoFundMe and Kickstarter.

8G WRITING AND VOCABULARY

An **adaptor**, also known as a travel adaptor or travel plug, is a device people can use when they travel to a different country, which has a different shaped electric plug, with a different number of pins, or uses a different voltage. The adaptor plug converts the voltage to make it safe to use an electrical device. (In the cartoon on page 117 of the Student's Book, the traveller has a two-pin plug for her games console and doesn't have an adaptor for the three-pin plug hole. So she is now forced to go outside and explore the country she has travelled to, Scotland.)

Unit 9

9A GRAMMAR AND VOCABULARY

A **thrift shop** in the US, known as a second-hand shop or charity shop in the UK, is a shop that sells second-hand or 'preloved' items such as clothes, sports equipment, household objects and furniture. Usually, people donate old items they no longer want to the shop, to save them being thrown away. Thrift shops are often run by charities and a proportion of the earnings goes to that charity.

A **yard sale** in the US, known as a garage sale in the UK, is an informal event where people sell things they no longer want, often outside their house, in their garage or even inside their house if they are moving and have large objects to sell. People often use the sale to raise money for a specific purpose. In the UK, people also have carboot sales – events in public, open spaces where people sell their unwanted possessions, usually from the back of their car.

Jackson Pollock (1912–1956) was an American painter, one of the leaders of the abstract expressionist movement. He was famous for his unique 'drip' or 'splatter' technique, which involved pouring paint directly onto canvases. *Number 17A*, one of his classic 'drip' paintings, is believed to be one of the most expensive paintings ever sold at auction; it sold for \$200 million in 2015. Pollock's works remain one of the most important influences in modern art.

Franz Marc (1880–1916) was a German expressionist painter. He is most famous for his paintings of brightly-coloured animals. His early works were influenced by his father, a landscape painter, but after discovering Vincent van Gogh's work during a trip to Paris, his painting became profoundly influenced by it. *Mandrill* (1913) is one of the better-known and more colourful paintings from his later period.

Leonardo di ser Piero da Vinci (1452–1519) was an Italian polymath with a wide variety of hobbies and interests, including invention, drawing, painting, sculpting, architecture, science, music, mathematics, engineering, literature, anatomy, geology, astronomy, botany, writing, history and cartography. He competes with Michelangelo for the title of 'Renaissance Man'. One of his best-known works is *The Mona Lisa*, which is believed to be a portrait of Italian noblewoman Lisa Gherardini, likely painted between 1503 and 1506, but perhaps finished as late as 1517. The portrait, one of the most valuable in the world, can be seen at the Louvre Museum in Paris, where it has been since 1797.

9F LISTENING AND VOCABULARY

Bella Forrest is a mystery, fantasy and science fiction author. Despite being an international bestseller, very little is known about her life. She writes under a pseudonym and although she has a constant presence on social media, she has managed to keep her private life invisible. Her novels are self-published and are available as audio books and e-books. Her most popular works include the million-bestseller *A Shade of Vampire* series and *The Gender* series.

Jane Austen (1775–1817) was an English author whose books are best-known for their vivid depiction of early nineteenth-century English society. Her first book, *Sense and Sensibility*, was published in 1811. Three more of her novels were published during her lifetime: *Pride and Prejudice* (1813), *Mansfield Park* (1814) and *Emma* (1815). Two more novels were published posthumously, in 1817: *Persuasion* and *Northanger Abbey*. Although her work received favourable reviews, Austen died before she gained significant public recognition. Today, she is considered one of the greatest writers in English history.

Joe Sugg (1991–) is a British YouTuber, vlogger and author. He is famous for his three YouTube channels, which have millions of subscribers, and which mainly contain videos of challenges, pranks and impressions. He is also the author of *Username: Evie*, a 2015 graphic novel about a socially-isolated teenage girl who struggles to fit in at high school.

Carol Ann Duffy (1955–) is a Scottish poet who rose to fame in the UK after winning a national poetry competition for her poem *Whoever She Was* (1983). Her poetry is popular because it uses an informal, conversational style to address important social issues such as gender and oppression. Her collections include *The Other Country* (1990), *The World's Wife* (1999), *Rapture* (2005) and *The Bees* (2011). In 2009 she accepted the post of poet laureate, making her the first woman to be appointed to the position.

Mayte Garcia (1973–) is an American dancer, actress and singer. She was married to singer-songwriter Prince. She began dancing at a very early age and became a professional belly dancer when she was eight. She met Prince at sixteen, when her mother submitted a video of her dancing, hoping that her daughter would be hired to work with him. Garcia was hired and went on to work with Prince as dancer and singer before releasing her own music album. She married Prince in 1996, but they divorced four years later. In 2017, one year after Prince's death, she shared their story in her book *The Most Beautiful: My Life with Prince*.

James Fenimore Cooper (1789–1851) was an American novelist, best-known for his series *The Leatherstocking Tales*, which include *The Pioneers* (1823), *The Last of the Mohicans* (1826), *The Prairie* (1827), *The Pathfinder* (1840) and *The Deerslayer* (1841). The books were hugely popular and by the time of his death, he was considered 'America's national novelist'.

9G WRITING

Expressionism is a style of art, music or literature which expresses feelings, usually extreme, rather than describing objects and experiences. It originated in poetry and painting in Germany, in the early 1900s.

Pop art was a type of art where commonplace objects like household appliances, food and supermarket goods were used as the subject matter. It emerged in the US and the UK in the late 1950s.

Unit 10

10A GRAMMAR AND VOCABULARY

Sherlock Holmes (See Unit 3 Culture notes, page 201.)

C. Auguste Dupin is a fictional book character created by Edgar Allan Poe, an American writer. He first appeared in Poe's detective story *The Murders In the Rue Morgue*, in 1841. He then featured in two more stories, *The Mystery of Marie Rogêt* (1842) and *The Purloined Letter* (1844). Dupin lives in Paris with his close friend and companion, the anonymous narrator of all three stories. He is not a professional detective but is noted for his powers of logic and deduction. He is generally acknowledged as the first detective in fiction and is said to have been the inspiration for many detective characters that were created later, including Sherlock Holmes.

Maximilien Heller is a fictional book character created by French detective writer Henry Cauvain in 1871. He is a private detective who solves crimes using his powers of observation and deduction, and his knowledge of the forensic science of the day. He is assisted by his good friend, a doctor, and is often consulted by the police. Like fictional detective C. August Dupin, Heller is thought by many to have inspired the creation of Sherlock Holmes by Sir Arthur Conan Doyle.

Basil Rathbone (1892–1967) was a British actor. He began as a Shakespearean actor on the London stage and later had a few parts in silent films, but rose to fame in 1939, when he played his best-known and most popular character, Sherlock Holmes, first in *The Hound of the Baskervilles* (1939) and then in *The Adventures of Sherlock Holmes* in the same year. Rathbone played the role in fourteen films and on more than 200 radio broadcasts. He was the first actor to ever portray Sherlock Holmes.

Robert Downey Jr. (1965–) is an American actor. He made his debut as an actor at the age of five, in his father's film *Pound*, and has worked in film and on television ever since. He is famous for his roles in a number of popular films, such as *Iron Man* (2008), *Sherlock Holmes* (2009) and *The Avengers* series. He is considered one of Hollywood's most gifted actors.

Jude Law (1972–) is a British actor. His acting career began at the age of thirteen, when he joined the National Youth Music Theatre in London, acting in numerous plays. His first big-named film was *Gattaca* (1997). After that, he has been in numerous Hollywood blockbusters, including *The Talented Mr Ripley* (1999), *A.I.* (2001) and *The Aviator* (2004). Law also played Sherlock Holmes' sidekick, Dr Watson, in the 2009 film *Sherlock Holmes* and its sequel, *Sherlock Holmes: A Game of Shadows* (2011).

10C LISTENING AND VOCABULARY

Roger Hayhurst and **Rebecca Wall** were a couple from Manchester, UK, who used to dress up as superheroes and patrol the streets at night to try and stop crime and fighting. They were known as 'the Knight' and the 'Knight Maiden'. They both gave up their superhero roles when Roger was attacked in the street himself. Roger went on to host his own crime fighting radio programme.

Life Skills 9–10

Hamlet (ca. 1601) is a tragedy written by William Shakespeare, considered one of the most influential works of world literature. It tells the story of Hamlet, prince of Denmark, who is called by his father's ghost to avenge his murder by his brother, now King of Denmark. The play focuses on Hamlet's search for the truth, as he decides whether or not to take revenge on his uncle. **Polonius** is the advisor to Hamlet's father, the King of Denmark, and father to Ophelia, Hamlet's love. Hamlet mistakenly kills Polonius, thinking he is killing a spy. This then leads to the death of Ophelia, who loses her mind and drowns.

Leicester Square is a square in the West End of London, laid out in 1631 and opened to the public in 1750. It is one of London's busiest hotspots, with over 2.5 million visitors each week.

STUDENT'S BOOK AUDIO SCRIPT

Unit 1

1E LISTENING AND VOCABULARY

1.5 Exercise 3, page 10

P = Presenter D = David Da = Dad

P: David and Anna are teenagers. David's seventeen and Anna's sixteen. They live in the south of Spain. Their family is pretty normal. Except for one thing ...

Da: Time to eat!

D: Coming!

Da: Where are Mum and Anna? What are they doing? It's getting cold!

D: Maman! a table! ... ¡Anna! ¡Ven a comer!

P: They speak three languages: English, French and Spanish ... So, how come you speak ...

1.6 Exercise 5, page 10

P = Presenter D = David A = Anna

P: ... three languages: English, French and Spanish ... So, how come you speak three languages?

D: Well, we live in Spain but ...

A: We were born here.

D: Yes, but our dad comes from Scotland ...

A: And our mum is French.

D: So, Dad always speaks to us in English, and ...

A: And Mum always speaks to us in French.

P: What language do you speak together?

D: Spanish.

A: English.

Well, both. It depends who we're with. When we're with Spanish speakers, you know, friends or our grandparents here, we speak Spanish because they don't understand English or French, but when we're with English speakers like our dad or our family in Scotland, we speak English.

D: And with Claire we speak in French.

P: Claire?

A: Our cousin from France. She lives in Toulouse.

D: When we're alone, I prefer to speak to Anna in Spanish, but she always answers in English. I don't know why.

A: Because I like to keep my languages separate and English is for you and Dad.

P: Which language do you speak better?

A: Spanish.

D: Yes, I agree and then English. We speak French fluently but we sometimes make mistakes and we don't pronounce French perfectly.

A: Speak for yourself! My pronunciation is perfect!

P: Which language do you enjoy speaking the most?

A: I don't mind. I like speaking all three languages.

D: Yes, be honest, Anna. You just love speaking.

P: Do you ever mix up the languages?

D: Oui.

A: A veces.

D: Yes, sometimes we can't find the right word so we use a word from a different language.

A: But we don't do that with someone if they don't understand that language.

P: How often do you go to Scotland or France?

A: We don't go to France very often but we visit Scotland every year.

P: How do you feel about being trilingual?

A: It's cool. I think it's good for everyone to learn languages. I'm learning German at school.

D: Yes, it's great. We can speak to our family in Scotland and France, and ...

A: And we don't need to study for our English or French exams!

1F SPEAKING

1.7 Exercise 3, page 11

Ev = Evan Em = Emma

Ev: My name's Evan. I'm Sara's cousin.

Ev: I love weddings.

Em: Hmm ...

Ev: Sara and I are exactly the same age.

Ev: I'm really into music.

Ev: I love rap. I make music on my laptop.

Em: Right.

Ev: Oh, look! There's Leo. I need to talk to him ... Bye!

1.8 Exercise 4, page 11

Ev = Evan Em = Emma

Ev: My name's Evan. I'm Sara's cousin.

Em: Oh, that's interesting! I'm Emma. I work with Sara.

Ev: Really? Cool ... I love weddings!

Em: Do you? Me too.

Ev: Look, the band are starting to play.

Em: Are they?

Ev: I'm really into music.

Em: Are you? I'm into music too.

Ev: Awesome! I love rap. I make music on my laptop.

Em: Wow! I'd really like to hear your music, Evan.

Ev: Oh, I love this song! Do you want to dance, Emma?

Em: Yes, sure. Why not?

1.9 Exercise 5, page 11

See  3 page 225

1.10 Exercise 6, page 11

See  4 page 225

1.11 Exercise 7, page 11

M = Man W = Woman

M: I've got a twin sister.

W: Have you? Amazing!

M: We come from Canada.

W: Do you? That's really interesting!

M: My sister's really into football.

W: Is she? Cool! Me too.

M: She supports Manchester City.

W: Does she? Wow!

M: Our parents play in a rock group.

W: Do they? Awesome!

M: I'm teaching myself Chinese.

W: Are you? Really?

M: I collect nineteenth-century banknotes.

W: Do you? Why?

Unit 2

2A GRAMMAR AND VOCABULARY

1.15 Exercise 8, page 19

E = Eric F = Fay

E: Last Monday I did a Physics experiment with my class ...

F: Uh huh?

E: ... but it all went wrong.

F: How? What did you do?

E: I filled a glass with water and I put a card on the glass. I told the students to watch. Then I quickly turned the glass upside down.

F: Did it work?

E: No, it didn't. I made a mistake and the water fell on the floor!

F: Oh no!

E: It was very embarrassing. Normally the air pressure stops the water from falling out but I did it too quickly.

 1.16 Exercise 9, page 19

- 1 When did the school inspector observe Ellie's class?
- 2 Were Ellie's students good?
- 3 How did Ellie feel after she fell?
- 4 What did Jill want to do with the posters?
- 5 Why did the chair move?
- 6 Who did Jill tell to laugh?
- 7 Where was Chris's class yesterday?
- 8 What did Chris see on the window?
- 9 What did Chris do?

2D READING AND VOCABULARY

 1.18 Exercise 11, page 22

B = Boy G = Girl

- B:** Are you thinking of a woman?
G: No, I'm not.
B: OK, so he's a man. Is he a sports star?
G: Yes, he is.
B: Does he play tennis?
G: No, he doesn't.
B: Does he play football?
G: Yes, he does.
B: Is he from a country in Europe?
G: No, he isn't.
B: Is he from South America?
G: Yes, he is.
B: Is he from Argentina?
G: No, he isn't.
B: Is he Brazilian?
G: Yes, he is.
B: Did he win the Champions League last year?
G: I don't know, sorry.
B: Does he play for a team in England?
G: No, he doesn't.
B: Does he play for a French team?
G: Yes, he does.
B: Does he play for Marseille?
G: No, he doesn't.
B: Does he play for Paris Saint-Germain?
G: Yes, he does.
B: Is it Neymar?
G: Yes. OK, that was fourteen questions. Well done. Now it's your turn to think of someone.

2E LISTENING AND VOCABULARY

 1.19 Exercise 2, page 24

T = Terry GS = Gwen Stephens

- T:** On this day in 2005, American cyclist Lance Armstrong won the Tour de France for the seventh time and became the best cyclist in history. But he did it by cheating. He used to take drugs. So, in 2012 they took

away all of his titles. Today we're taking a look at sporting cheats with our guest, psychologist Gwen Stephens. Hi Gwen.

- GS:** Hello, Terry. Great to be here.
T: You recently wrote a book called Why do people cheat? Which cheats do you describe in your book?
GS: Lots of them. In sport and in other walks of life. Lance Armstrong, obviously, and Canadian athlete Ben Johnson, who won the gold medal in the Olympic Games in 1988. He ran one hundred metres in 9.79 seconds and broke the world record but only because he took drugs. Then there's Diego Maradona, who, of course, used to be the best footballer in the world. In the 1986 World Cup in Mexico, he played for Argentina against England. There were no goals in the first half but in the sixth minute of the second half Maradona scored a goal with his hand.
T: The hand of God!
GS: That's right. The English players wanted the referee to give Maradona a red card but the referee gave the goal and in the end Argentina beat England 2-1. Maradona said it wasn't his hand, it was the hand of God.
T: Maradona was a brilliant footballer. He really didn't need to cheat, did he?
GS: No, that's right, Terry. I mean, a few minutes later, he scored a fantastic goal without cheating.
T: So why do people do it? Why do they cheat?

 1.20 Exercise 4, page 24

T = Terry GS = Gwen Stephens

- T:** Which cheats do you describe in your book?
GS: Lots of them. In sport and in other walks of life. Lance Armstrong, obviously, and Canadian athlete Ben Johnson, who won the gold medal in the Olympic Games in 1988. He ran one hundred metres in 9.79 seconds and broke the world record but only because he took drugs. Then there's Diego Maradona, who, of course, used to be the best footballer in the world. In the 1986 World Cup in Mexico, he played for Argentina against England. There were no goals in the first half but in the sixth minute of the second half Maradona scored a goal with his hand.
T: The hand of God!

 1.21 Exercise 5, page 24

T = Terry GS = Gwen Stephens

- T:** So why do people do it? Why do they cheat?
GS: Well, almost everyone cheats sometimes. If you illegally download a song or a movie, you're a cheat. Students that copy their homework are cheats. It's not as bad as taking drugs to win the Tour de France seven times but it's still cheating. One reason we do it is it's easier. It's easier to copy your homework than to do it yourself. The truth is that if they think nobody can catch them, then some people cheat. Here's a good example. In 1980 a woman called Rosie Ruiz was the winner of the Boston marathon with a time of two hours, thirty-one minutes and fifty-six seconds. It wasn't a world record but it was the fastest time ever by a woman in that race.
T: So when did they find out that she cheated? The next day?
GS: No, it was eight days after the race when we found out that Rosie was a cheat. She didn't run the race, she rode on the subway and only ran the last couple of miles. She wanted to win the easy way without training hard!
T: Amazing!
GS: People cheat because they want to be famous, successful and rich and they don't think they can do it by being honest. So, Rosie Ruiz and Lance Armstrong cheated because they didn't think they were good enough to win. Another good example of that is the story of Danny Almonte in Little League baseball.
T: Little League, that's a baseball competition for kids, right?
GS: Yeah, for kids aged twelve and under. In 2001 Danny's team finished in third place in the World League and Danny was the star player. But then they discovered he was fourteen, that's two years too old to play Little League baseball. He didn't think he was good enough to be a star in his own age group so he lied, he cheated.
T: Do people cheat today more than they used to?
GS: Yes, because there's more pressure to succeed today than there used to be.
T: So, we can't stop cheating. Is that what you're saying?

GS: It's hard but I think we can stop cheating if we make society less competitive, if we use honour codes in schools, drug tests in sport and publicity campaigns to persuade people not to cheat. And new technology can help too.

2F SPEAKING

1.22 Exercises 2–3, page 25

See  7 page 226

1.23 Exercise 4, page 25

1

S = Sam F = Fiona

S: Oh, Fiona. I'm really sorry that I forgot your birthday.

F: That's OK.

2

N = Noah J = Jim

N: I dropped a glass and it broke. Sorry about that.

J: It can happen to anyone.

3

H = Hailey C = Claire

H: I'm really sorry, Claire. You told me not to tell anyone and I told Alice about it by mistake.

C: Oh well! Never mind!

4

R = Robin W = Will

R: Aah! You kicked my hand!

W: Oh no! I'm really sorry. It was an accident. I didn't mean to do it. I wanted to kick the ball. Is your hand OK, Rob?

R: Don't worry about it. I've still got my other hand.

2G WRITING

1.24 Exercise 6, page 27

D = Dad T = Tanni

D: Who's that, Tanni?

T: Hannah Cockroft.

D: Hannah who?

T: Hannah Cockroft. C-O-C-K-R-O-F-T.

D: Never heard of her.

T: Dad! She's one of Britain's greatest ever Paralympians.

D: Oh! Right. So why are you reading about her?

T: It's for a school project. We have to write a biographical essay about somebody inspirational, so I chose her.

D: Seems like a good choice. What information have you got?

T: Well, she's a wheelchair racer. She has five gold medals from two Paralympic Games and she also holds three world records. She was born in Halifax in 1992. When she was born, she suffered two heart attacks and that damaged her brain. The doctors told her parents that she could never walk or talk.

D: Really?

T: Yes, but she learned to walk and talk and when she was at secondary school, she really got into sport. She competed in swimming and athletics and she also played rugby and ...

D: Rugby? That's amazing!

T: Yeah, wheelchair rugby, of course.

D: Oh, yeah! What about football?

T: No, I don't think she played football, wheelchair rugby and ... basketball. In 2007 she took part in the UK School Games and tried a racing chair for the first time. And she loved it. In 2008 she bought her own chair and she gave it a name – Sally!

D: Ha!

T: Then when she was just nineteen years old, she took part in the London Paralympic Games, where she won two gold medals and broke the world record in the one hundred and the two hundred metres. She also broke the world record for the four hundred metres but that was four years later in the Rio Olympics, where she won three more gold medals.

D: What does she do now?

T: She studied Sports at college but at the moment she's doing a degree in Media and Journalism at Coventry University.

D: Wow! That's an impressive story ...

REVISION 2

1.25 Exercise 8, page 31

1

G = Guide T = Tourist

G: ... and in sport one hundred and fifty-eight Oxford graduates won Olympic gold medals. In politics, twenty-seven British Prime Ministers studied here.

T: How many were women?

G: Women? Two. Margaret ...

T: Only two?

G: Well, before 1878 there weren't any female students. It was only in 1920 when women could sit exams and get degrees at Oxford. And as recently as 1974 some colleges were only for men.

T: Really?

2

I just finished it ... my project for P.E ... I started writing about the cyclist Laura Kenny 'cause she's from here, from Harlow but it was too obvious, so I decided to write about Javier Fernandez, the Spanish ice-skater ... Yeah! ... Then I changed my mind and went for that American swimmer, Katie Ledecky, she's amazing but I didn't have enough time to write about her, so in the end I went back to our local cycling hero.

3

T = Teacher A = Aidan

T: Aidan, do you want me to talk to your parents?

A: No, Miss.

T: Last week I caught you running in the corridor.

A: I was late for ...

T: And yesterday I took your phone off you to stop you listening to music during my class.

A: It wasn't music, it ...

T: And this morning you copied your homework from Jules.

A: Yeah, I'm really sorry about that, Miss.

T: It's just not good enough.

4

F = Frank R = Ruby

F: Do you ever cheat, Ruby?

R: Me? Never! Not at school, anyway. I never copy in exams or from the Internet. I'm too afraid.

F: What about games?

R: I don't play games very often but when I play cards with my little brother, I sometimes cheat. He's so annoying when he wins. I feel like cheating at football in P.E. But I don't because I don't care about winning.

5

M = Mark L = Lucas

M: Oh, I forgot to ask, Lucas, how was the game?

L: Brilliant. We won 6–1, and I scored three goals.

M: Fantastic!

L: Yeah, and guess who the manager of the other team was.

M: Dunno. Who?

L: My girlfriend's father.

M: Really?

L: Yeah, he wasn't a happy man.

M: Was your dad there?

L: Yeah, he was. In fact, he was the referee!

M: Ha! No wonder you won! What a joke!

L: No, but ...

1.26 Exercise 9, page 31

Pau Gasol used to want to be a doctor. After he passed his school exams, he began to study Medicine at the University of Barcelona. He never got a degree because he left university to play professional basketball.

Life Skills 1–2

1.27 Exercises 5–6, page 33

See  8 page 226

Unit 3

3C SPEAKING AND VOCABULARY

1.29 Exercises 3–4, page 37

See  10 page 227

1.32 Exercise 7, page 37

- 1
A: Excuse me. How far is it to the bus station?
B: About ten minutes on foot.
- 2
A: Is there a map of the underground?
B: Yes, here you are!
- 3
A: Excuse me. What time is the next coach to Leeds?
B: Half past four.
- 4
A: Is there a tram we can catch to the Old Town?
B: Yes, you can get the sixteen.

3D GRAMMAR

1.33 Exercise 2, page 38

- 1 Banksy is a graffiti artist who likes to be anonymous. He's from Bristol but you can see his art on streets, walls and bridges of many cities in the world.
- 2 Adele is a female singer that has a great voice and is popular all around the world. She was born in London in 1988.
- 3 Sherlock Holmes is a famous detective whose residence is at 221B Baker Street, London. He wasn't a real person. He only exists in books and films and on TV.
- 4 Stonehenge is a prehistoric monument which is over 4,000 years old. It's near Salisbury in the south of England.

- 5 Rolls Royce is a company that makes very expensive cars and aeroplane engines. It started in Manchester in 1906.
- 6 King's Cross is a train station in London which is famous for Platform 9¾ in the Harry Potter books and films.
- 7 Stratford-upon-Avon is the town where William Shakespeare was born. It's a place where you can see lots of Shakespeare plays.
- 8 Tea is a drink the English love. The average English person drinks 876 cups of tea a year.

1.34 Exercise 7, page 38

- 1
A: What's the name of the place where the Queen lives?
B: Buckingham Palace. That's the place where the Queen lives.
- 2
A: What's the name of the city which is famous for the Beatles?
B: The city which is famous for the Beatles is Liverpool.
- 3
A: What's the name of the author who wrote the Harry Potter books?
B: The author who wrote the Harry Potter books is called J. K. Rowling.
- 4
A: What's the name of the singer whose songs include 'Castle on the Hill' and 'Shape of You'?
B: The singer whose songs include 'Castle on the Hill' and 'Shape of You' is Ed Sheeran.

3E GRAMMAR

1.36 Exercises 4–5, page 39

T = Tom K = Kate

FA = Flight Attendant

PA = Passenger Announcement

- T:** Excuse me. Is this row 24?
K: Yes, that's right. I'm in Seat 24C.
T: I must be in the seat next to you, by the window, then. I'm Tom, by the way.
K: Hi, I'm Kate.
T: I was sure I was going to miss this flight.
K: It sounds like you're lucky it was delayed!
T: Yes! I had to take all my things out of my rucksack at security. They thought there was a strange object in my hand luggage. Do you know what the 'dangerous object' was? My toothpaste! I had to run all the way from security to the gate. I didn't even have time for a coffee!
K: Poor you!

- T:** Honestly, something goes wrong every time I fly! I think the worst time was when I went to New York. When I was leaving to go to the airport, it started raining, so I ran back inside and changed into my waterproof jacket. Hours later, when I got to the check-in desk at the airport, I suddenly remembered my passport was in the other jacket! I couldn't get on the flight. I had to go home and book a new ticket!
- K:** Oh no! a funny thing happened to my dad one time when he was flying from Istanbul back home to Edinburgh. He had to change flights in Frankfurt and he was sitting in departures, watching a film on his laptop or something. He thought he had about two hours to kill before his flight took off. But unfortunately, he forgot to change the time on his phone and it was actually an hour later than he thought! They were calling his name, 'Can Mr McGregor please go immediately to Departures,' but he didn't hear because he was wearing headphones, so he missed the flight!
- T:** It's easy to make stupid mistakes!
- K:** Hmm.
- T:** I can't believe how cheap this flight is, by the way. Only £150 for a return ticket to Grenada! That's amazing
- K:** You think so? I only paid £115.
- T:** Wow! It's usually a lot more – about five hundred I think ...
- FA:** Hello. Could you fasten your seatbelt please, Sir?
- T:** Yes, of course. Eh ... what time do we arrive? I'm really looking forward to swimming in the Caribbean.
- FA:** I'm sorry. Did you say the Caribbean?
- T:** Well, yes, we're flying to the island of Grenada in the Caribbean ...
- FA:** We're actually flying to the city of Granada in Spain. I think perhaps you booked the wrong flight, Sir.
- T:** What! I don't believe it.
- PA:** Can I have your attention please, Ladies and Gentlemen. There will now be a short safety demonstration. Can I ask you to turn off all laptops and mobile phones ...
- T:** Oh well, I suppose it's a chance to see a new place!
- K:** And another great story for you to tell!

3F READING AND VOCABULARY

1.38 Exercise 6, page 40

During his trip around the world, Graham raised money for the charity WaterAid. It's an international organisation that helps millions of people around the world to get clean water and safe toilets. It also teaches people the importance of good hygiene. The charity, whose president is Prince Charles, operates in thirty-seven countries in Africa, Asia, Central America and the Pacific region. It began in 1981 and is based in London but it also has offices in Australia, Japan, Sweden and the USA. WaterAid often organises sports activities to raise money for its projects. It has a magazine *Oasis* that comes out twice a year. It is one of Britain's most popular charities. To find out more visit the website www.wateraid.org.

Unit 4

4E LISTENING AND VOCABULARY

2.3 Exercise 3, page 54

S = Sophie M = Maxine

- S:** Hello, and welcome to this week's Fashion Feature with me, Sophie Ryder. These days more and more young people are turning to charity shops for fashion ideas and it's not surprising because it's cheap and – above all – fun! Earlier this week I met with Art student Maxine Carter to ask why she buys all her clothes from charity shops. Hi, Maxine.
- M:** Hi, Sophie.
- S:** OK, here we are on the famous Kings Road in Chelsea. It's perhaps the busiest shopping street in west London and already I can see three charity shops. Is that why we're here, Maxine?
- M:** Well yes. This is my favourite place for charity shopping in London. First of all, there are a lot of charity shops quite close to each other, which is good. But more importantly, Chelsea is one of the most fashionable parts of London. It's famous because there are lots of expensive clothes shops and boutiques here, and also a lot of cool celebrities live in the area. You know – actors, footballers, pop stars and models ... This means that if you're lucky, you can often find amazing clothes for not much money. I once bought an original Christian Dior dress in a charity shop here for £30!
- S:** Wow!

- M:** And who knows – perhaps it once belonged to Jennifer Lawrence or Gwyneth Paltrow or someone like that? Anyway, why don't we have a look in the first shop?

S: Come on then!

2.4 Exercises 4–5, page 54

S = Sophie M = Maxine L = Luke

- S:** OK, well now I'm here with Maxine, actually inside a charity shop. I can see some books and DVDs. But mostly it's clothes – lots of clothes! So how did you find the most interesting things, Maxine?
- M:** Well, the most important thing is to be patient. As you can see, there are a lot of clothes here. And everything is all mixed up – completely different sizes, and styles and colours all mixed together. And, let's be honest, eighty percent of the clothes here aren't very nice!
- So you need to have the time and patience to go through everything in the shop. Because the most interesting things are always hiding behind some terrible stuff. And don't be afraid to buy something that looks a bit old or dirty. The first thing I do when I get home is put everything in the washing machine. Clothes that look a bit shabby in the shop often look amazing when I take them out of the washing machine at home.
- S:** Oh wow! Look at this raincoat! The shoulders are so big.
- M:** Yes, that's a classic 1980s style! It makes you look like an American football player.
- Look at this, Sophie! A lovely blouse for just £7! What a bargain! And a designer label sweatshirt for £10. It looks brand new to me. It costs about £120 in a chain store.
- S:** Wow! What size is it?
- M:** Er, a 12.
- S:** Oh, too big for me. Never mind. Any other advice, Maxine?
- M:** Yes, don't buy any underwear or tights or pyjamas, obviously. And I never buy second-hand shoes. They don't usually fit and anyway it isn't a good idea to put shoes in the washing machine.
- S:** Hmm.
- M:** Charity shops often have really nice accessories too. You can find fantastic handbags and scarves and bracelets and earrings. Look at this, Sophie. A really nice belt for £1.50.
- S:** Oh! I love it!
- L:** Hi Maxine.
- M:** Oh hi, Luke.

- L:** Did you see this dress? Electric blue – that's your favourite colour, isn't it? I saved it for you.
- M:** Wow, thanks Luke. I love it. And £15 – what a great price! You see, Sophie, it's a good idea to make friends with the shop assistants. Luke often saves cool things for me.
- S:** Lucky you!
- M:** Oh, and one final tip. Girls – check out the men's clothes. Sometimes you can find just what you're looking for! Sophie, I think this black hat is just perfect for you ...

2.5 Exercise 7, page 54

S = Sophie M = Maxine

- S:** Well, that was a really successful day's shopping for me. I've got a fantastic belt for £1.50, a designer label sweatshirt for £10 and a men's hat for £5.
- M:** Yes, you got some good bargains there, Sophie.
- S:** So, apart from the great prices, what's the best thing about buying clothes from charity shops, Maxine?
- M:** Well, first of all, I think older clothes are more stylish and original than the new clothes of today that you find in chain stores or shopping malls. For example, I really love clothes from the 1960s. They've got a lot of character, and in my opinion the quality is better too. So, charity shops are great for people who want to be original and look a bit different. What else? Well, as you said, the prices are cheap, so charity shops are a really good way to experiment with fashion and find your own style. You can buy something in a new style or colour to see if you look good in it. It doesn't matter if you sometimes make mistakes, because you never spend too much money. But of course, the best thing of all is that the money goes to charity – so you help other people every time you buy something.

4F SPEAKING

2.6 Exercise 2, page 55

See  14 page 228

2.7 Exercise 3, page 55

See  15 page 228

2.8 Exercise 4, page 55

See  16 page 229

4G WRITING AND VOCABULARY

2.10 Exercise 2, page 56

E = Ella M = Mum

- E:** Hi, everyone. Well I bought myself a new set of chef's knives because in a couple of weeks' time I'm going to start my college course in cooking. Step one of my plan to be the world's best chef! I got them online and I only paid eighty-nine pounds. That's a great bargain because they're really good quality. They're what professional chefs use. And now it's time for the unboxing ... Here we go. I'm taking the scissors to open the package and oh look! BestChef Knife Set – contains six knives and a sharpener. It looks good, doesn't it? Right; now it's time to open the box and actually hold these knives in my hands. Here we go ...
- Oh no! I don't believe it! Spoons! Two dozen spoons! This is terrible. I can't make delicious meals with a set of spoons, can I? I need good knives. Oh no! Mum!
- M:** What is it, Ella? What's wrong?
- E:** They sent me spoons instead of knives. This is terrible. I'm going to write a bad review on the Internet. I'm going to call the police! I'm ...
- M:** Why don't you just send the spoons back and write an email to the company explaining the situation?
- E:** Oh, yes ... Of course. I'll do that first thing in the morning.

REVISION 4

2.11 Exercise 9, page 61

1

B = Boy M = Mum

- B:** Mum, I'm hungry. Can we have hamburgers for lunch?
- M:** We had hamburgers for lunch yesterday. And you had bacon and eggs for breakfast. You eat too much meat. No, we're having a tomato salad. It's healthy.
- B:** I don't like salads.

2

M = Man W = Woman

- M:** I don't know what to get. Maybe the tomato soup to start with and then sausages.
- W:** We just bought sausages in the supermarket.
- M:** Maybe the spaghetti Bolognese, then?
- W:** You know your spaghetti sauce is better than the ones in restaurants. Have something else.

3

W = Woman M = Man

- W:** I'd like to return this phone.
- M:** What's wrong with it?
- W:** Nothing. It's a brilliant phone. And it was a great price. I got it for my boyfriend but he bought himself a better one.
- M:** Hold on. I'll get the manager.

4

We had a meal last night ... a curry. It was very spicy. Then we ate a cake that Karen made herself. It looked delicious but it was hard for me to taste it because the curry was so hot and spicy. But I had some cake this morning. It was excellent.

5

W = Woman M = Man

- W:** How's your soup?
- M:** It's OK but there isn't enough.
- W:** Yes, it's a very small portion.
- M:** There's a little bit too much salt. And not enough pepper. Can you pass the pepper, please?
- W:** There isn't any pepper on the table.

6

I needed a new dress for Mo's wedding, so I drove to that new shopping centre, but before I got there, I remembered there was a sale at Dobbie's department store. I parked next to a charity shop and in the window, I saw the most beautiful dress, so I bought it.

7

SA = Shop Assistant B = Boy

- SA:** Can I help you?
- B:** Yeah, my mum bought these trousers for my birthday but I tried them on at home and they don't fit. They're the wrong size. Too big.
- SA:** So, you want to exchange them for a smaller pair?
- B:** Can I just give them back and get the money?

8

I recently purchased a QuickCoffee coffee maker from your company ... The Rome model, oh, no, that's wrong, it was the Milan model, sorry ... Anyway, it arrived on time, in fact, it arrived early but unfortunately, it doesn't work.

9

D = Dad G = Girl A = Advert

- D:** Ha! Look at that billboard!
- G:** I think billboards are ugly.
- D:** I don't know ... I think it's quite funny.
- G:** I hate adverts. Especially those pop-up ads on the computer.
- D:** I know what ...
- A:** Dobbie's summer sale!
- G:** Ssh! There's a sale on at Dobbie's!
- A:** Fantastic prices! Great bargains!

10

G = Girl B = Boy

- G:** Personally, I think it was a bit expensive but the pizzas were nice, don't you think?
- B:** Hmm ... I'm not sure about that. If you ask me, the pizzas at the supermarket are much better.

Life Skills 3–4

2.12 Exercise 2, page 62

A = Anthony P = Paulina

- A:** Hey, Paulina. How are you?
- P:** Fine, thanks. What's up? Hey, do you want to come to a concert on Friday? The band's really good.
- A:** I can't. I've got no money.
- P:** What? That's impossible. It was your birthday last week and you got some money from your family, didn't you?
- A:** I did, yes. But I've spent it all already. I was so stupid. I read about a really cool new computer game on a forum. Everyone on there said how great it was and how you have to play it. I saw these amazing adverts for the game too. It looked incredible, so I bought it.
- P:** OK. But you like computer games, so what's the problem?
- A:** The problem is it was really expensive and I spent all of my money on it. What I didn't know was that to really play the game you have to pay for lots of other in-game features. Without these extras, the game isn't very good. And it's not like I even need another computer game! I've got lots that I haven't completed.
- P:** I did something similar once with a smartphone app. Now I read reviews more carefully before I buy anything.
- A:** But it looked so good on the advertisement! Anyway, I can't go to the concert on Friday. Plus, I'm not good company at the moment.
- P:** Sorry, Ant. Maybe next time?

2.13 Exercise 4, page 62

1

T1 = Teen 1 T2 = Teen 2 S = Speaker

- T1:** Hey. Is that your new phone? Looks cool!
- T2:** Oh, yeah! It's the latest HandyXL5. I chose the Ocean Blue colour but there are over twenty colours to choose from. Royal Sky, Live Red, Yellow Rose ...
- T1:** Wow! What's inside?

T2: It's got 128 gigs of memory so I can download thousands of apps, and check out the camera: super-high quality both front and back. Let's take a selfie!

T1: Excellent! This phone is just awesome!

S: The new HandyXL5. Get one now and impress your friends!

2

M = Man G = Gloria Speed

M: Hello, you're running so fast. How is that possible?

GS: I'm wearing new Hype Ultra sports shoes. They're ultra-light, and ultra-comfortable. And seventy-three percent of all professional runners now wear Hype Ultra sports shoes.

M: Oh, so that's your secret.

GS: Well, yes. And the fact that I'm Gloria Speed, the Gloria Speed that won three gold medals for running in 2010 and 2014 ...

3

S = Speaker D = Dad L = Lily

S: Strawberry Snap Cakes – the best breakfast ever! They smell fantastic and leave a wonderful fresh strawberry taste in the mouth. Full of vitamins and minerals too, to give your kids all the energy they need for the day at school. And parents love them too, because they're so quick and easy to prepare.

D: Come on Lily, time to go soon!

L: Can I have just one more Strawberry Snap Cake, Dad? Please!

Mu: Marty, you're wearing the same clothes you had on yesterday! You don't have to wear the same clothes all the time, you know. You could put on that sweater your gran gave you. It's nice and warm. Where is it?

Ma: I gave it to a charity shop.

Mu: What did you do that for? Your gran made that for you! You shouldn't give away presents, you know. It's not right.

Ma: I know but I only need two sweaters. You see, I'm a minim ...

Mu: Right, the water's ready. Shall I make the tea?

K: What were you saying?

Ma: I'm a minimal ...

Mu: Marty? Where are the mugs?

Ma: Oh, eh, you have to share a mug.

Mu: What?

D: Why?

Ma: I've only got one cup. Sorry. I'm a minimal ...

D: One mug! You should get some more mugs or cups.

Ma: No, you see, I'm a minimalist.

Mu: A minimalist? What's that?

Ma: Minimalists are people who try to live a simple life. If you're a minimalist, you mustn't keep things that you don't use or things that you don't really like.

Mu: Oh!

D: Ah!

K: Ha ha!

Ma: Here! Have some tea. Mum, do you want to go first? Mum?

5D SPEAKING

2.16 Exercises 2–3, page 68

See  **18** page 229

2.17 Exercise 4, page 68

See  **19** page 229

5E LISTENING AND VOCABULARY

2.18 Exercise 3, page 69

Hi! Heather Hunt here. Welcome back to my fitness blog. Last week we looked at getting fit by jogging and before that we talked about the advantages of going to gyms or personal trainers. But not everyone likes jogging, and gyms and personal trainers can be expensive. So, on this week's podcast I have some good news. You don't need to spend a lot of money to get fit. You can work out at home! Today I explain how to set up a home gym. It's cheap and it isn't hard at all. And I describe how to do some exercises, some simple ones first and then some more difficult ones. OK, how do you set up a home gym? Well, the first problem you ...

2.19 Exercises 4–5, page 69

OK, how do you set up a home gym? Well, the first problem you probably have, especially if you live in a flat, is space. There isn't enough space for the big machines you find in gyms like exercise bikes and treadmills. Anyway, machines like that are expensive and I want to show you how to set up a home gym in a small space without spending a lot of money.

The first thing you have to do is to choose your space. It could be your spare room if you have one. If not, you can use part of your living room. That's what I do. But you should definitely choose a space with a window because you really need to breathe fresh air in your home gym. It really helps if you have furniture you can move easily. So, if you have a heavy sofa or armchair, put casters on the legs so that you can push it across the floor easily to make space.

Now, equipment. Number one on my list of equipment for your home gym is a yoga mat. It's really essential. It's not expensive – you can get one for less than ten quid – and it's really useful. You can do press-ups and sit-ups on your mat. You can stretch on it. It's a lot more comfortable than doing your exercises on the floor and it doesn't take up much space. When you finish, you just roll up your mat and put it away.

Unit 5

5A GRAMMAR AND VOCABULARY

2.14 Exercise 7, page 65

Ma = Marty Mu = Mum D = Dad K = Karen

Ma: Hi.

Mu: Hello Marty. How are you doing?

D: Hi, son.

Ma: Come in, come in.

Mu: Oh, this flat is really nice. There's so much light and it's very clean!

D: Yes, it's a very neat flat. Karen, you should keep your room tidy like this.

K: My room is tidy!

Mu: Oh, I must have a cup of tea, son. I'm really thirsty.

D: Yes, me too.

Ma: Oh, OK ...

5C GRAMMAR

2.15 Exercise 5, page 67

Life was very different in Britain in the nineteen fifties. Most teenagers had to leave school at sixteen. This was so they could start earning money. Most young people couldn't go to university in those days – there weren't as many universities then and it was harder to get a place. I started working in a garage when I was sixteen. I remember I had to give nearly all the money I earned each week to my mum! In the 1950s eighteen-year-old boys who weren't in education had to spend eighteen months in the army – it was called National Service. Girls could join the army if they wanted to but they didn't have to – it wasn't obligatory. Life was harder because there weren't so many gadgets and appliances back then. We couldn't wash our clothes in a washing machine because we didn't have one. Kids today don't know how lucky they are ...

Number two: weights. You can use anything heavy: tins of soup, cartons of milk or bags of sand but I think it's a really good idea to buy at least one set of dumb-bells. They're a lot easier to hold than tins of soup.

Number three: a pull-up bar. This is a metal bar that you put across the top of a doorway so that you can do pull-ups. It's great for your arms and back and your abdominal muscles.

Number four: resistance bands: these elastic bands take up no space at all – you can keep them in your pocket, and they're really good for all sorts of exercises.

And finally, the last essential item in your home gym should be a mirror. It really helps you concentrate on the exercises if you can see yourself doing them.

OK, let's start with the first exercise. You ...

2.20 Exercises 6–7, page 69

- 1 There isn't enough space for the big machines you find in gyms like exercise bikes and treadmills. Anyway, machines like that are expensive.
- 2 The first thing you have to do is to choose your space. It could be your spare room if you have one. If not, you can use part of your living room.
- 3 But you should definitely choose a space with a window because you really need to breathe fresh air in your home gym.

2.21 Exercise 8, page 69

- 1 It really helps if you have furniture you can move easily. So, if you have a heavy sofa or armchair, put casters on the legs so that you can push it across the floor easily to make space.
- 2 Number one on my list of equipment for your home gym is a yoga mat. It's really essential.
- 3 It's not expensive – you can get one for less than ten quid – and it's really useful.
- 4 When you finish, you just roll up your mat and put it away.
- 5 A pull-up bar. This is a metal bar that you put across the top of a doorway so that you can do pull-ups. It's great for your arms and back and your abdominal muscles.

5G WRITING AND VOCABULARY

2.24 Exercise 6, page 73

**S = Sam M = Mum Da = Dad
Do = Doctor**

- S:** Mum! How's he doing?
M: Sam! Well, he's alright.
Da: I'm not dead yet.
S: No, you don't look unhealthy, you look fine. Here, I brought you some chocolates.
Da: Oh, thanks, son.
S: What happened?
Da: This morning I got some pains in my chest. It was really painful. I couldn't breathe.
M: It was an emergency, so we called for an ambulance. They took us straight to the hospital. They did lots of tests. They put a camera down his throat and gave him a blood test and ...
Da: And they took my temperature, it was a bit high, thirty-eight degrees!
M: And now we have to wait for the test results. Oh! Here's the doctor now!
Do: Well, Mr Smith, the good news is you didn't have a heart attack.
M: Oh, what a relief!
S: Fantastic!
Da: What's the matter with me, then?
Do: It's nothing serious. You just have indigestion. The symptoms of indigestion can be very similar to those of a heart attack.
Da: Indigestion? Is that all?
Do: Yes, so you can get dressed and go home. I'm writing you a prescription for some medicine. You should take two pills three times a day.
M: Should he make an appointment with our GP?
Do: No, you don't have to see your doctor. But you shouldn't eat a lot late at night. You should avoid alcohol, fried foods and chocolate. You could try to lose some weight too, get more exercise! And you must give up smoking. OK?
Da: Yes, of course. Thanks, doctor.
M: Yes, thank you, doctor.
-  2.25 Exercise 7, page 73**
Da = Dad Do = Doctor M = Mum
Da: Indigestion? Is that all?
Do: Yes, so you can get dressed and go home. I'm writing you a prescription for some medicine. You should take two pills three times a day.
M: Should he make an appointment with our GP?

- Do:** No, you don't have to see your doctor. But you shouldn't eat a lot late at night. You should avoid alcohol, fried foods and chocolate. You could try to lose some weight too, get more exercise! And you must give up smoking. OK?
Da: Yes, of course. Thanks, doctor.
M: Yes, thank you, doctor.

Unit 6

6A GRAMMAR AND VOCABULARY

2.26 Exercise 4, page 79

C = Chelsea E = Eddie

- C:** Hi, Eddie.
E: Hey, Chelsea. Are you doing anything special after dinner?
C: Yes, I am. I'm dying my hair red.
E: No, you're not! Stop messing about! What are you doing this evening?
C: Nothing much. Why?
E: Because Stan's coming round at seven. It's his birthday, so we're going out for a meal. Julie isn't going because she's babysitting tonight so it's just the three of us. We're eating at that new Mexican place and then we're going to Mario's. Are you coming?
C: No, thanks. I'm not that keen on Mexican food and Stan can be bit annoying without Julie. I'm just going to stay at home, study a bit and do my exercises. Alright?
E: OK. See you tomorrow, then.
C: Yeah, have fun. Love you. Bye.
E: Bye.

6D LISTENING AND VOCABULARY

2.28 Exercise 4, page 83

Thanks ... I'm going to start with a joke. Scientists did an experiment with two six-year-old twins. One was a pessimist and the other an optimist. They put the pessimist in a room full of wonderful toys. And the optimist in a room full of rubbish. Lots and lots of rubbish. When they checked on the pessimist, she was upset. She wasn't playing with the toys. 'I'm afraid I'll break them,' she said. When they checked on the optimist, she was delighted. She was happily looking through the rubbish. 'I know I'll find a good toy in here somewhere,' she said. The joke shows that optimists see the good side in every situation. As Oscar Wilde said, 'The optimist sees the doughnut, the pessimist sees the hole.'

Scientists often study identical twins to find out about personality differences. Sometimes one twin is cheerful while the other feels miserable. The optimist feels positive about life, adores challenges and looks forward to trying new things. The pessimist feels negative, is afraid of challenges and can't stand trying new things. But why are they so different? Why are some people optimists and others pessimists? Studies show that people with more electrical activity in the left side of their brains tend to be self-confident and optimistic. And people whose right brains are more active are more cautious, insecure and pessimistic. But we also know that life experiences influence our personalities. That may explain, by the way, why older people are often more pessimistic than younger people.

We need love and affection when we're growing up. If a baby's parents are tense or anxious, it can cause changes in the brain. And those changes make it more likely the child will grow up to be negative and pessimistic. If the parents are calm and happy, loving and affectionate, there's a better chance the baby will become a positive and optimistic adult.

Now, it's not all bad being a pessimist. There is at least one advantage. You won't feel disappointed so easily. If you never expect your football team to win, they'll never let you down.

However, pessimists suffer more from stress and anxiety and that can cause bad health and shorten their lives. In one long-term study a group of young adults completed a questionnaire about their jobs, their health, their family and their attitudes to growing older. The study showed that the optimists lived about seven and a half years longer than the pessimists.

What's more, pessimists aren't usually as successful as optimists. If you believe you'll succeed, you have a good chance of doing something important with your life. But if you believe you'll fail, you probably will fail.

The good news is you can change. Pessimists can learn to be less negative. How? Well, studies show that physical exercise or yoga can help people to ...

2.29 Exercise 5, page 83

So, to sum up, it seems obvious it's better to be an optimist than a pessimist. However, it's important to find a balance between optimism and realism. If you're too optimistic, you might take unnecessary risks or waste your life chasing impossible dreams.

It's clear that optimists aren't always realistic. Luckily, many optimists often try very hard to be. And to show that's true, I'm going to finish with another joke. A pessimist meets an optimist. The pessimist says, 'Things are bad, so bad they couldn't get any worse.' The optimist replies, 'They could, my friend. They really could.'

Thank you.

2.30 Exercise 6, page 83

A pessimist meets an optimist. The pessimist says, 'Things are bad, so bad they couldn't get any worse.' The optimist replies, 'They could, my friend. They really could.'

6E VOCABULARY

2.32 Exercise 3, page 84

- 1** He's got pierced ears and a thick beard.
- 2** She's got a nice smile.
- 3** He's got dark curly hair.
- 4** Her eyebrows are very thin.
- 5** He's got a thin moustache and a big nose.
- 6** She's got fair hair and blue eyes.
- 7** She's got short dark hair.
- 8** He's wearing big round glasses.

6F SPEAKING

2.33 Exercises 2–3, page 85

See  **23** page 230

2.34 Exercise 5, page 85

See  **24** page 230

REVISION 6

2.35 Exercise 9, page 91

Tomorrow is the International Day of Families. Don't worry if you didn't know because I didn't know either. But every year on May the fifteenth people all around the world celebrate family life.

It started in 1994 when the United Nations organised the International Year of Families. They were worried that families were losing importance in many countries because of social and economic changes. And the people at the U.N. thought an International Day could help people realise how important families are.

In Southampton tomorrow people are celebrating the day with an art exhibition, a public conference including a speech by child psychologist Amy Summers and storytelling for children. But here at South Local Radio we're having a photography competition.

We want you to send us a photograph that represents what's best about family life. It can be a group photo with all your family or a portrait of just one or two people. It can show a quiet night at home or a big family wedding. It can show grandparents or little children. Anything you want as long as it shows the positive side of family life.

The first prize is a holiday weekend for twelve people in a beautiful country house in Cornwall. The second prize is a new top-of-the-range Pikon camera. And the third prize is a meal for six at family-friendly Tipper's Restaurant in Southampton.

You have until twelve noon tomorrow to send us your photo, that's just one photo per person, by the way. The address to send them to is famcom@southradio.com. That's F-A-M-C-O-M at southradio dot com. We'll announce the winners in tomorrow evening's show at 8 p.m. and you'll be able to see the best photos on our website.

Life Skills 5–6

2.36 Exercise 2, page 92

J = John P = Peter

- J:** How are you doing, Peter? Why didn't you come to Mark's birthday party yesterday?
- P:** Hi John. I couldn't. I mean, I really wanted to but when I realised I still had to do this project for my Geography class, study for a Biology test and write an essay for my English class, I got panicky and just knew I couldn't go. What about you? Are you prepared for today's classes?
- J:** Well, I knew I was going to Mark's party, so I did the Geography project on Friday. On Saturday morning I wrote the essay and then studied a bit for the Biology test in the afternoon. I did a quick revision yesterday morning to be sure I could go to Mark's.
- P:** Wow! Do you always plan everything like that, John? It sounds so boring!
- J:** I do. I spend ten minutes a day on planning the next day and then I can do everything I need to.
- P:** To me, planning is a waste of time. Anyway, how was the party?

- J:** It was really great. Mark's friends from the theatre club were there.
- P:** And what about this girl that you like? Did she go as well?
- J:** Yep. Her name's Lydia and we're going to the cinema on Thursday.
- P:** What?! You lucky thing! Why didn't I go to the party! But wait a sec, are you meeting her on Thursday? We have to do this awful History project for Friday.
- J:** I know but everything is going according to my plan and I'm going to finish it on Wednesday ...

2.37 Exercise 6, page 93

Do you sometimes think you don't have time to do all the things you want to do? Well, here are some tips to help you plan your day and, as a result, be less stressed and better organised.

First of all, it's a good idea to be systematic and spend some time on planning every day. Around three minutes in the evening is usually enough to make a list of things to do for the next day. It's better to keep your list short – no more than six to eight items as we don't deal well with long lists. So, be realistic and only write down the tasks that you have the time and energy to do. And remember, some things will take more time than you think, so always plan a little longer for your tasks.

For larger tasks, be sure to break these into smaller parts: 'revise for exams' sounds too general, but 'read History chapter six' or 'find pictures for Art project' are things you can actually do! Once you have listed the things to do, think about putting them in order of priority. To do this, group tasks together: are they very important, important or not so important? Then, decide if there are any urgent tasks, that is, you have to do them before a specific date. Obviously, you need to do the important and urgent tasks first. So, for example, it is important and urgent to revise for an exam the next day. Working on a longer-term project might be important but it is not urgent. Some tasks can wait as they are neither important nor urgent – such as checking your social media. But, and this is important, do not forget to plan some time to relax too!

At the end of the day, check your list – tick off things you have done and add new ones. Create your plan for what you have to do the next day.

2.38 Exercise 8, page 93

List A seems rather too busy – there are just too many items on the list. There's also probably not enough time planned to do them. One hour may not be enough to do your homework and revise for the test, which means your plan will become unrealistic quite quickly. Another problem is with setting priorities: the most urgent and important task, preparing for the Biology test, is not the main thing on the list! Revising for the test quite late in the evening may not be very effective. One plus is that the plan is quite specific – for example, it says exactly what you have to do to prepare for the test or how many chapters of the book you have to read. List B looks more realistic. It's shorter and there's more time planned to complete each task. The most important task, preparing for the Biology test, is on top of the list. What's more, the plan is quite flexible too. It includes extra less urgent activities you can do if there's some time left. One problem with the plan, however, is that it seems not very specific – for example, it doesn't say which pages you need to revise for the test or what work specifically you need to do on the History project.

Unit 7

7A GRAMMAR AND VOCABULARY

3.1 Exercise 1, page 94

E = Ellie R = Rob B = Ben

- E:** Have you heard? They've opened a big new sports shop outside town.
- R:** Oh, yeah, I heard about that last week.
- E:** They're looking for staff. You should apply for a job.
- R:** I've already applied. I sent in my application on Monday.
- E:** Oh, I hope you get it.
- One month later**
- E:** Hey, Ben. Have you heard the news?
- B:** I don't know, what's happened?
- E:** Rob's found a job!
- B:** Really? Where?
- E:** In that new sports shop. He started work yesterday.
- B:** Has Rob ever worked in a shop?
- E:** No, he hasn't. He's never had a proper job. It's his first one.
- B:** Is he at home? Can I talk to him?
- E:** No, he's just left for work.
- B:** Oh, I'm really pleased. When's he going to take us to lunch?

- E:** Hey, they haven't paid him yet! Have you found a job yet?
- B:** No, I haven't. I've had a few interviews but that's all.
- E:** It's not easy, is it?

7B GRAMMAR

3.3 Exercises 2 and 6, page 96

M = Magnus E = Ellie D = Dylan

1

- M:** My dad worked for the same company for forty-five years. But ... nowadays it's hard to have a job for life. I've had sixteen jobs since I left school. I've worked as a tour guide, a waiter, a driver ... I've been self-employed since January. I've always been good with computers so now I'm a freelance web designer. The best thing about the job is that I can work at home. At the beginning, I didn't have many clients but I've been really busy recently. I'm my own boss but I haven't had a good break for weeks. I haven't made much money yet but things are looking good.

2

- E:** I've loved Japan since I was a little kid, so when I lost my job in England, I came to live here. That was three years ago. At first, I taught English. Then I worked in a hotel as a receptionist. That's where I really learned to speak Japanese. After that I got a job in a multinational company. I've worked here for ten months already; it's very different from home. It's interesting but I don't like everything. For a start, we work very long hours. I haven't had a holiday since I started!

3

- D:** When I left university, I decided to leave Ireland to go travelling. So, for the last fifteen months I've been a citizen of the world. I've served drinks in a bar in Spain. I've taught English in Italy and I've delivered pizzas on a motorbike in Germany. I've been in Australia since November and I've been a lifeguard on Bondi Beach for the last two weeks. I don't know when I'll go back to Ireland and get a 'proper' job. Maybe I won't. The thing is I haven't seen my family for a long time and I miss them.

7C LISTENING AND VOCABULARY

3.4 Exercises 2–3, page 97

It's five past four and I'm Terry Tait. Now, what do you think is the most dangerous job in the UK? Most people probably think it's police officer or firefighter but according to a recent study, it's neither of those. Nor is it a pilot or a deep-sea fisherman. No, according to last year's official statistics the most dangerous job you can have today in the UK is to be a farmer!

Last year thirty-three agricultural workers died at work. Farming also had the highest accident rate out of all industries at 4.3 percent. Farmers work with dangerous machinery like tractors and with dangerous animals too. If a bull or a cow gets angry, it can kill you.

The second most dangerous industry in the UK is construction. The accident rate was lower than in farming – 3.1 percent. But there were more deaths amongst construction workers – thirty-five people died last year from using dangerous machinery or falling from high buildings. You're listening to *Talk with Terri*. And after this commercial break, we're going to meet someone with a dangerous job.

3.5 Exercises 4–5, page 97

TT = Terri Tait PP = Pat Pratt

TT: Welcome back. Pat Pratt is a long-distance truck driver. She lives in London but she drives thousands of miles every month all over Europe. Welcome to the show, Pat.

PP: Thanks, Terri.

TT: How long have you been a truck driver?

PP: For almost four years now but I only started driving long distances when I joined the company I work for now. That was about a year ago. Before that I just drove vans and trucks around London and the south east.

TT: Have you always wanted to be a truck driver?

PP: No, when I left school, I worked part-time in an office as a secretary for a few months. The money was OK and I got on well with my boss but I soon realised it wasn't the career for me. It was really dull working inside all the time. I wanted to be free. I've always loved driving, so I became a truck driver.

TT: How many countries have you driven in?

PP: I don't know, really. I've never counted but I think I've been in almost every country in Europe.

TT: What's the longest journey you've ever made?

PP: Last month I drove two thousand two hundred miles from London to Murmansk in the north of Russia ...

TT: Murmansk? That's in the Arctic Circle, isn't it?

PP: That's right. And from there I went to Ankara in Turkey, that's three thousand miles, and then back to London, another two thousand miles. That's over seven thousand miles in total!

TT: Wow! What's the worst thing about your job?

PP: It can be very lonely sometimes. You don't have any co-workers to talk to. But fortunately, I'm crazy about music, so when I feel lonely, I just play some music and sing to myself.

TT: Do you ever feel afraid?

PP: Yes. It can be dangerous sometimes but I can live with that.

TT: Have you ever had any accidents?

PP: Yes, of course. There are so many crazy drivers around! But so far, I've been lucky. I haven't had any serious accidents. I'm a very careful driver and I really take care of my truck.

TT: What are the working conditions like?

PP: Not great. The hours are long, it's physically hard and truckers don't earn a lot of money. I haven't had a pay rise for a long time. It used to be better but there's a lot of competition now, so the working hours are longer and the pay's not as good as it was.

TT: What do you most enjoy about your job?

PP: It's great to wake up in the morning, look out of the window and see something new. And I enjoy meeting people, trying new food and speaking different languages too. But above all, I love travelling on the open road listening to my favourite songs. I'm going to France tomorrow. Do you want to come?

TT: What? Me?

PP: Yeah, why not?

TT: Oh, I don't know, it's very nice of you but ...

7E SPEAKING

3.8 Exercise 3, page 99

See  26 page 231

3.9 Exercise 4, page 99

See  27 page 231

Unit 8

8C SPEAKING

3.14 Exercises 3–4, page 111

See  30 page 232

3.15 Exercise 6, page 111

C = Customer SA = Shop Assistant

SA: This one's dual SIM.

C: I'm sorry. I don't know what you mean.

SA: It has two SIM cards.

C: What does that stand for?

SA: It stands for Subscriber Identity Module.

C: Can you explain what that is?

SA: Yes, it's a kind of smart card inside the phone that identifies you and stores your personal data.

C: I see.

SA: This phone comes with a turbocharger too.

C: I'm not sure I understand. What do you mean by turbocharger?

SA: A turbocharger lets you charge the battery on your phone quicker. This one gives you eight hours of battery life from a fifteen-minute charge.

C: Brilliant! I'll take it. Can I pay by card?

SA: Of course. This way, please.

8E GRAMMAR

3.17 Exercise 2, page 114

S = Sid P = Pat

S: I can't believe you've never had an anti-virus on your computer.

P: Yeah, well, I don't need one. I've never had a virus.

S: Pat! If you don't put anti-virus software on your computer, you'll get a virus sooner or later. That's for sure.

P: OK. I'll do it. But it isn't easy. Why don't you do it for me?

S: If I install all your software for you, you'll never learn.

P: OK, OK, so what do I do?

P: OK, so what will happen if I click on this?

S: No, no! Don't do that! If you do that, the computer will crash!

P: What! Really?

S: No, of course the computer won't crash if you click on that link. I'm just joking.

P: Very funny.

S: OK, that's it. If someone sends you a virus now, you'll be OK.

- P:** Cool! How much do I owe you for the virus? For the anti-virus, I mean.
- S:** Not much. But if you do me a favour, you won't have to pay me anything.
- P:** What favour?
- S:** It's my sister's wedding next week. And ...

3.18 Exercise 3, page 114

S = Sid P = Pat

- P:** Cool! How much do I owe you for the virus? For the anti-virus, I mean.
- S:** Not much. But if you do me a favour, you won't have to pay me anything.
- P:** What favour?
- S:** It's my sister's wedding next week. And I don't know what to wear. Could you help me out?
- Pat** Sure, let's have a look at what you've got.

3.19 Exercise 7, page 114

S = Sid P = Pat

- S:** OK, I'm ready.
- P:** Fine, come on out.
- S:** I'm coming out now.
- P:** Good, I can't wait.
- S:** Pat?
- P:** Yeah?
- S:** If you laugh at me, I won't be happy.
- P:** OK, I won't laugh.
- S:** Promise?
- P:** Yes, I promise. I'll buy you dinner if I laugh at you.
- S:** Pat!
- P:** I'm sorry, Sid, but what will your sister think if you go to the wedding like that?
- S:** But ...
- P:** No, Sid, seriously, if you wear those clothes, nobody will talk to you. I promise. Go and put something more normal on! How about a shirt and a jacket?
- S:** OK.
-
- S:** OK, what do you think?
- P:** Oh my God! It's worse! Look, Sid. I won't help you any more if you don't listen to me.
- S:** OK! OK!
-
- S:** OK, Pat. I'm coming out now. If you don't like this, I won't go to the wedding.
- P:** Wow!
- S:** You don't like it, do you?
- P:** No, I don't like it, I love it! You look fantastic.

- S:** Pat, if you don't stop kidding, I'll get angry. I really will.
- P:** I'm not kidding. You look absolutely amazing.
- S:** Oh! Well, thank you.

8F LISTENING AND VOCABULARY

3.20 Exercises 4–5, page 115

1

SD = Saoirse's Dad S = Saoirse

- SD:** Hi, Saoirse. Cup of tea?
- S:** Thanks, Dad. I got your coffee. Two for nine ninety-five.
- SD:** Thanks. If I ever manage to find my wallet, I'll pay you back. What's that?
- S:** A video game for Jimmy.
- SD:** Another video game! Thirty-nine pounds ninety-five! He never stops playing those stupid games. He needs to get out more. If he doesn't, he'll never make friends.
- S:** You're right, Dad. Jimmy does need to get out more but actually, he's made a lot of friends from playing online.
- SD:** Maybe but ...
- S:** Video games can teach you a lot, you know. How to be a good winner or loser, and ...
- SD:** Yes, but forty pounds!
- S:** It was ten pounds off so I only paid twenty-nine ninety-five! It's a good game, it's educational. Anyway, I enjoy playing games with the kids. It lets us spend time together. Why don't you play with us? If you try it, you'll probably like it.
- G:** No, I'm too old ...

2

T = Teacher J = Jimmy

- T:** So mgh means Mass times Gravity times ... Jimmy Quinn! If you don't listen, you won't understand. Physics isn't easy!
- J:** Sorry, Miss.
- T:** What are you doing, anyway? What is that? Show me! A video game! You won't get to university if you spend your time playing silly games, you know.
- J:** It's not silly, Miss. A lot of games are educational. You can learn physics or chemistry or geography or art ...
- T:** And what does this one teach you?
- J:** It teaches you about history and wars and ...
- T:** Alright. You can sit down now. And I'll give you the game back at the end of the class ... if you promise to pay attention.

- J:** Thanks, Miss ... Eh, Miss?
- T:** Yes, Jimmy.
- J:** I'll lend you the game if you like.
- T:** No, that won't be necessary, thank you.

3

S = Saoirse

- S:** There is less violent crime today than there used to be. And one reason for that is video games. No, really! Young people, especially young men, love playing video games so much they don't go out so often. So the streets are safer. When I was younger, I worked as a police officer and I remember on Saturday nights the police station was always really busy. But not now. Video games can also help you to find a good job in an office or a laboratory or ... No, really. When you play games, you learn to be creative, to think quickly, to find answers to problems and to lead others. Surgeons in hospitals, for example, say video games help them improve their hand-eye coordination.

REVISION 8

3.21 Exercise 8, page 121

1

It's Saturday 10 a.m. I've just woken up. Usually, the first thing I do is find my phone and read my messages but today is no-phone day, so I'm going to stay in bed with a book until mum tells me to come down for breakfast.

2

W = Woman B = Boy

- W:** What do you want to do when you leave school?
- B:** I want to study Science at university. I'd love to do Astrophysics but the thing is I'm not the best mathematician in the world. My dad says I should study Medicine.

3

G = Gran Z = Zoe

- G:** What'll happen if I click on this?
- Z:** It'll save the document without closing it.
- G:** Good. Now, I click here to print it, right?
- Z:** Yeah, that's right.
- G:** Oh! It's not working. What's wrong with the printer?
- Z:** I think it'll work better if you switch it on.

4

What's interesting is the amount of time people spend online while they're mobile. Five years ago, a typical adult spent only half an hour per week online when they were away from home or the workplace but now it's almost three hours a week. That's five or six times longer.

5

B = Boy G = Girl

B: Oh!

G: What's up?

B: It's my phone.

G: What's wrong with it? I'd love to have a phone with a screen like that.

B: The screen's alright and it takes great photos but I have to charge it every day now. The batteries only last an hour or two.

6

I was playing an online multiplayer game one day with people from all over the world. We played for hours and in the end, there was only one other player left, so we started chatting. It was my brother. He was in the next room.

7

British physicist Peter Higgs is famous for proposing the existence of a sub-atomic particle called the Higgs boson. In 2012 scientists at CERN in Switzerland detected the particle. A year later Higgs won the Nobel Prize in Physics and in 2015 he also won the prestigious Copley Medal.

8

K = Ken J = John

K: Ten dollars.

J: Aw! Come on, Ken. That console's worth a lot more.

K: OK, John, twenty.

J: I paid fifty for it a year ago!

K: If you give me these games too, I'll give you thirty dollars.

J: Deal.

K: But remember, you owe me ten dollars, so I'll give you twenty.

9

G = Girl B = Boy

G: Someone made a video of Amy and me dancing at the party. Your friend Lee sent it to me. It's really embarrassing.

B: Can I see it?

G: No.

B: Why not? Don't tell me you deleted it!

G: Of course, I did. It was terrible.

B: Maybe Lee put it on YouTube.

G: Oh, I hope not.

10

G = Girl B = Boy

G: I love Biology and Mr Diamond's a great teacher but I can't stand the practical classes, you know, when you have to cut up frogs and things like that.

B: I don't mind doing experiments but Mr Diamond is crazy about them. It's all he wants to do.

3.21 Exercise 8, page 121

In the United States almost seventy percent of teenagers between the ages of thirteen and seventeen have one or more profiles on social media. Most of them spend two hours a day or more on social networking sites.

Life Skills 7–8

3.23 Exercise 3, page 122

J = Jenny GL = Graham Long

J: With me today is careers adviser, Graham Long, and he's here to give us some tips on choosing careers. Welcome, Graham.

GL: Hi Jenny.

J: Tell us, what's a good first step?

GL: Well, first I always advise students to try and get to know themselves better. Keep asking yourself the questions: what kind of person am I, what things do I enjoy doing, what really interests me. For example, people who are imaginative, original in their thinking and like solving problems often work in education or the media. Those who are good at multi-tasking, like complex ideas and enjoy working with people often find careers in health care or human resources.

J: That makes sense. But what if you really don't have any idea?

GL: The best thing to do then is to speak to a professional and ask to take a specialised personality test. There are also some online personality tests which may help you learn a little more about yourself and may even suggest possible professions for you. But if there's still a few years before you leave school, it's enough to just start thinking about this for now.

J: Right. So, it's not about choosing a career early and following that path?

GL: Definitely not. The jobs today are completely different than ten years ago. There might not be a future for the job you have in mind now.

J: Ah ha.

GL: Use this time instead to research jobs you are interested in. Speak to people that do those jobs, try to get some work experience, for example, working part time or just offering to help out in a job related to your interests. This will help you become more confident and meet professionals in that field. Then you can see if a job is really what you believe it to be.

J: That all sounds sensible. And then, when you've got some idea? What next?

GL: Well, then you can start planning for the future. What skills or qualifications will you need? Look at some courses and think about which ones would be the best for you. And think about how you like to learn – this will help you choose between a practical college course or an academic course at university. Also, remember it's good to have a plan B in case things don't work out the way you'd hoped. This may be a different career choice or a different way leading to your dream job.

J: Choosing your future career is a BIG decision. What advice can you give to someone worried about making this choice?

GL: Take your time, be open to new ideas and experiences. It's much better to make a good decision later than a bad decision now! Also, make your own choices. Doing what your friends or parents want you to do can result in a lifetime of unhappiness ...

Unit 9

9C GRAMMAR AND VOCABULARY

3.25 Exercise 3, page 127

J = Jenny P = Pete

J: I'm fed up, Pete. I'm leaving you because I don't love you anymore.

P: I can't believe it. I need you. You're everything to me. You've always been the love of my life. I'll always love you. I can change.

J: You've hurt me too often. I didn't leave you before because I was sorry for you.

3.26 Exercise 6, page 127

J = Jenny P = Pete

J: ... hurt me too often. I didn't leave you before because I was sorry for you.

P: I promise I'll be a better man. I'm serious.

- J:** You said the same thing the last time. You can't change because you don't want to change. I'm not listening to you any more, Pete.
- P:** But Jenny, I love you.
- J:** Our love has died. Goodbye.

3.27 Exercise 8, page 127

H = Hayley K = Kev

- H:** Kev, Jenny's leaving town. She's found a new job.
- K:** Pete won't be happy about that. I saw him last night. He wants to get back together with her.
- H:** There's no way she'll take him back.
- K:** I can't understand why she left him.
- H:** She doesn't love him anymore. I think she's done the right thing.

9E SPEAKING

3.29 Exercise 2, page 130

See  34 page 233

3.30 Exercise 3, page 130

See  35 page 233

3.31 Exercise 5, page 130

See  36 page 233

3.33 Exercise 7, page 130

- 1 What's up?
- 2 Do you want to come?
- 3 How are you?
- 4 Would you like to go to the cinema with us this evening?
- 5 What is it?
- 6 Is it a girl?
- 7 Do you fancy coming to the concert tonight?
- 8 What concert? Who's playing?
- 9 How about it?
- 10 Did you get my message?
- 11 Do you want to go to the cinema this evening?
- 12 Do you fancy going there on Sunday?
- 13 Where do you want to meet?
- 14 How about outside the gallery at ten thirty?

9F LISTENING AND VOCABULARY

3.34 Exercise 2, page 131

F = Fearne B = Blair

- F:** Hi Blair. Mum told me you were here.
- B:** Mmm.
- F:** What are you doing?
- B:** I'm reading a book.
- F:** Is it for school?
- B:** No, eh ... what?
- F:** Is it for your English class?

- B:** Yes, I've got to do a report on it next month.
- F:** So, why are you reading it now? It's a lovely day for cycling.
- B:** I'm reading it because I enjoy reading. Do you mind, Fearne?
- F:** Is it good?
- B:** It's brilliant.
- F:** What is it?
- B:** It's a Nathaniel Bumpo novel.

3.35 Exercise 3, page 131

F = Fearne B = Blair

- F:** Is it good?
- B:** It's brilliant.
- F:** What is it?
- B:** It's a Nathaniel Bumpo novel.
- F:** Nathaniel Bumpo? Oh yeah! He's a great writer, isn't he?
- B:** Nathaniel Bumpo isn't a writer, he's a character. The author's name is James Fenimore Cooper and Natty Bumpo is the main character.
- F:** Oh, like the hero?
- B:** Yeah.
- F:** What's the title?
- B:** *The Deerslayer*.
- F:** *The Deerslayer*? Can I see it? I don't like the cover much – the picture's boring ... Let's see the opening line ... 'On the human imagination events produce the effects of time ...' It's not so easy to understand, is it?
- B:** Yes, he writes in a very poetic style. You should ...
- F:** What kind of book is it?
- B:** Historical fiction.
- F:** A historical novel?
- B:** Yeah.
- F:** What's it about?
- B:** Are you trying to annoy me or do you just do it naturally?
- F:** What do you mean?
- B:** I've read this paragraph three times already because you keep on talking.
- F:** Sorry, but Mum said it was a good idea for us to go out. It's sunny.
- B:** I thought Julie had invited you to go to the shops.
- F:** Yes, she had but then she called back and said she had homework to do. Anyway, I haven't got any money.
- B:** You told me you had to study. Why don't you do that instead of bothering me?
- F:** Because it's a lovely sunny day and I want to go out. You promised you'd go cycling with me this weekend. I want to go to the park. Come with me. Please!
- B:** OK, just let me finish this chapter.

- F:** But you've just started it! You're right at the beginning!
- B:** Yes, and if you don't let me read it, I'll never get to the end and you won't get to the park.
- F:** OK.

3.37 Exercise 5, page 131

I read a historical novel. The title is *The Deerslayer*. I'd never read another book by the same author but a friend told me it was really exciting, so I read it.

Unit 10

10A GRAMMAR AND VOCABULARY

4.1 Exercise 7, page 139

D = Dana A = Arlo

- D:** So, Arlo, you're going to tell us about a very popular series of novels, is that right?
- A:** Yes, that's right, Dana. *The No. 1 Ladies' Detective Agency* is a series of novels by Scottish author Alexander McCall Smith. The novels are written in a clear, easy-to-read style and are very funny. The main character is Mma Ramotswa. A kind, clever woman who is definitely not slim. She is described in the books as 'traditionally built'.
- D:** Where are the novels set?
- A:** In Botswana, Africa.
- D:** How many novels have been published so far?
- A:** Seventeen.
- D:** How successful are the books?
- A:** Very. More than 25 million copies have been sold. The series hasn't been made into a film but it has been adapted for television.
- D:** When was the TV series produced?
- A:** In 2008. Seven episodes were made for the first season. A second season was planned but it was never filmed.

10C LISTENING AND VOCABULARY

4.2 Exercise 3, page 141

P = Presenter W = Woman

C1 = Crook 1 C2 = Crook 2

S = Superhero JS = Jilly Stephenson GB = Giles Baxter TS = Tara Starling

- P:** You're listening to Radio 9 and next up is *CrimeTime* with Jilly Stephenson, which today is taking a look at superheroes.

W: Help! My car's been stolen and my baby's in the back!

C1: What the ...?

C2: There's a little kid in the back seat!

C1: I'm not stopping.

S: Yes, you are!

—

JS: Superheroes: Batman, Superman, Spider-Man, Iron Man, Wonder Woman ... Lots of comics have been sold and lots of films and TV shows have been made about men and women, but mainly men, who save us from burning buildings and fight crime while wearing ridiculous costumes. And with me today to talk about why comic book crime-fighters are so popular is journalist Giles Baxter and writer Tara Starling. Hi.

GB: Hello.

TS: Hi.

JS: Giles, how popular are superheroes today?

GB: I think they're more popular than ever, Jilly. In recent years the sales of both print and digital comics have gone up. And superhero movies are incredibly popular. *The Avengers, X-Men, Spider ...*

JS: Why are they so popular?

GB: I think one reason is because we live in difficult times with crime, terrorism, unemployment ... people want someone to protect them and give them hope for a better future. Superheroes were really popular in the 1930s when the world economy was in a bad way and I think it's similar today.

JS: Right.

GB: Superheroes also have positive human qualities that we'd all love to have: Wonder Woman's honest; Spider-Man's responsible; Iron Man's clever; Batman's strong ...

JS: And they're all really good-looking.

GB: Hmm, I don't know about that but people do like the idea of having superpowers, of being able to fly like Superman, to change your body like Mystique from the X-Men or to become invisible like Sue from the Fantastic Four.

JS: Definitely.

GB: And one reason superhero movies are so popular is because of computer graphics, special effects that allow superheroes to do the most amazing things and on the screen, it looks totally real.

JS: That's true. Tara, what do you think?

TS: I don't like superheroes.

JS: Oh! Why's that?

TS: Because they're vigilantes. They decide who the bad guys are, they catch them, they hit them and sometimes they kill them. But who gives them that right? In our society we have the police and a justice system to decide if someone is innocent or guilty.

JS: That's true, but ...

TS: Superhero stories can encourage normal people to become vigilantes and vigilantes can be violent and attack innocent people. It's not right.

GB: Did you know that some vigilantes dress as superheroes to stop crime?

JS: Really?

GB: Yes. There was an example in the news the other day about a young man from Manchester. He dressed in a £200 blue-and-black costume and ...

JS: Like Batman?

GB: Yeah, he called himself the Knight Warrior and he went round the streets at night trying to stop fights and anti-social behaviour.

TS: Pff.

GB: But he was beaten up and hurt quite badly.

JS: Oh, the poor thing ...

4.3 Exercise 4, page 141

A real-life superhero is considering giving up his crime-fighting activities after he was attacked and badly hurt in Clifton last week.

Twenty-year-old Roger Hayhurst, a gardener from Swinton, began fighting crime two years ago after his mother helped him buy a £200 blue-and-black Lycra superhero costume. He adopted the name 'Knight Warrior' and started patrolling the streets of Swinton in order to break up fights and stop anti-social behaviour. At first, he worked alone but soon he was joined by his eighteen-year-old girlfriend, Rebecca, also known as 'Knight Maiden'.

Mr Hayhurst said that they had been attacked by a group of young men when they were walking through Clifton last week. He was hit in the face and badly hurt. The couple are now considering whether to continue fighting crime or not.

10D GRAMMAR

4.4 Exercise 2, page 142

D = Donna L = Leo

D: Hey, Leo, do you want to do this questionnaire?

L: Yeah, OK.

D: Alright, question one. What would you do if you saw an old woman stealing some biscuits from a shop? Would you: a) inform the store detective? b) look away and not do anything? Or c) do something else?

L: I wouldn't inform the store detective, that's cruel. But I wouldn't look away either. Stealing's wrong. I'd ask people for food if I was desperate. So, I'd buy the biscuits for the woman.

D: I agree. Good idea. Number two. What would you do if an armed thief tried to rob you? Would you: a) hand over your money and then call the police? b) shout for help and run away? Or c) do something else?

L: I'd run away and shout for help. I'm really fast. He'd never catch me.

D: I'd hand over the money and then go to the police and describe the thief. It's only money. It's not as important as your life.

L: Hmm, yeah, you're probably right.

D: OK, question three. What would you do if you saw a man attacking a woman on a train? Would you: a) talk to the man to convince him to stop? b) look away and not do anything? Or c) do something else?

L: If it was just one man, I'd try to get the other passengers to help me stop him.

D: Even if you had to fight him?

L: Yeah, I think so.

D: I wouldn't do that. It's too dangerous. I'd call the police and then I'd talk to the man and try to get him to stop.

L: That could be dangerous too.

D: Yeah, but you can't just look away, can you?

L: No.

D: Question four. What would you do if you found a case with £500,000 in it? Would you: a) take it to the police? b) start spending it immediately? Or c) do something else?

L: £500,000! Wow! I think I'd take it home and wait. If there was nothing in the news about it after a month or two, then that would mean nobody needs it, so I'd start spending it little by little.

D: Really? Not me! If I found a case with £500,000 in it, I would take it to the police. For sure. It's dishonest to ...

4.5 Exercise 7, page 142

- 1** Would you defend a friend if someone attacked him or her?
- 2** Would you tell the police if your best friend stole something?
- 3** Would you leave a restaurant without paying if the food was really bad?
- 4** Would you steal food if you were really hungry?
- 5** Would you be happy to rob someone if he or she was a thief?
- 6** Would you tell your parents if you cheated in an exam?

10E SPEAKING

4.6 Exercise 2, page 143

See  **38** page 234

REVISION 10

4.11 Exercise 8, page 151

1

M = Man W = Woman

- M:** Tea?
- W:** Yes, please. Thank you. Any biscuits? Thanks. My feet hurt. I need to buy some new boots.
- M:** I've got a problem with my costume. I've put on some weight and ...
- W:** Really? I hadn't noticed.
- M:** Anyway, my costume's too tight.
- W:** If I were you, I'd get a new one.
- M:** I can't afford it. These costumes are very expensive.
- W:** Why don't you go on a diet? You could start by cutting out biscuits.

2

W = Woman M = Man

- W:** I called the police this morning.
- M:** Why?
- W:** I saw a strange man in a building across the street. He was there for hours, staring out of a window, without moving. I felt worried he was looking at the children.
- M:** Did the police come?
- W:** Yeah. It wasn't a man. It was a big photo of Tom Cruise, the actor. I was so embarrassed, you know, that I'd wasted the police's time, but fortunately, they saw the funny side.

3

M = Mum C = Connor

- M:** Connor, did you know that twenty-five percent of British people illegally download TV, films and music?
- C:** Yeah, Mum, it happens all the time.
- M:** Not all the time. Some people buy CDs. Me, for example.
- C:** Yeah, whatever.
- M:** It isn't right. It's not fair on the artists.
- C:** I don't know if it's right or wrong but it's not easy to stop people doing it.
- M:** Hmm, you're probably right.

4

G = Girl B = Boy

- G:** He got six months in prison!
- B:** Yeah! He stole a car. And it wasn't the first time.
- G:** He said he was just borrowing it.
- B:** Are you saying he's not guilty?
- G:** No, he did it. But six months is too much. If he was rich with a good lawyer, he wouldn't be in prison. Look at that politician. He stole millions of pounds and he wasn't sent to prison.

5

PC = Police Constable C = Caller

- PC:** Telford police station.
- C:** Hello, I want to report a crime. Oh! What a day! First, my cat dies and now this!
- PC:** Keep calm, sir. What's your name?
- C:** Thomas Jones. They broke the kitchen window and ...
- PC:** So, some vandals broke your window and killed your cat. Is that it?
- C:** What? No! I've been burgled. They broke into my house and stole my money. You've got to do something ...

6

B = Boy G = Girl

- B:** Have you seen *Crimewave*? I think it's one of the best series I've ever seen. My uncle John's a policeman and he says it's really true to life.
- G:** Really? I don't think real police officers are as good-looking as that!
- B:** Maybe not but ...
- G:** I didn't like it at first. I didn't think it was anything special but then I really got into it. I never miss an episode.

Life Skills 9–10

4.12 Exercise 3, page 152

1

I don't think it's a problem that other people use my work. As a professional musician, part of what I hope to do is to inspire other people. What is important, though, is that they ask me for permission when they want to use a piece of music I wrote and mention my name. I never ask for money for something small or personal like using my song in an amateur film or college presentation but I think it's only fair that people know that what they hear is the result of my hard work.

2

I work as a travel journalist and blogger. For me, writing is not just about earning money, but a way to be creative and to share my ideas with other people. As a writer, I'm often inspired by something I've read or seen. I might read an article and want to write about the same topic, or write what I think about that article. But taking parts of someone's text word-for-word, or pretending the ideas from that are your own is something very different. That's just copying! It's actually illegal and something I would never allow.

3

I'm a film maker and I make documentaries. When I make something original, I am proud of it and I feel that I own it, so it's important I get paid for my films. This is not a hobby for me but a career. Many people just don't seem to understand that when they share my work or copy it without paying, they are actually stealing from me. When you use something created by an artist, you should actually pay for it.

Culture Spot 1

4.14 Exercise 6, page 155

1

I'm Sam and I'm a first-year student at York University. I'm studying Medicine. I'm actually really happy I chose a campus university. First of all, the campus is lovely and quiet with lots of trees and a beautiful lake. I grew up in noisy flats in the centre of Bristol so I really appreciate how peaceful it is. I feel really safe here as well. Another good thing is that all the buildings are quite close to each

other so you never have to walk very far. It's only five minutes from my halls of residence to the library and about seven minutes to the Medical Department. It's great if you're like me and don't like getting up early! But I think the best thing is that there's a really warm, friendly atmosphere. It's like living in a little village. At the beginning of the year I got to know a lot of people very quickly and I made some great friends. The only negative side is public transport. There is a bus that goes from the university to the town centre, but it doesn't run very often in the evenings. It's a problem when I take the late train from Bristol ...

- 2** I'm Sion and I'm a second year Computer Science at Newcastle University. It's a typical city university and I absolutely love it here. I grew up in a small town in south Wales, so it was really exciting for me to move to a big city like Newcastle. First of all, the city centre is really good for shopping and eating out. And there's always a lot going on. For example, there's an amazing art cinema with lots of interesting films. And I'm also really into music and there's a great music scene here – me and my friends go and watch two or three bands a week! And what can I say, the nightlife is fantastic too ... although I recently decided I need to study more in the evenings ... That's one of the main problems too, I suppose. The student life is really lively, so it's sometimes difficult to concentrate on your studies. Another problem is that you spend a lot of time on buses getting from one place to another. It's a big city and everything is far away. It takes me about forty minutes to get from my house to the university library.

Culture Spot 2

4.16 Exercise 5, page 157

1

G = Girl B = Boy

G: Sorry, I think you're sitting in my seat. Look, I've got this reservation. Seat 17A.

B: Oh, I'm so sorry. I didn't realise.

2

B = Boy S = Sam

B: Are you warm enough, Sam?

S: Actually, I'm a bit cold.

B: Sorry! I'll just close the window.

3

M = Man D = Dan

M: All right, Dan!

D: All right, mate!

4

B = Boy G = Girl

B: I've just written a poem. Do you want to read it?

—

B: What do you think?

G: Yeah, I think your poem's quite good.

Literature Spot 1

4.17 Exercise 2, page 158

L = Lucy T = Tom

L: Did you do the reading for English?

T: Yes.

L: What's wrong? Didn't you enjoy it?

T: It was alright but I couldn't understand a lot of it.

L: Why not?

T: Because of the spelling of the words.

L: What do you mean?

T: I mean, all the abbreviations. Missing out letters like the 'd' from the end of 'and' or the 'g' from words ending in '-ing'. And 'suppose' spelled S-P-O-S-E.

L: Really, Tom. That didn't make it difficult to read. You just have to imagine someone saying the words and it's obvious. I liked it.

T: The worst thing, though, was the grammar. It was really annoying. There were so many mistakes. If I wrote like that, I'd get an F. 'The others was runnin!'

L: But again, it was deliberate. That's how the character was supposed to speak. He's meant to have learning problems.

T: So, what do you think it was about? That's what Mr Harris asked us to think about, isn't it?

L: Yes. I think it's about discovering our abilities. In Forrest's case, he discovered he was good at running when the bullies were chasing him. What about you? What do you think?

T: I thought it was about school.

L: School?

T: Yes, you know, bullies, P.E., school dinners. It mentions them all.

L: Well, that's true but I think Mr Harris wants us to think about why all these things were mentioned.

T: Oh.

L: Don't worry. Come on. The lesson's going to start soon.

Literature Spot 2

4.19 Exercise 2, page 160

P = Presenter JH = James Hammond

P: Our guest on 'Book of the Week' this week is actor James Hammond who has chosen George Orwell's 1984. Welcome, James, and can you tell us about the book and your reasons for choosing it?

JH: Well, it's a terrifying and very realistic novel. It is set in London in 1984, which was the future when it was written. On page one of the novel, Orwell introduces the phrase: 'Big Brother is watching you,' which could mean 'we are looking after you and taking care of you' but really means that the government is spying on everyone. Everyone has a telescreen in their home which they can't switch off.

P: Do you think we're in danger of having a society similar to the one in the book?

JH: Yes, definitely. Many of the ideas in the book have become true. Governments and businesses are watching us all the time. They can see our Internet histories and read our emails. We pay for things by credit and debit cards so people can see what we have bought. Soon, we will need to carry a smartphone everywhere we go so we can be followed – just in case we need help, of course. And all these things make life easier so we agree to them, happily.

P: George Orwell is one of your favourite writers, isn't he?

JH: Yes. I love his books. He is also one of the few writers whose name has been made into an adjective. When a government introduces new laws allowing them to check what we do on the Internet, we call this an 'Orwellian law'. It means the law is there to watch or control us. That shows how important he and his books still are.

P: Well, my Orwellian producer is telling me that our time is up. Thank you, James.

JH: You're welcome.

STUDENT'S BOOK VIDEO SCRIPT

Unit 1

1A GRAMMAR AND VOCABULARY

▶ 1 GRAMMAR VIDEO page 5

N = Narrator **JE** = John E.

M = Michelle **R** = Ross **JZ** = John Z.

N: How are you feeling today?

JE: I'm feeling very good, yeah, it's a sunny day, so I'm feeling very happy today.

M: I'm feeling pretty great. I'm excited to be in London and I'm excited to see Buckingham Palace.

R: I'm feeling absolutely amazing. A rare bit of sunshine in London puts a smile on everyone's face.

N: How do you usually feel when the weather is good?

M: I normally do feel happy. I would say it's because I can wear some lightweight clothes and feel good and the mood is bright and sunny, so it feels amazing to be outside.

JZ: Well, I'm quite a happy person, so I usually feel good every day.

1B READING AND VOCABULARY

▶ 2 DOCUMENTARY VIDEO page 6

Friendship between generations

N = Narrator **DP** = Daniel Parvin

LB = Laura Berick **TT** = Tiffany Tieu

AP = Alice Palda

N: Daniel, Tiffany and Justine are playing for their usual audience today: the residents at Judson House, a nursing home in Ohio. Loneliness often becomes a problem as people grow old but at Judson House they have created a unique social environment.

DP: Judson Manor gives me free housing and 100 surrogate grandparents in exchange for regular concerts along with the other two students who live here.

N: At Judson House residents and students come together both at concerts and on a daily basis. This helps prevent possible isolation. They cook, they eat, they tidy up. Today they're having a meal together and enjoying each other's company. But this is not what makes them family.

LB: It's not even that we cook that much together, it's that we talk a lot.

N: It's listening to each other and sharing experiences that allows them to understand one another better and create meaningful bonds. A shared interest in art and music is just a starting point.

I thought it would be a really great opportunity to use my music to be part of a community. There's a lot of music lovers here but I think it definitely goes beyond the music.

N: Concerts are a chance for the younger generation to give something in return for the love and care they receive from the residents, who treat them like family.

AP: I have one son and no grandchildren and they are like grandchildren to me, the grandchildren that I didn't have.

N: In this initiative each side has something to offer: experience, attention, patience, love and care. But how deep can friendship between generations be?

1F SPEAKING

▶ 3 COMMUNICATION VIDEO

Exercise 5, page 11

S = Suzy **C** = Cait

S: Hey, Cait.

C: Oh, hi.

S: There's a new guy in our photography class. He's really nice. You must meet him – you've got a lot in common!

C: Really?

S: Yeah! He's interested in ecology and he loves animals

C: Does he?

S: He's vegetarian, of course.

C: Cool!

S: And guess what? His Dad's French too!

C: Is he? Amazing!

S: And he takes absolutely *fantastic* photographs.

C: Does he?

S: Oh, and one more thing. He's *really* good looking!

C: Awesome!

▶ 4 COMMUNICATION VIDEO

Exercise 6, page 11

S = Suzy **C** = Cait

S: And he takes absolutely *fantastic* photographs.

C: Does he?

S: Oh, and one more thing. He's *really* good looking!

C: Awesome.

S: Oh, I don't believe it. He's walking through the door now. Cait, meet Connor!

S: Do you guys know each other?

C: Yes. Connor is my brother.

S: That's amazing. Two awesome people in the same family!

Unit 2

2A GRAMMAR AND VOCABULARY

▶ 5 GRAMMAR VIDEO page 19

N = Narrator **D** = Desy **JE** = John E.

M = Michelle **R** = Ross

N: What did you do last weekend?

D: Last weekend I went out with my friends to the shopping centre and we went shopping and we got food as well.

JE: I played tennis last weekend and then I cycled home afterwards.

M: Last weekend I visited my cousins in San Francisco, and we walked around Fisherman's Wharf and we ate at a Chinese restaurant and we visited the Golden Gate Bridge and we went to Twin Peaks, where we saw a beautiful view of San Francisco.

R: Last weekend I went to Notting Hill Carnival. I enjoyed some of the day and for the rest of the day I was working. I saw a lot of happy people, a lot of happy faces and it was a great happy day in general.

2D READING AND VOCABULARY

▶ 6 DOCUMENTARY VIDEO page 22

The journey to university

N = Narrator **C** = Chelsea **A** = Amy

J = Joe **JM** = Joe's Mum

N: For young people around the world, going to university is a common dream. 500,000 UK students made this dream a reality in the last year alone. But how do they make the transition from school to university? This year, Chelsea, Joe, and Amy are studying for their final exams at Fairfax Sixth Form College, near Birmingham. These exams are called A levels. Students apply to university months before sitting the exams. Universities offer places based on the students' expected grades.

Chelsea is a straight-A student who originally applied to study Medicine. Even though Chelsea had good grades and the necessary work experience, strong competition meant that she didn't get a place.

C: I never thought I'd be in the situation where I wouldn't get to uni. I really felt knocked back and I was in floods of tears every day.

- N:** Chelsea changed her plans and applied to study Medical Genetics. She now needs an A and two Bs in her A levels to take up her place at Sheffield University.
Amy wants to study Occupational Therapy.
- A:** I've really, really, struggled under the pressure.
- N:** She needs three C grades. It's a realistic goal, but as tuition fees can cost £9,000 a year, Amy is worried about getting into her first-choice university.
Joe plans to go to the prestigious Oxford University, to study History and Politics. Joe didn't expect such a famous university to accept a regular boy like him.
- J:** When I opened the envelope, the initial response was one of surprise.
- N:** Joe now needs straight As to secure his place at Oxford. But can he make the grade?

- N:** After several weeks of waiting, students are finally getting their A level results. Chelsea worked very hard and expected straight As.
- C:** I got two As and two Bs.
- N:** This is not straight As, but Chelsea got the grades she needed to study Medical Genetics.
Joe needed three As.
- J:** I got four A stars!
- N:** His results were better than expected, so he can go to Oxford. And Amy needed three Cs.
- A:** I've got two Cs, and an E, and Biology was my E.
- N:** Amy's Biology grade was lower than the university wanted. Perhaps they had fewer candidates than expected because after calling them ...
- A:** I have got a place, I have got a place. Thank you!
- N:** For these students, the effort to get into university has paid off.
- JM:** We couldn't be any happier.

2F SPEAKING

7 COMMUNICATION VIDEO Exercises 2-3, page 25

T = Teacher N = Nathan S = Simon E = Emily H = Headmaster

- T:** Nathan, this isn't your own work. You just copied and pasted an article from Wikipedia. I'm very disappointed.
- N:** Sorry, Miss. It was really stupid of me.
- T:** It isn't right. It's cheating. I want you to do this project again.

- T:** So, I'm just waiting for your project, Simon. Have you got it for me?
- S:** Eh?
- T:** Your project on Argentina? The deadline was today.
- S:** I'm sorry. I completely forgot.
- T:** Ah, good afternoon, Emily.
- E:** Sorry, Miss. I didn't realise it was so late.
- T:** I see. You didn't realise it was five to ten. OK, sit down.
- T:** What's going on? Nathan, why is your book on the floor?
- N:** It wasn't, me, Miss!
- E:** Sorry, Miss, it was my fault. It was an accident.
- T:** Oh, never mind. Just sit down, please so we can start the class. Oh, for goodness' sake! What is it now?!
- H:** Oh, headmaster. I'm really sorry!
- H:** That's alright, Miss Smith. We all make mistakes. It can happen to anyone.

Life Skills 1-2

8 LIFE SKILLS VIDEO Exercises 5-6, page 33

T = Teacher J = Jenny

1

- T:** Good morning everyone! Jenny is giving her presentation this morning, so I'd like you all to listen and then give us some feedback. Good luck, Jenny!
- J:** Yes. The topic of my presentation today is competition. Is competition good for students?
I would like to start by pointing out that today students are obliged to compete a lot. There are class tests, exams, sports competitions at school almost every week. Parents and teachers want students to compete and win all the time. Some people think this is a good thing as competition is part of our academic and working lives. They get nervous and do not do their best. Sorry. Competition is part of our academic and working lives. In the future, we will have to compete for places at a university and jobs. We shall have to prove that we are better than others. Thanks to competition, we can improve our skills. But other people do not agree that competition has a positive effect on students. It can be motivating for those students who are able to win because they are very good at Maths or sports and enjoy taking part in school contests. However, there are some

students who are just not good at competing. When they have to take exams, they get nervous and do not do their best. They often forget things which normally they would remember. Losing in competitions can cause them to feel less talented than others and less confident. That is why it is certainly not encouraging for them. It is also important for children to learn to cooperate. Experts say that it is better to compete with ourselves rather than with other people. As we all know, in our future lives we shall have to work in teams and then it will be important for us to work together. Competition in a team is not a good thing because we end up fighting, which is...

- T:** I'm going to have to stop you there, I'm afraid, Jenny. Your time is up. Any comments?

2

- T:** So, Jenny! Time for your next presentation. So, listen up everyone and good luck!
- J:** Today I'd like to talk about the question: should students take a break before going to university? Let me begin by saying that lots of students go straight to university when they finish secondary school. It's expected, it's normal, it's what their parents did and what most of their friends are planning to do. But just because everyone else does something, that doesn't necessarily mean it's right for you, does it? Imagine we all do the same as everyone else. That sounds very boring, doesn't it? So, let's have a look at the pros and the cons. Yes, of course, there are lots of reasons why going straight to university is a good idea. Firstly, you're used to studying. When you're a student, you develop useful study skills – for example, you learn how to manage your time, make notes and remember things best. If you like – we're in the 'learning zone', and if we take time off, it may be harder to get back into studying habits. It might even be more difficult to actually get a place at university. Secondly, if you finish education earlier, you can start your career earlier. That's got to be a good thing! However, some students decide to take a break for a year and travel to other countries to do some part-time work. For example, my brother took a year's break and worked in Australia. He picked oranges! He loved it! He met some great people

and saw lots of beautiful places, and he earned some money to help support himself at university. The only problem is that now he hates oranges!

Students who take a break also mention the value of getting different types of work experience and learning about their strengths and weaknesses. They become more responsible and mature so that when they return to studying they have a different, a better attitude. So, to conclude, the decision to take a gap year is not an easy one for a young person to make, so take the time to think what's right for you. OK, that's it from me today. Thanks for listening. Any questions?

T: Great! Thanks very much, Jenny.

Unit 3

3A GRAMMAR AND VOCABULARY

► 9 GRAMMAR VIDEO page 35

N = Narrator M = Michelle JE = John E. D = Desy R = Ross

N: Tell me about a magical moment that happened to you on holiday.

M: So, a magical moment that happened to me while I was on holiday. I visited Disneyland with my father and my younger brother and as we were watching the parade, I was walking with my brother and father and Mickey Mouse looked over at us and waved to us.

JE: When I was in Provence with my friends, we went to this beautiful lake called Lac de Sainte-Croix, and I was on a boat and we were sailing on the lake and the sun was glistening off the water and that was a magical moment for me in Provence.

D: A magical moment I had on holiday was when I was swimming in the sea and it was really blue and clear and you could see all the fish under me as well and the sand was so soft and I really loved it.

R: A magical moment when I was on holiday was when I was walking through the Amazon jungle. I saw some amazing wildlife, the natural beauty of the Amazon itself. I also walked the Inca Trail up Machu Picchu and again saw some beautiful sights in terms of mountains and jungle as well.

3C SPEAKING AND VOCABULARY

► 10 COMMUNICATION VIDEO

Exercises 3–4, page 37

H = Hazel J = Joe TA = Ticket Agent A = Alda

H: Excuse me. What time is the next train to Glasgow?

TA: Five fifty-nine!

H: I'm sorry, I didn't catch that. Can you say it again, please?

TA: Five fifty-nine!

H: ... fifty-nine! Two tickets for the five fifty-nine to Glasgow, please.

H: Thank you!

TA: You're welcome!

J: Oh! Which platform does the train leave from?

TA: It's bye.

J: I'm sorry. We're from California. We find it hard to understand English accents.

TA: It's bye.

H: Eight B!

TA: That's right. It's bye.

H: It's bye! Thank you!

J: We've got two hours to wait. Are you hungry?

H: Yeah, I am. Let's go eat.

J: Burgers?

H: Excuse me. We want to get lunch. Where is the nearest hamburger restaurant?

A: There's one in the station but there's a really good one in the Brunswick Centre.

J: How far is it to the Brunswick Centre?

A: It's not far. It's about ...

H: Is there a bus we can catch to get there?

J: Or maybe we can take a cab. Where's the nearest taxi rank?

A: The taxi rank is over there. But you can walk. It's only five minutes. But maybe you should leave your bags in the Left Luggage?

J: Yeah, maybe. Where is the Left Luggage?

A: Next to Platform 16.

J: Thanks for your help. You're real kind.

H: Yeah. And it's so nice to finally speak to someone we can understand. What part of England are you from?

A: Eh ... I'm not from England.

J: No? Where are you from?

A: I'm from Portugal.

3F READING AND VOCABULARY

► 11 DOCUMENTARY VIDEO page 40

A great adventure

N = Narrator D = David

AA = Alexander Armstrong J = Jenna

N: Alexander Armstrong is a television presenter who visits the world's most spectacular places. On one of his journeys, Alexander travelled the Arctic circle to meet the people who live there and experience their way of life. In Alaska he visited an intriguing couple who, two years earlier, decided to reject modern culture. They went to live a simple life – fifty kilometres from the nearest town. They took him to their base by dog sledge, then by foot.

D: OK guys, hike up!
How did you like the walk?

AA: That was beautiful. Absolutely beautiful.

N: David and Jenna live simply. For carrying water, they made a tool called a yoke.

AA: What's that?

D: That's a shoulder yoke. A couple of years ago we were carrying buckets of water up the hill ...

J: Try it on.

D: ... and then I finally decided maybe it'd be worth a try to just ...

J: It fits David better than me.

AA: Oh it fits me like a glove, suspiciously well.

J: Wait till you get a lot of water in it!

N: Alexander wanted to learn more about how the couple lived and to hear their backstories. David tells Alexander that he grew up in the countryside, but he wanted to live somewhere even more wild.

D: It's kind of stressful for me in town. I don't know, there's so much going on.

N: While he was staying in this wilderness, Jenna and David offered Alexander a supper and an overnight stay – arctic style. The cabin was too small for guests. Instead, Alexander got a mattress made of branches in a tent.

AA: Oh, look at that.

N: For his Arctic dinner, Alexander had to eat what lives locally. On the menu was beaver ...

D: Have you ever tried beaver before?

AA: No.

J: Oh, first!

D: Here you go.

J: It's going to be hot.

N: The night outdoors was so cold that Alexander couldn't sleep. But not sleeping had a benefit ...

- AA:** Oh, look, there they are again. That's the most extraordinary poetic thing. It's cold and you don't really sleep, and you have a nose that streams horribly all night. It's really hard work. I have respect for these guys. What they do, I mean this is hard core. This is not for the hobbyists. Impressive.
- N:** So, who do you think had the greater adventure: Alexander, who travelled to the Arctic, or Dave and Jenna, who continue to live there?

Unit 4

4A GRAMMAR AND VOCABULARY

12 GRAMMAR VIDEO page 49

N = Narrator JE = John E. M = Matius R = Ross

- N:** Which was the best and the worst meal you had last week?
- JE:** The best meal I had last week was a delicious and fresh salad at my father's house, and then the worst meal I had, we went to a restaurant and it was disgusting. It was overcooked and soggy and not so tasty.
- M:** I had a fairly great meal at the local café here fairly close by, which was fairly great; I had a meat pie with a lot of mashed potato, which was much better than the breakfast I had the same morning at our hostel, which was pretty much not even fresh.
- R:** The best meal I had last week was for my girlfriend's birthday, twenty-ninth birthday. We had this amazing Argentinian steak, which is a lot better than, say, British cuts that we have here and it's a lot more succulent and a lot more tender. Compare that to my worst meal, having a steak at a chained restaurant, which was very dry, very tough to eat.

4D READING AND VOCABULARY

13 DOCUMENTARY VIDEO page 53

Round-the-clock shop

N = Narrator RI = Robert Iljason PK = Peter Kovacs M = Man

- N:** Big towns and cities are full of department stores and shopping centres. Customers are used to comfort, speed, wide choice and a round-the-clock service. But what about smaller towns and villages? In such places there aren't as many

shops as in big cities and they aren't open twenty-four hours a day. In Viken, a small village in Southern Sweden, Robert Iljason realised this was a problem and decided to open a high-tech, customer-friendly store.

- RI:** OK, so I open my app and when I want to open the door I just swipe. After a few seconds the door clicks and then I can enter.
OK, so this is the store. I have about 450 products. Everything you need in a country store. A small variety of everything, basically.
So this is where it all started. I was alone with my kid one of the first times when it was seven months old and I dropped the last can of food. I kind of panicked, so I went to the car together with the screaming child and I had to go with it to the nearest city, which is twenty minutes away from here, because it was late at night. So, during that trip I decided I want this kind of store closer.
- N:** An app on your phone is all you need. You choose a product, pick it up and scan it. The purchase is saved on your phone. No tills, no shop assistants, no cash. You will receive an invoice for your shopping at the end of the month.
- RI:** It's an unmanned store built on trust with no cash. Everything is done through the app. There is the issue of theft of course. I know who's in the store. But I also have cameras looking at the shelves. And it can actually pick up when someone takes an item from the shelf. It knows who picked it up and when they picked it up and what they picked up. In that way I know if they have paid for it or not.
- N:** Robert's idea is perfect for small villages. In places like Viken there aren't enough customers to have a regular store with shop assistants open twenty-four hours a day.
- PK:** You have to be able to make a profit even though if you only have 50 or 100 customers a day. If you have people working in the store, I think you have to have 300, 400 or 500 customers and that's impossible in a small village.
- N:** The elderly inhabitants too are glad to have the new store in Viken.
- M:** It's a marvellous idea and it will facilitate living for very many elderly people living alone. And I think it will be good for them. But if they can manage this technique to get in, I don't know.

- N:** Will other small towns and villages follow the example of Viken with its round-the-clock self-service store? Will unmanned shops become a common sight in big towns and cities in the future?

4F SPEAKING

14 COMMUNICATION VIDEO Exercise 2, page 55

M = Mum S = Scott

- M:** Scott! Sit up straight. What's the matter with you?
- S:** I don't want to be here.
- M:** You know we need to buy you some new shoes for school.
- S:** I don't agree. My trainers are fine.
- M:** Fine! Look at them – they're old and scruffy! You can't wear ...
- S:** Oh, I suppose so. But ...
- M:** What?
- S:** To be honest, I don't like the shops in the shopping mall. There are some great shoe shops in the town centre. Maybe we could go there?
- M:** No, there's never anywhere to park in the town centre and the shops are too expensive.
- S:** I could go with Toby.
- M:** Remember last time you went shopping with Toby? You bought those weird trousers that you never wear.
- S:** Hmm. You've got a point.
- M:** What do you think of these ones?

15 COMMUNICATION VIDEO Exercise 3, page 55

M = Mum S = Scott D = Dad

- M:** What do you think of these ones?
- S:** They're really uncool.
- M:** I disagree. Personally, I think they're very fashionable. What's your opinion, Bob?
- D:** I agree. There's nothing wrong with them, Scott. They're a good price too. Try them on.
- S:** They're too small.
- M:** Excuse me! Have you got these in a size 11? Excuse ...? Oooh! Frankly, the service here is terrible.
- D:** Absolutely. If you ask me, the shop assistants are more interested in chatting than serving customers.
- M:** I totally agree. And don't you think it's hot in here?
- D:** You're right. In my opinion, all shopping centres are too hot. And this music's starting to annoy me ...
- M:** Me too!
- S:** So why don't we go to those great little shoe shops in the town centre?

- D:** I'm not sure about that.
- S:** It might be fun. We could have a coffee in that café next to the charity shop Mum likes. Just think – fresh air, trees. And no saxophone music. What do you think?
- D:** Let's go!

▶ 16 COMMUNICATION VIDEO

Exercise 4, page 55

See ▶ 14–15 page 234

Unit 5

5A GRAMMAR AND VOCABULARY

▶ 17 GRAMMAR VIDEO page 65

N = Narrator **M** = Michelle **JE** = John E.
Al = Alua **Am** = Amber

- N:** What should you do to lead a happy life?
- M:** To live a happier life, I should eat healthy, exercise more, travel more and study as much as I can.
- JE:** I think to lead a happy life one should find something they love to do and hopefully get paid well enough for doing it.
- Al:** To live a happy life what you should do is you should have a good education, a type of education that you're passionate about; you should try to find a job that makes you enjoy your time there and also that helps other people as well.
- Am:** To lead a happy life, we should all be kind to one another and look out for one another, and make sure that we're doing things that make us happy.

5D SPEAKING

▶ 18 COMMUNICATION VIDEO

Exercises 2–3, page 68

K = Konrad **ED** = Erin Doyle

- K:** Hello. Mrs Doyle?
- ED:** You must be Konrad. I'm so pleased to meet you.
- K:** Is it alright if I come in?
- ED:** Yes, of course. Come in. Make yourself at home. Can I take your coat?
- K:** No, please don't. It's a bit cold.
- ED:** How was your trip?
- K:** Very tiring ... Do you mind if I keep my shoes on for now? My slippers are in my suitcase.
- ED:** No, I don't mind. Of course not.
- K:** Thank you.

▶ 19 COMMUNICATION VIDEO

Exercise 4, page 68

K = Konrad **ED** = Erin Doyle

- ED:** Right, so this is your room.
- K:** Oh, it's very nice but is it alright if I close the window?
- ED:** Oh! Sure, go ahead.
- K:** Thank you. My mother says it's very cold and wet in Ireland. I don't want to catch a cold.
- ED:** These are your towels ... and this is your bathroom.
- K:** Oh, very nice ... Sorry to ask but can I have a shower? It was a long trip and ...
- ED:** I'm sorry, you can't. There isn't a shower, just a bath.
- K:** Oh! Well, do you mind if I have a bath, then?
- ED:** No, of course not.
- K:** Thank you. Do you mind if I use your Wi-Fi connection?
- ED:** Yes, I do! Just joking. That's no problem!

5F READING AND VOCABULARY

▶ 20 DOCUMENTARY VIDEO page 70

An average diet

N = Narrator **IM** = Ian Macdonald

AG = Arun Ghosh

AH = Amanda Hamilton

- N:** Leading a healthy lifestyle is about keeping fit but also about what we eat. We mustn't forget that both exercise and diet are equally important in the long run.
- IM:** The real challenge is to communicate to people just how important it is to modify your diet to reduce the risks of long term health.
- N:** According to recent studies, the average diet in the UK is not good for people's health. The problem is not the amount of calories, about 2,245 a day, but where people get them from. Studies show they eat 26 percent too much sugar, 29 percent too much saturated fat and 14 percent too much salt. On the other hand, people don't eat enough fibre nor the recommended five pieces of fruit or vegetables a day. As a consequence, people have to cut down on fat, sugar and salt, and should avoid processed food in order to lead a healthier life. Amanda Hamilton is a British nutritionist. She leads a healthy lifestyle with plenty of exercise and follows a protein rich diet of

whole foods. Amanda wanted to find out just how bad for our health an inadequate diet can be. So as an experiment, she decided to go on the average British diet for a week. Before she started, Amanda had to have a full health check. The doctor measured her height, weight and waist, and performed the necessary tests and ensured she was in perfect health to begin with. But will her diet this week change all that?

- AG:** It's difficult to know whether a week will be enough. I am expecting is to show some changes, exactly what they'll be, I'll be very interested to know as well by the end of it.
- AH:** I'm just about to have my very first breakfast on the great British diet, which is, breakfast biscuits! Never had biscuits for breakfast before. Well, they taste good actually, got to say.
- N:** But a couple of days later she started to feel like everything she ate tasted the same and she had a terrible headache.
- AH:** I'm off to go and get a painkiller probably for the first time in about five years. The one word that comes to mind is that this way of eating is stressful.
- N:** Amanda is back at the clinic and even before she finds out the results she already suspects the diet's impact on her body is negative. Her stress levels are higher and she's experiencing headaches for the first time in years. The results confirm the physical toll such a diet can take on our bodies: she has put on two kilos, her waist has grown by two inches and her cholesterol levels have gone up and are now worryingly high.
- AH:** That's terrible! That's incredibly worrying.
- N:** Amanda can now go back to her regular lifestyle, and the experiment proves her point: a bad diet can very quickly affect our health, and our general sense of wellbeing.

Unit 6

6A GRAMMAR AND VOCABULARY

21 GRAMMAR VIDEO page 79

N = Narrator S = Shaena B = Ben

A = Aluya J = Jake G = Glady

N: What are you doing tonight?

S: Tonight, I'm seeing a show with my cousin, then we're going to Camden for drinks.

B: Tonight, I'm seeing my friends and we're going to go to a restaurant and have a nice meal.

A: Tonight, I'm seeing my friend Lily. We are having dinner in a lovely restaurant in central London.

J: Tonight, I am meeting my friend for dinner and then afterwards I'm not sure.

G: I'm going out with my friends and I'm having some dinner.

6B READING AND VOCABULARY

22 DOCUMENTARY VIDEO page 80

N = Narrator G = Gina R = Rodman

B = Beekeeper

It's time to change

N: Everyone has their own routine and personal habits. Although it is difficult to change them, sometimes it's a good idea to try something different. Like Rodman and Gina. They're adopting a greener family lifestyle for a TV show called Urban Conversion. Rodman doesn't care much about the environment. But his wife, Gina, is in favour of a life that is environmentally responsible and closer to nature.

G: It definitely feels like it's time to make a change.

N: Rodman has promised to learn how to live a more eco-friendly life but he'll have to step outside his comfort zone to succeed. In this episode, Gina wants to persuade Rodman to keep bees so that she can get locally produced honey from their backyard.

G: Come check this out. You know what this is?

R: I have no idea what this is.

N: So, she bought a beehive.

G: We're gonna populate this hive and find a special place in our backyard.

R: There's no way we're putting bees in our backyard.

N: The problem is, Rodman can't stand bees.

R: Do I want bees in my backyard? No, I don't want bees in my backyard!

G: Who wouldn't want bees?

N: Gina asked Rodman to meet a beekeeper to learn to relax more around bees.

R: These bees by the way, they don't seem to be bugging me much.

N: Rodman isn't as frightened of the bees as he expected. He even feels comfortable enough to take his hood off.

R: How many bees are in there? That looks like a lot of bees.

B: About 20,000.

R: There's 20,000 bees in this one box?!

B: Yeah.

R: These bees don't care about what I'm doing. You know, they're not out to get me. They're only working to maintain their hive. And when I realised this, my fear was replaced with the basic respect.

N: He's even delighted by the experience.

R: You asked me a month ago if I was even gonna keep bees, I would have said there's no way. There's no way I'm putting bees in my backyard. But now I'm kind of excited about it.

G: I'm really proud of Rodman, I think this is a huge step for him.

N: Before, Rodman was afraid of changing his life so radically. However, the experience has proved to be positive.

R: I made a promise to my wife that I'd come out and learn how to do this, try to figure it out, it's going to be a lot of work. But at the end of the day, you know if you think about it, it's going to be worth it. It will be worth it.

N: Rodman is proof that opening up to new ideas can create more satisfaction and excitement in our lives. So, what is stopping us from trying new things?

6F SPEAKING

23 COMMUNICATION VIDEO

Exercises 2–3, page 85

S = Suzy R = Rob K = Kim

S: Hey, Kim.

R: Hi!

K: Hi.

S: What's up with you?

R: Yeah, you seem anxious.

S: What are you worried about?

K: I'm sitting my driving test tomorrow morning and I don't think I'll pass.

S: I thought you passed the theory already?

K: Yeah, I did but it's the practical test. In the town centre!

R: Oh, thanks for telling me. I'll definitely stay away from the high street tomorrow morning.

R: Ow! I'm just joking.

S: Don't worry about it, Kim. I'm sure you'll pass. Well, probably pass.

K: I'm sure I won't pass. Something will definitely go wrong. I probably won't manage to start the car or maybe I'll drive into a tree.

R: No, Kim. You almost certainly won't drive into a tree. You may drive into a lamppost or ...

R: Ow!

K: Do you think it'll be sunny tomorrow?

S: It might be sunny, yes.

R: No, on the weather forecast, they said it'll definitely rain tomorrow. It's possible there'll be a bad storm.

K: Oh! I hate driving in the rain!

R: Ow! Stop it!

K: Oh, I'm sure it'll be a complete disaster.

24 COMMUNICATION VIDEO

Exercise 5, page 85

E = Examiner K = Kim S = Suzy

E: Turn left here, please. And turn right at the traffic lights. Park here, please.

K: Here?

E: Yes, please.

E: OK, Miss Jackson. You did very ...

K: Hello!

S: Hi, Kim! How was your test? Did you pass?

K: I think so, yes! Oh!

E: I'm sorry.

K: 'Serious fault - spoke on telephone while in control of vehicle ...' I'll call you back.

Unit 7

7A GRAMMAR AND VOCABULARY

25 GRAMMAR VIDEO page 95

N = Narrator M = Matthew

G = Glady J = Jake A = Andre

L = Lilly H = Hamza

N: Have you ever had a summer job?

M: Yes, I have, I worked in a sports shop.

G: I have had a summer job, yeah, I used to work at little like seasonal stores and stuff like that.

J: Yes, I have had a summer job and I worked in a café.

A: Unfortunately not, no. I've done voluntary work instead in a shop.

- L:** I have actually had a summer job. I worked two years ago in a graphic design studio in Bromley.
- H:** Yes, I have. I worked in a bar for two months, and I really enjoyed it.

7E SPEAKING

▶ 26 COMMUNICATION VIDEO

Exercise 3, page 99

M = Michelle MrC = Mr Campbell

- M:** Hi, Mr Campbell. It's Michelle here. I'm just calling to see if you saw the photos.
- MrC:** Photos? What photos?
- M:** The photos for the motivational poster for your office. You asked me to make a selection and to send them to you. I've just sent you an email with three photos in an attachment. Have you seen them?
- MrC:** Oh, no, I'm sorry, Michelle. I'm playing golf. There's no Internet connection here so I haven't seen the photos. Can you describe them to me?
- M:** OK. Well the first one shows a large group of skydivers. They ...
- MrC:** Sorry, did you say skydivers?
- M:** Yes, that's right.
- MrC:** OK, go on.
- M:** So, in the centre of the photo there's a big group of skydivers. There might be forty or fifty of them. They've just jumped out of a plane but they haven't opened their parachutes yet so they're falling down. They're wearing brightly-coloured suits – red, yellow, blue – and they're all holding hands, or trying to hold hands. In the background, far below the people, there's some countryside and a town. It's very green. It looks like Britain or Ireland. Perhaps it's Scotland. This photo looks quite cool. It's really colourful. I like it.
- MrC:** What's the caption? What does it say?
- M:** It's a quote from Henry Ford. It reads 'Working together is success.'
- MrC:** OK, not bad. What's the second photo like?

▶ 27 COMMUNICATION VIDEO

Exercise 4, page 99

MrC = Mr Campbell M = Michelle

- MrC:** ... not bad. What's the second photo like?
- M:** It shows some young people in a boat. In the background, you can see some trees so they might be on a river or maybe it's a lake. In the boat there are some big strong men – it's hard to say how many but I think there are eight – and one

small man – he's wearing a cap. The boat seems very small and thin and the men are all wearing the same shirts. They look like a rowing team. I think they've been in a race. They've just stopped rowing and they seem very happy – some of them are holding their arms up – so perhaps they've won the race. I love this one. It looks really fantastic. The caption is a quote from Helen Keller. It reads 'Alone we can do so little, together we can do so much.'

- MrC:** Yeah, that sounds good. I like it.
- M:** The third photo shows some people in an office ...
- MrC:** No, that's no good. Get the one with the rowing team. Thanks, Michelle.

7F READING AND VOCABULARY

▶ 28 DOCUMENTARY VIDEO page 100

Love your job

N = Narrator A = Adrian J = Jamie

- N:** Adrian has known he wants to work with animals ever since he was a boy, and he never gave up on his dream.
- A:** I don't say it very often but I'm proud that I stuck to what I'm doing.
- N:** It is common for children to dream about their future careers. When given a chance to perform his dream job for a day, Jamie went for zookeeping.
- J:** It's really really fun because I've never done this like ... before in my life.
- N:** His friend Amber chose to be a theme park manager and even got to test the rides. But childhood dreams don't become future careers very often.
- A:** Just thinking back at school and, you know, all my classmates. We all chose a career we wanted to do. I think I'm probably the only person who is still doing what they wrote down in their little exercise book as a job.
- N:** Adrian has worked at London Zoo for twenty-five years. London Zoo, is one of the oldest and most famous zoos in the world. Among its collections of rare primates, big cats, and reptiles, is the bird section. Adrian is now head of the bird section. At the zoo Adrian takes good care of seventy endangered Humboldt penguins. He is in charge of feeding and monitoring them. He has known many of these birds since they were born.
- A:** Morning, Ricky!
- N:** Adrian is very committed to what he's doing. He even knows all the penguins' names. This makes it easier to tell who has already eaten and who still needs to have breakfast. At home, Adrian's love of birds even extends to his own back garden.
- A:** So, this is my, this is my London Zoo at home. There we go, this is one of my favourite ones. This is a Gouldian Finch. So, it's one of my pride and joys that one.
- N:** Adrian rather enjoys taking a little work home. His is not exactly the average nine-to-five job! The Humboldt penguins are not only Adrian's passion but also his concern.
- A:** This is why I got into the job as a zookeeper, to save this species.
- N:** Adrian decided to travel to Peru to find out more about what threatens these birds in the wild.
- A:** I've read lots and lots of books and I've seen lots and lots of black and white pictures but it's never as good as actually going out yourself and seeing first hand, you know, where a penguin lives. Penguins right on the end! There they are, that's what I've come all this way to see. Woohoo! I finally get to see them!
- It's been a big journey to get here, it's a childhood dream, it's a career dream.
- N:** The trip to Peru has allowed Adrian to realise his dream and continue to grow in his profession.
- A:** I'm lucky, I'm lucky to be able to do what I wanted to do.

Unit 8

8A GRAMMAR AND VOCABULARY

▶ 29 GRAMMAR VIDEO page 109

**N = Narrator J = Jake A = Aluya
M = Matthew G = Gladly H = Hamza**

- N:** Would you prefer to be a scientist or an artist?
- J:** I'd prefer to be an artist because I'm interested in music and I play the guitar.
- A:** Well, I would prefer to be an artist because I find that profession a bit more interesting, yes, because I enjoy photography and writing so it might be closer to my interests.
- M:** I would prefer to be a scientist mainly because I prefer like scientific methods and the research process.

- G:** I really enjoy being an artist but I love science. I do love science.
- H:** I would prefer to be a scientist as I am starting to study engineering and I hate art. I like to make things.

8C SPEAKING

▶ 30 COMMUNICATION VIDEO

Exercises 3–4, page 111

C = Customer SA = Shop Assistant

- C:** I wonder if you can help me. I need to get a new phone. I'd like to buy a smartphone.
- SA:** What kind of phone are you looking for? 4G? 5G?
- C:** I'm sorry, I'm not sure I understand. Can you explain what the difference is?
- SA:** 5G means fifth generation. It gives you more capacity and higher speed for wireless Internet access.
- C:** Oh, right. Well, 5G then, I suppose.
- SA:** What kind of O.S. do you want?
- C:** I'm sorry. I don't know what you mean.
- SA:** What kind of Operating System?
- C:** Oh, operating system! This one, I suppose.
- SA:** OK, this one's got a five-and-a-half-inch HD screen ...
- C:** Sorry, what does HD stand for again?
- SA:** HD? It stands for High Definition. Look how clear the picture is. It's got a resolution of twenty-five sixty by ...
- C:** It looks wonderful. Has it got a camera?
- SA:** Yes, of course. It's got a dual lens camera.
- C:** Dual lens? What's that exactly? Could you tell me what it does?
- SA:** It's a kind of camera that lets you take 3D photos.
- C:** Brilliant! I love it! How much is it?
- SA:** £719.
- C:** Oh! That's not cheap. Have you got anything a little less expensive?

8D READING AND VOCABULARY

▶ 31 DOCUMENTARY VIDEO page 113

Gadgets for the classroom

N = Narrator

RR = Romesh Ranganathan

Ss = Students J = Johanna

S1 = Student 1 S2 = Student 2

P = Presenter

- N:** Every day, new gadgets are making their way into our lives, thanks to the constant development of technology. Meet Romesh Ranganathan. He used to teach Maths to students at this school.

Romesh is taking part in an experiment that involves returning to school to find out how new gadgets can help students to learn.

- RR:** Morning class, it's Mr Ranganathan here, your teacher for today. It is register time guys. I want you to register yourselves using the fingerprint scanner by the door, OK?
- Ss:** Yeah.
- RR:** See you soon, bye!
- Ss:** Bye!
- N:** The 'double robot' allows Romesh to speak directly to students without leaving the staff room. As long as he has a wi-fi or 4G connection. But now it's time for Romesh to test gadgets designed for use inside the classroom.
- RR:** If you take your little high-tech pens, open your books, what I want you to do is copy down what I'm doing.
- N:** Romesh uses a touch screen whiteboard to demonstrate some mathematics, before setting the class some questions. Normally, Romesh would need to walk around the room to check everyone's work. But now, he can use his tablet to view the students' interactive notebooks.
- RR:** Johanna, obviously mastered it. I'm very impressed, well done.
- J:** Thank you very much
- N:** The smart pens and tablet mean that Romesh can offer immediate help to individual students. Next, Romesh will test out virtual reality headsets and a touch screen projector in Maths class.
- RR:** Question number one is, I'd like you to tell me the difference between the diameter of the Sun and the diameter of Venus.
- N:** The students wearing the headsets will travel around a three-dimensional galaxy and read out facts and figures to their teams. Their teams must add up the numbers using the touch screen projector surface.
- S1:** Venus?
- S2:** 12,104.
- RR:** You're both correct, so well done, but the girls answered first so the point goes to them.
- N:** Using virtual reality for a lesson is exciting. But it's time to find out which of the teaching tools were the most effective.
- P:** What about the glasses, those amazing, you know ...
- RR:** Well, those glasses were great. I think whenever you have anything that increases children's

interactivity if they're engaged with something, it's great. The only thing I would say about those goggles is that there are only two for that whole class.

- N:** It would be more engaging for students to each have a pair of virtual reality goggles. But what about the smart pens?
- RR:** With that I could just see everything, you know, everything what everyone was doing. I could bring up as many pages as I wanted and I could give instant feedback. And that, you know, helps keep children engaged.
- N:** The tech market is full of items that improve communication and the smart pens clearly proved their worth by increasing in-class connectivity. The likes of robots, fingerprint scanner and virtual headsets could obviously change our classrooms but can they really help us learn more effectively?

Unit 9

9A GRAMMAR AND VOCABULARY

▶ 32 GRAMMAR VIDEO page 125

N = Narrator A = Alice J = Jake

M = Matthew S = Shaena B = Ben

G = Gladly

- N:** Finish the sentence: By the time I was ten, I had learned ...
- A:** By the time I was ten, I had learned how to ride a horse.
- J:** So, by the time I was ten, I had learned how to snowboard.
- M:** I had learned to ride the bike.
- S:** By the time I was ten, I had learned to speak Mandarin.
- B:** So, by the time I was ten, I had learned how to play the violin.
- G:** By the time I was ten, I had learned to swim in freezing waters of Lake Tahoe.

9D READING AND VOCABULARY

▶ 33 DOCUMENTARY VIDEO page 128

A star's in town

N = Narrator JM = Jessie McLaren

- N:** It's the day of Gibraltar's first music festival. Fans are queueing round the block to see Jessie J, the famous popstar. But for some of them, there is a more important Jessie playing at the festival: local rising star, Jessie McLaren. Jessie is 17. He is still at school and worked as a lifeguard over the summer. But what he really wants is to be a rock

star. And he's on the right path. He is going to support Jessie J at the festival today with his band, The Noiz. He did not expect it would be him to support Jessie J.

JM: I just couldn't believe it.

N: Jessie's dad is a successful musician, so music runs in the family.

JM: I don't remember the first time when I got the guitar and said, 'I want to learn now.'

N: Gibraltar is a small community and Jessie told everyone that he was playing at the festival. He is sure he will see many relatives and acquaintances in the audience.

JM: My girlfriend's auntie, my best friend's cousin, my friend's girlfriend and everyone will be there and just familiar faces everywhere.

N: But going on stage at an international festival is also an opportunity to grow. A record company manager could be at the concert and take an interest in the band. As he walked towards the stadium on the day of the festival, Jessie was as nervous as he was excited, and wondered if he would get to meet Jessie J in person. Jessie J turns out to be a real diva. She arrives on a huge private jet and waves to her fans from a penthouse balcony while she waits for the time of the concert. Meanwhile, Jessie and his band are a little more modest. They walked to the venue and are busy setting up their own equipment to get ready for their biggest gig so far.

P: They're called The Noiz!

N: While they are not as famous as Jessie J ...

JM: Alright, Gibraltar!

N: ... they are local artists and a large crowd has turned up to support them.

JM: I'm just feeling great, man. That was brilliant.

N: With a performance like that, Jessie might turn out to be as talented as his father, who is very proud of his son today. The encouragement from all the people who had helped him earlier and who turned up at the concert has really boosted Jessie's confidence.

JM: I want to be doing that for the rest of my life so that was just a starter of knowing what I want to be doing, so it was good.

N: The festival gave Jessie and his band a chance to play for a huge audience. Hopefully they did more than fill up the schedule and this concert was just the first step in a long music career. But for now, it's back to school for this budding rock star.

9E SPEAKING

▶ 34 COMMUNICATION VIDEO

Exercise 2, page 130

J = Johnny K = Keira

J: Come on!

K: Hi, this is Keira. I can't talk right now but leave a message and I'll get back to you as soon as I can.

J: Hi, Keira. This is Johnny. We met at Tina's party. I don't know if you remember me but I enjoyed talking to you at the party and I feel like seeing you again. We'll talk later, OK? Bye.

▶ 35 COMMUNICATION VIDEO

Exercise 3, page 130

J = Johnny L = Leanne M = Mum D = Dell

J: Hi, Leanne. What's up?

L: Hi, kid. I've got a spare ticket for the theatre tonight. Do you want to come?

J: Thanks, Leanne, but I don't really fancy it, to be honest. It's not my cup of tea. Anyway, I don't feel like going out tonight ... Oh! I've got another call. See you. Hi.

M: Hello. How are you?

J: Fine. What is it?

M: Would you like to go to the cinema with us this evening?

J: No, I'm sorry, Mum. I can't.

M: There's a good film on. Your dad says it's ...

J: That sounds great but I've got other plans. I'm ...

M: Is it a girl?

J: Mum! Oh! I've got to go. See you on Sunday, yeah?

M: OK, Johnny. Be good.

J: Hey, Dell.

D: Hey, Johnny. Do you fancy coming to the concert tonight?

J: What concert? Who's playing?

D: Nines.

J: Em ...

D: How about it? You love rap.

J: Thanks Dell, I'd love to, but I've got to visit my parents tonight.

D: No problem. See you.

J: Cheers.

▶ 36 COMMUNICATION VIDEO

Exercise 5, page 130

J = Johnny K = Keira

J: It's Keira ... Hi! Hi, Keira. Did you get my message? Yes, of course, you did.

K: Yes. Thanks for calling, Johnny. It was a surprise but it was nice.

J: Do you want to go to the cinema this evening? Or the theatre? Or there's a good rap concert on. Nines.

K: I'd love to but I'm sorry, I can't. I'm going out with my mum. Maybe some other time?

J: Yeah, sure ...

K: There's an exhibition at the Art Gallery. My friend Angie said it's fantastic. Do you fancy going on Sunday?

J: That sounds like a great idea. I'd love to.

K: Cool. Where do you want to meet?

J: Em ...

K: How about outside the Art Gallery at ten thirty?

J: Yes, great, fantastic.

K: Great. See you on Sunday.

J: OK, looking forward to it. Bye.

K: Bye.

Unit 10

10A GRAMMAR AND VOCABULARY

▶ 37 GRAMMAR VIDEO page 139

N = Narrator An = Andre Al = Alice M = Matthew J = Jake

N: What's the best book that has ever been written?

An: From what I've read, I think the best book that's been written is *The Murder of Roger Ackroyd* by Agatha Christie.

Al: The best book that has ever been written is a murder mystery that I'm reading at the moment by a Scandinavian author.

M: In my opinion, the best book that has ever been written would be *Catcher in the Rye* mainly because it's very relatable and I just find it quite easy to read.

J: The best book that's ever been written, well that I've read, is *The Master and Margarita* by Mikhail Bulgakov, and it's about the devil turning up to Moscow during Soviet Union times.

10E SPEAKING

▶ 38 COMMUNICATION VIDEO

Exercise 2, page 143

KJ = Katy Jennings

DD = Daphne Dodds

KJ: This is Katy Jennings and this is my project on how to prevent crime. I'm interviewing Constable Daphne Dodds.

DD: Hi.

KJ: First question. It's dark when I walk home from school. I don't feel safe. Have you any tips on what I could do to feel safer?

DD: Well, listen, it's better not to walk at night on your own. You might meet a mugger with a knife. If I were you, I'd walk home with a friend or get a lift from an adult. But honestly, the key to preventing crime is to be vigilant, keep your eyes open.

KJ: Could you give me some advice? Recently, my bag was stolen. Have you any ideas on how to stop that happening again?

DD: Always keep an eye on your things! Pay attention! For example, I don't think it's a good idea to leave your bag there. It's the wrong place. A thief can grab it. It's better to keep your bag here. And you shouldn't leave your phone on the table. You look away for a second ... and it's gone!

KJ: Thanks for the advice. Next question.

KJ: Last question. There are pickpockets on the underground. I've been robbed twice. What should I do?

DD: Well, I don't think you should stop taking public transport, but it's a good idea to keep your bag in front of you and your hands in your pockets. And of course, you should be vigilant! Don't be guilty of making life easy for criminals.

KJ: OK, thanks!

DD: Remember! Be careful! Don't leave things lying around!

DD: Oops! Forgot my bag! Bye.

KJ: Bye.

10F READING AND VOCABULARY

▶ 39 DOCUMENTARY VIDEO

page 128

The mystery of the missing art

P = Presenter **TL** = Tim Llewellyn

DM = David Mitchinson **W** = Witness

P: The Henry Moore Foundation: seventy-two acres of gardens in quiet Hertfordshire, where nothing ever happens. Or does it? Welcome to *The Greatest Mysteries of the World of Art*. Today we bring you one of the most impressive art thefts in British history. On Thursday night on 15 December 2005 two vehicles arrived at a gated yard near the road where a sculpture had been stored temporarily, ready to be placed in a new location. One of the vehicles was a lorry with a crane on the back. It was used to lift the heavy sculpture and place it on the back of the lorry. This was the sculpture they took: *Reclining Figure*, worth an estimated three million pounds. Henry Moore was the most influential British sculptor of the twentieth century, and on his death in 1986, he left his collection to the foundation. He forbade however to make any new copies of his work. When the *Reclining Figure* vanished, the thieves took a national treasure. It weighed two tons and was three metres long, but the size and weight of the sculpture was not enough to stop the thieves from taking it.

TL: It was sitting in this yard, awaiting to be placed actually in this field where we are right now.

P: When the foundation discovered that the sculpture had vanished, neither the director nor the curator could believe it.

DM: Total disbelief. I've never heard anything like it before. This was a very heavy sculpture. A modern sculpture is not something which is normally stolen and we're out here in rural Hertfordshire. Absolute disbelief.

TL: It's very big and very heavy, and to the best of my knowledge, no theft of this kind has ever taken place.

P: At the foundation, it was a while before someone realised the sculpture was gone.

TL: I got a telephone call in the late afternoon to say that it had been discovered that the piece had been taken.

P: There was a witness. A man walking his dog that night saw the sculpture on the road.

W: Quite late at night about half-past eleven and suddenly heard a loud engine noise.

P: The police inspector who carried out the investigation admitted that despite finding the vehicles, the thieves were not caught. The missing sculpture was never found. The police believe it was probably melted and sold as scrap metal for something as little as three thousand pounds. The tragic loss of the sculpture inspired German artist Fritz Bauhaus to create a sculpture of his own. The same weight as Moore's *Reclining Figure*, *Pure Moore* is entirely made out of 221 identical bronze pieces. Luckily, the public can still access Henry Moore's work in the open air as he intended, both in the foundation's gardens and in locations all over the world. As a consequence of the theft, stronger security measures are now in place to protect metal sculptures everywhere, but what is the point of art if it has to remain hidden?

WORKBOOK ANSWER KEY

Unit 1

1A GRAMMAR AND VOCABULARY

1

1i 2d 3f 4b 5c 6h 7e 8g 9a

2

1c 2a 3c 4b 5a 6c

3

1 is having
2 always gets up
3 'm having
4 don't often drink
5 are you getting on
6 'm studying
7 don't mind
8 is working
9 always works
10 Are you talking

4

2 is going
3 is wearing
4 often argue
5 are shopping
6 are arguing
7 doesn't often meet
8 lives
9 is staying

5

2 What language are they speaking?
3 Where are you going?
4 What languages does Max speak?
5 Where do your parents go every Thursday?
6 What are you doing?

6

1S 2S 3A 4S 5A 6S 7A 8S 9S

7

2 I am talking to Steve on the phone.
3 Vicky and Stella are learning French this year.
4 Do you know who that boy is?
5 This cake tastes strange.
6 Do you agree with me?
7 The best man is giving a speech.
8 We don't believe you are telling the truth at the moment.

8

2 am watching
3 Do you like
4 usually hate
5 am doing
6 am trying
7 don't understand
8 Do you want
9 are organising

1B READING AND VOCABULARY

1

b Rose
c Rebecca
d Melissa
e Meghan
f Emma
g Alice
h Hamish
i Nigel
j Alec
k Betty
l Jeff

2

1F
2G
3C
4A
5D
6E
7B
8I

3

2 spending time together
3 holiday
4 politics
5 quiet atmosphere
6 expensive holidays

4

2 siblings
3 are engaged
4 raise a child
5 brother-in-law
6 childcare

5

-ful: skilful, wonderful
-ic: athletic, heroic, poetic
-able: agreeable, predictable, remarkable

6

2 agreeable
3 heroic
4 poetic
5 wonderful
6 peaceful
7 predictable
8 athletic
9 remarkable

1C VOCABULARY

1

2 stepfather
3 divorced
4 half-sister
5 single mother
6 adopted
7 twins

2

2 rude
3 gentle
4 selfish
5 kind
6 nervous
7 shy
8 strict
9 vain
10 helpful

3

1 itself, it
2 me, myself
3 you, yourself
4 themselves, them
5 herself, her
6 us, ourselves

4

2 itself
3 himself
4 yourselves
5 myself
6 himself
7 themselves
8 herself

5

2 bossy
3 kind
4 himself
5 shy
6 herself

1D GRAMMAR

1

1c 2a 3c 4b 5c 6a

2

2 anything
3 somewhere
4 everyone
5 nothing
6 nowhere
7 someone
8 anyone

3

2 something
3 somewhere
4 Everywhere
5 anywhere
6 anybody
7 somebody

4

2 Nobody makes
3 everyone likes
4 Everywhere looks
5 Everyone is waiting
6 Something is happening
7 Nothing is right
8 Nobody knows

1E LISTENING AND VOCABULARY

1

2 Dijon, Lyon
3 6.30 a.m., half past five
4 cousin, father
5 Italian, Spanish

Correct answers: summer, Dijon, 6.30 a.m., father, Italian

2

1b 2c 3b 4b 5a

3

2 accent
3 false friend
4 communicative
5 exchange visit

6

/w/ bilingual
/aʊ/ sounds
/ʌ/ cousins

8

2 hat
3 sunk
4 rung
5 cat
6 sang
7 run

10

- 1 /aʊ/
- 2 /aʊ/
- 3 /aʊ/
- 4 /ʌ/
- 5 /ʌ/
- 6 /aʊ/
- 7 /ʌ/
- 8 /ʌ/

1F SPEAKING**2**

- 1c 2b 3a 4c 5c

3

- 1d 2f 3g 4e 5a 6h 7c 8b

4

- 2 Does he?
- 3 Is he?
- 4 Do you?
- 5 Is it?
- b Awesome
- c Cool
- d really interesting
- e Amazing

1G WRITING AND VOCABULARY**1**

- 2 his parents and his sister
- 3 swim in the Black Sea, visit old towns, walk in the mountains
- 4 cold and wet

2

- 1 hope
- 2 fan
- 3 favourite
- 4 because
- 5 like
- 6 centre
- 7 bring
- 8 meeting
- 9 best

3

- 1b 2d 3a 4e 5c

4

- 1 so
- 2 because
- 3 because
- 4 so
- 5 because

UNIT VOCABULARY PRACTICE**1**

- 1 married
- 2 wedding reception
- 3 guests
- 4 invite
- 5 groom
- 6 wedding dress
- 7 bride
- 8 rings
- 9 invitations
- 10 gifts
- 11 newlyweds

2

- 1 open, makes
- 2 contacts
- 3 get
- 4 keep, spends
- 5 an acquaintance
- 6 rely

3

- 1b 2c 3a 4b 5b 6a 7a 8b

4

- 1c 2f 3d 4b 5a 6e

5

- 2 arrange
- 3 Introduce
- 4 offer
- 5 show
- 6 ring
- 7 say
- 8 give

Unit 2**2A GRAMMAR AND VOCABULARY****1**

- 2 was, were
- 3 was, was
- 4 Was
- 5 weren't
- 6 Were

2

- 2 happen
- 3 watch
- 4 speak
- 5 forget
- 6 paid

3

- 2 watched
- 3 played
- 4 sat
- 5 did
- 6 went
- 7 were
- 8 took
- 9 read
- 10 was

4

- 2 Were the classrooms bright?
Yes, they were./No, they weren't.
- 3 Did you sit with the same person every day?
Yes, I did./No, I didn't.
- 4 Was the school very big?
Yes, it was./No, it wasn't.
- 5 Did your teachers give you homework?
Yes, they did./No, they didn't.

5

- 2 didn't wear
- 3 wore
- 4 worked
- 5 had
- 6 stayed
- 7 didn't have
- 8 weren't
- 9 sat
- 10 listened
- 11 took
- 12 learned

6

- 2 S, helped
- 3 O, did you go
- 4 S, went
- 5 O, did you sit
- 6 S, went
- 7 O, did you see
- 8 S, happened
- 9 O, did you eat
- 10 O, do you want

7

- 2 Did you pass
- 3 Who helped you
- 4 How many students put up
- 5 Did you have
- 6 Who put
- 7 Did the students work
- 8 How many students were

8

- a3 b6 c2 d8 e7 f1 g5 h4

9

- 2 did you sit next to yesterday
- 3 did you go after school yesterday
- 4 did you arrive late this morning
- 5 did you know about the test
- 6 did you decide to study Spanish
- 7 did you do last summer
- 8 did it take you to finish that/this/your/the book

10

- 2 I/we had after-school activities.
- 3 I/we didn't learn a foreign language.
- 4 I/we didn't finish early on Fridays.
- 5 which teacher did you like best?
- 6 who was always late?
- 7 which teachers gave you homework?
- 8 where did you eat lunch?

2B VOCABULARY**1**

- 2 I'm not very fit.
- 3 He isn't very quick.
- 4 Their house isn't very big.
- 5 My parents aren't very young.
- 6 You aren't very good at Maths.
- 7 This book isn't very interesting.
- 8 Your car isn't very clean.
- 9 They aren't very clever.
- 10 Helena isn't very kind.

2

- 2 by
- 3 at
- 4 for
- 5 at
- 6 to
- 7 in
- 8 for

3

- 1e 2g 3d 4a 5b 6h 7f 8c

- 4**
 2 good
 3 skipped
 4 attended
 5 revised
 6 study
 7 degree
 8 brainy
 9 marks
 10 preparing

- 5**
 2 at
 3 marks
 4 to
 5 for
 6 to
 7 take
 9 passed
 10 got

2C GRAMMAR

- 1**
 2 used to have
 3 used to wear
 4 didn't use to play
 5 used to play
 6 didn't use to ride
 7 used to ride
 8 used to listen
 9 didn't use to listen

- 2**
 2 Where did you use to go in the summer holidays?
 3 Did you use to pay attention in class?
 4 What did you use to eat for lunch?
 5 What computer games did you use to play?
 6 Did you use to use social media?

- 4**
 2 ✓ I used to revise for months before all my school exams.
 3 ✓ Gareth used to be nervous before he took exams.
 4 ✗
 5 ✓ I think my teachers used to like me.
 6 ✗

- 5**
 2 became
 3 used to work
 4 used to spend
 5 didn't use to dream
 6 used to want
 7 used to think
 8 used to live
 9 got
 10 didn't use to wear
 11 used to dance
 12 used to laugh
 13 was

2D READING AND WATCHING

- 1**
 b
- 2**
 1E 2C 3A 4F 5B
- 3**
 2 1869
 3 by kicking the ball into a goal
 4 soccer and rugby
 5 banners, flags and songs
 6 Penn State
 7 the crowd wearing red and making noise
 8 university, community and families
- 4**
 2 opponent
 3 tactics
 4 fans
 5 league
 6 supporters
 7 defeat
- 5**
 2 option
 3 concentration
 4 reflection
- 6**
 2 inspiration
 3 organisation
 4 competition
 5 information
 6 education
 7 attention
 8 communication

2E LISTENING AND VOCABULARY

- 1**
 1 presenter
 2 commentator
- 2**
 1T 2F 3F
- 3**
 1c 2c 3b 4c 5b 6c
- 4**
 1f 2e 3a 4c 5d 6b
- 5**
 2 holds
 3 commented
 4 appear
 5 retire
 6 achieve
- 6**
 once, voice (they have an /s/ sound)
- 7**
 1c 2b 3c 4a 5a
- 8**
 Barcelona /s/
 Auckland /k/
 Colorado /k/
 Orinoco /k/
 Cimarron /s/
 Aconcagua /k/, /k/
 Cinder Cone /s/, /k/
 Cederberg /s/
 Cuba /k/
 Iceland /s/
 Cyprus /s/
- 9**
 2 once
 3 once
 4 not at all
 5 once
 6 once
 7 not at all
 8 twice

2F SPEAKING

- 2**
 1f 2b 3e 4h 5a 6g 7d 8c
- 3**
 1 stupid
 2 really, an accident
 3 completely forgot
 4 about that, realise
 5 mistake
 6 sorry that

- 4**
 a3 b5 c2 d4 e1 f6

- 5**
 1a 2c 3b 4b

2G WRITING

- 1**
 2 He won two gold medals at the London Olympics in 2012.
 3 Somalia, 1983
 4 2012
 5 He received a knighthood.
- 2**
 2 so
 3 more
 4 after
 5 Because
 6 later
 7 Finally
 8 show
 9 why
- 3**
 2 later
 3 also
 4 more
 5 why

- 4**
 1d 2g 3b 4a 5c 6e 7f

UNIT VOCABULARY PRACTICE

- 1**
 2 compare
 3 hand out
 4 pay
 5 put up
 6 took
 7 put up
 8 check
- 2**
 1 pass
 2 at
 3 revising
 4 skip
 5 in
 6 brainy
 7 by
 8 in
 9 taking
 10 at

3

- 1 a
- 2 a, b, c
- 3 b
- 4 a, b
- 5 a, c
- 6 c
- 7 a, b
- 8 a, b, c
- 9 b, c

4

- 2 half
- 3 referee
- 4 card
- 5 fans
- 6 manager
- 7 captain
- 8 score
- 9 final
- 10 medal
- 11 record

Unit 3

3A GRAMMAR AND VOCABULARY

1

- 2 At six o'clock, Alison was eating breakfast./Alison was eating breakfast at six o'clock.
- 3 We were waiting for the rain to stop.
- 4 The sun was coming up behind the mountains.
- 5 At eleven o'clock, I was still packing my bag./I was still packing my bag at eleven o'clock.
- 6 My parents were checking the documents for the last time.
- 7 The boys were climbing a high mountain.
- 8 Dad was driving the car through town.

2

- 2 Were they driving
- 3 were they doing
- 4 Was Tom's dad having
- 5 was walking
- 6 Was Tom swimming
- 7 was Tom's mum doing
- 8 Were they all eating

3

a4 b8 c1 d5 e6 f2 g7 h3

4

1b 2g 3h 4d 5e 6a 7f 8c

5

- 1 was choosing, broke
- 2 answered, was sitting
- 3 saw, were driving
- 4 were flying, saw
- 5 were waiting, told
- 6 were sailing, appeared
- 7 were eating, dropped
- 8 fell, was running

6

- 2 were walking
- 3 were sitting
- 4 started
- 5 were driving
- 6 was looking
- 7 opened
- 8 wasn't holding
- 9 flew

7

- 2 We were flying home from Iceland when we saw the Northern Lights.
- 3 They had an accident while they were driving to the beach.
- 4 My parents met an old friend while they were sightseeing in Istanbul.
- 5 Ben nearly drowned while he was swimming in the pool.
- 6 I was eating dinner when I suddenly felt ill.
- 7 As the children were swimming, it started to rain.
- 8 While Callum was riding his bike, he saw a wild horse.

8

- 2 Was Arthur looking at his holiday photos when you saw him?
- 3 Were your parents sleeping when you got home?
- 4 Was it raining when you arrived?
- 5 Where were you going when my dad saw you?

9

- 1 read
- 2 fell, was driving
- 3 were riding, hit
- 4 was shining, were singing
- 5 was running, dropped
- 6 were waiting, told
- 7 was sailing, ate
- 8 were chatting

3B VOCABULARY

1

- 2 cruise
- 3 expedition
- 4 adventure holiday
- 5 excursion
- 6 city break
- 7 package holiday
- 8 journey

2

a6 b1 c7 d2 e8 f4 g5 h3

3

- 1 at
- 2 for
- 3 took off
- 4 in
- 5 by
- 6 in
- 7 land
- 8 in

4

- 2 get
- 3 boarded
- 4 take
- 5 landed
- 6 take
- 7 arrive

3C SPEAKING AND VOCABULARY

2

- 2 Pardon me, I didn't catch that.
- 3 What time does the restaurant open?
- 4 How far is it to the railway station?
- 5 Which platform does the Paris train leave from?
- 6 Is there a Travel Centre near here?
- 7 What time is the next train to Hereford?
- 8 Is there a bus I can catch into the village?

3

- 2 What
- 3 Which
- 4 Is
- 5 How
- 6 Are

4

a3 b6 c4 d1 e5 f2

5

- 2 from
- 3 to
- 4 near
- 5 to
- 6 to

6

- 1 stop
- 2 Is there
- 3 catch
- 4 platform
- 5 rank
- 6 How

7

- Conversation 1
- 2f 3b 4a 5e 6c
- Conversation 2
- 2d 3b 4e 5a 6c

3D GRAMMAR

1

- 1 which
- 2 who
- 3 where
- 4 that
- 5 who
- 6 whose
- 7 which
- 8 that

2

2 ✓ 3 X 4 ✓ 5 X 6 X 7 X 8 X

3

- 2 where
- 3 which/that
- 4 whose
- 5 which/that
- 6 who/that
- 7 which/that, whose
- 8 which/that

4

1, 3

5

- 2 This is the taxi driver who/that drove us from the airport to the hotel.
- 3 This is the market where I bought your present.

- 4 This is the room (which/that) I shared with my brother.
 5 This was the woman whose dogs were really noisy.
 6 This was the local boy who/that taught me a few useful phrases.
 7 This is the hotel where we stayed on holiday.
 8 He's the chef whose food I love.

3E LISTENING AND VOCABULARY

- 1**
b
- 2**
1c 2c 3c 4a 5c
- 3**
2 recharge (my) batteries
3 duty-free
4 aisle seat
5 baggage claim
- 4**
2 duty-free
3 aisle seat
4 baggage claim
5 runway
- 5**
2 colleagues
3 aisle
4 bought
5 which
- 6**
silent gh: tonight
silent s: island
silent h: wheel

- 7**
2 autumn (n)
3 psychology (p)
4 honest (h)
5 foreign (g)
6 fridge (d)
- 8**
The mispronounced words are: Wednesday, scissors, sandwich, weigh, hour, folk, ballet, answer.

3F READING AND VOCABULARY

- 1**
b
- 2**
1d 2b 3b 4d 5c 6c

- 3**
2 passengers
3 pedal boat
4 crossing
5 supplies

- 4**
2 drop off
3 get on/off
4 see off
5 get away
6 set out

- 5**
2 set out
3 see (you) off
4 get away
5 pick (me) up
6 Get on

3G WRITING AND VOCABULARY

- 1**
2 Vietnam Airlines
3 Hanoi
4 Sapa
5 Cat Ba island

- 2**
2 flew
3 train
4 family
5 first
6 third
7 magical
8 island
9 impression
10 welcoming

UNIT VOCABULARY PRACTICE

- 1**
2 drive
3 Ride
4 Sunbathe
5 watch
6 See
7 Sail
8 Take

- 2**
2 cruise
3 fully
4 missed
5 board
6 on
7 landed

- 3**
2 tube
3 Luggage
4 lift
5 cab
6 rank

- 4**
1a 2a 3b 4b 5a 6b 7b 8c

- 5**
1 hitchhiking
2 visa
3 solo
4 valid
5 set out
6 border
7 overland
8 state

- 6**
1c 2e 3a 4b 5d

Unit 4

4A GRAMMAR AND VOCABULARY

- 1**
1c 2b 3a 4b 5b 6c
- 2**
1d 2h 3a 4b 5f 6g 7c 8e
- 3**
2 Can I have something less fattening?
3 Your meal is the least nutritious on the menu.
4 Fruit is better for you than fruit juice.
5 The burgers here aren't as expensive as in other restaurants.
6 What's the tastiest pizza topping in this place?

- 4**
2 cheapest
3 better
4 tasty
5 most nutritious
6 healthier

- 5**
2 the cheapest
3 the best
4 the finest
5 healthier than
6 juicier
7 longer than
8 The most famous
9 as good
10 more difficult

- 6**
2 as
3 the
4 more
5 best
6 most
7 The
8 as
- 7**
2 are thinner than
3 the best restaurant
4 not as healthy5 more filling than
- 8**
2 The meal deal is the cheapest snack.
3 The light bite isn't as tasty as the sweet treat.
4 The light bite is tastier than the meal deal.
5 The sweet treat is the tastiest of all.
6 The meal deal is as nutritious as the light bite.
7 The light bite is more nutritious than the sweet treat.
8 The sweet treat is the least nutritious of all.

4B VOCABULARY

- 1**
1b 2b 3c 4a 5a
- 2**
2 muffin
3 cream
4 pancake
5 bacon
- 3**
2 olives
3 watermelon
4 porridge
5 maple syrup
6 milkshake
- 4**
1c 2h 3d 4g 5f 6e 7b 8a
- 5**
2 delicious
3 mild
4 fresh
5 hard
6 still
7 crunchy

6

- 2 sugar
- 3 bitter
- 4 mushrooms
- 5 salt
- 6 beans
- 7 grapes

4C GRAMMAR

1

There's some: fruit, honey, jam, sugar
There are some: beans, eggs, olives, rolls, sausages

2

- 2 –
- 3 of
- 4 –
- 5 of
- 6 of

3

- 2 enough
- 3 little
- 4 many
- 5 much
- 6 lots of
- 7 few
- 8 lot

4

- 2 lots
- 3 many
- 4 There
- 5 of
- 6 little
- 7 any
- 8 bit

5

- 2 there are a few
- 3 many
- 4 are there
- 5 are a few
- 6 much
- 7 is there
- 8 isn't any
- 9 Is there any
- 10 there is a lot
- 11 much
- 12 is there
- 13 is a little
- 14 many
- 15 are there
- 16 are a couple

4D READING AND VOCABULARY

1

- a2 b1 c3

2

- a

3

- 1F 2G 3A 4E 5C 6D

4

- 2 at the back
- 3 excitement
- 4 to make us think that we only have a few items
- 5 chocolate bars
- 6 make a list, look at your phone

5

- 2 offer
- 3 reward
- 4 key
- 5 display
- 6 trolley

6

- 1b 2c 3a 4e 5d

4E LISTENING AND VOCABULARY

1

- jumble trail

2

- 2 schools
- 3 homes
- 4 2013
- 5 About 7000 visitors
- 6 hot food
- 7 their neighbours

3

- Students tick: suit, bracelets, earrings, belts, blouse.

4

- 2 donate
- 3 fee
- 4 household
- 5 stall
- 6 free of charge

5

- 2 ch
- 3 sh
- 4 ch
- 5 ch
- 6 sh, ch

6

- 1 organisations
- 2 fashionable
- 3 appreciate

7

- 1 chair
- 2 ships
- 3 wish
- 4 chop
- 5 watch
- 6 cash

8

- 1 mechanic
- 2 chef
- 3 teacher

10

- 1 chemist, check, machine
- 2 orchestra, cheerful, chauffeur

4F SPEAKING

2

- 2 be honest
- 3 suppose
- 4 not sure
- 5 If you ask
- 6 Personally
- 7 got a point
- 8 my opinion
- 9 No
- 10 seems to

3

- 2 agree (with you) more
- 3 what you mean
- 4 To be honest
- 5 You've got a

4

- 1 I don't agree.
- 2 Me too!
- 3 Frankly,
- 4 think

4G WRITING AND VOCABULARY

1

- b, d

2

- 1 complain
- 2 Unfortunately
- 3 inconvenient
- 4 matters
- 5 unacceptable
- 6 feel
- 7 forward
- 8 faithfully

3

- 2 forward
- 3 believe
- 4 matters
- 5 complain

4

- 1 a, the, the
- 2 a, a, the, a, the
- 3 A, The, The, The, a

UNIT VOCABULARY PRACTICE

1

- 2 nutritious
- 3 popular
- 4 good
- 5 fattening
- 6 packet
- 7 sandwich
- 8 weigh

2

- 1g 2c 3f 4a 5b 6e 7d 8h

3

- 1 chain
- 2 changing
- 3 assistants, customers
- 4 queue, checkout
- 5 department store
- 6 quality

4

- 2 tie
- 3 designer
- 4 fashionable
- 5 brand
- 6 bargain
- 7 perfect
- 8 handbag

5

- 2 refunds
- 3 exchange
- 4 receipt
- 5 ordered
- 6 received
- 7 return
- 8 discount

Unit 5

5A GRAMMAR AND VOCABULARY

1

- 2 could
- 3 should
- 4 mustn't
- 5 don't have to
- 6 has to

2
Housework: 1d 2a 3b 4c
Friends: 1c 2d 3a 4b

3
1 has to
2 must
3 has to
4 have to
5 has to
6 must
7 does Lucy have to
8 must

4
2 mustn't play/listen to
3 mustn't stay
4 have to pay
5 don't have to pay
6 have to clean
7 have to leave
8 don't have to return
9 don't have to leave

5
2 must
3 mustn't
4 don't have to
5 have to
6 should

6
1b 2a 3a 4b 5c 6b 7b 8a

7
2 don't
3 should
4 must
5 should
6 has
7 mustn't
8 could

8
2 have to buy
3 shouldn't paint
4 has to be
5 doesn't have
6 mustn't wear/must take off

5B VOCABULARY

1
do: the cleaning, the dishes,
the ironing, the windows
make: a meal, a sandwich,
breakfast, your bed

2
1 the dog
2 the washing machine
3 the furniture
4 my room

5 my bed
6 the rubbish
7 the carpets
8 the furniture

3
2 set
3 clear
4 wash up
5 clean
6 wipe

4
2 dishwasher
3 vacuum cleaner
4 microwave
5 oven
6 iron
7 fridge
8 kettle
9 freezer

5
2 tidy
3 wipe
4 vacuum
5 make
6 take out
7 walk
8 did
9 emptied

5C GRAMMAR

1
1 Could you
2 didn't have to
3 Did you have to
4 couldn't
5 had to
6 Did you have to
7 had to
8 could

2
2 did your parents have to
wear
3 could you go / did you
have to go
4 did your parents have to
do

3
2 didn't have to
3 had to
4 could
5 couldn't
6 had to
7 could
8 could
9 could
10 had to

4
2 had to study
3 didn't have to study
4 Did she have to go
5 could go
6 couldn't have
7 couldn't go
8 had to study
9 had to study/revise

5D SPEAKING

2
1c 2a 3b 4b 5c

3
1e 2c 3a 4b 5d

4
2 mind, say; e
3 problem, leave; a
4 can, go; d
5 if, open; b

5
2 course
3 Is it a problem for you
4 ahead
5 Is it alright if
6 afraid
7 Can I change
8 Sure

5E LISTENING AND VOCABULARY

1
1 swimming
2 jogging
3 working out

2
1c 2a 3c

3
2 emptying the bins
3 (old) soup
4 carry the vacuum
5 gloves
6 the kitchen
7 alarm clock
8 fitness centre

4
2 exhausting
3 aching
4 strengthening
5 freezing
6 sweating

5
1a 2b 3b 4a 5b 6a

7
1 burning, strengthening,
doing, training
2 surprisingly, angry
3 going, going
4 aching, sweating
5 evening, rushing
6 going, think, making

8
1 morning
2 angry, bang
3 During, skiing,
snowboarding
4 evening, watching,
listening, surfing
5 evening, sang, along,
songs
6 bring, swimming, things

5F READING AND VOCABULARY

1
2 150
3 2
4 5 billion
5 1/3

2
1a 2c 3b 4c 5a

3
2 mental health
3 medical conditions
4 nutrients
5 overweight
6 depression
7 treating

4
2 in fact
3 in the long run
4 in advance
5 in the wrong
6 in addition

5G WRITING AND VOCABULARY

1
2 pizza
3 in the kitchen drawer
4 do his homework,
keep kitchen tidy, look
after Katie
5 at Jack's house
6 doing homework

- 2**
2 &
3 asap
4 Thx
5 u

- 3**
2 Had to go out
3 Back about/at seven
4 Eating with Sam
5 Phone not working
6 Jack

- 4**
1 dep
2 asap
3 u
4 Thx
5 chocs
6 xxx

UNIT VOCABULARY PRACTICE

- 1**
2 decorations
3 wardrobe
4 curtains
5 drawer
6 windowsill
7 hanger
8 radiator
- 2**
1a 2c 3a 4c 5b 6c 7c 8b

- 3**
2 press
3 sit
4 burning
5 warm
6 work
7 stretch
8 personal
9 weight
10 Aerobics

- 4**
1 on
2 Soft
3 up
4 stay
5 fast
6 dairy
7 low

- 5**
2 ambulance
3 tests
4 results
5 indigestion
6 symptoms
7 temperature

- 8 prescription
9 pills
10 appointment

Unit 6

6A GRAMMAR AND VOCABULARY

- 1**
1b Yes, he is going to shave off his beard too.
2a When are you going to get your hair cut?
2b I am going to grow it long.
3a Is your mum going to look for a new job?
3b Yes, she is.
4a Are they going to work in the summer?
4b Yes, they are going to work in a café.

- 2**
1b 2d 3a 4c 5e

- 3**
1 Fl
2 A; is having
3 A; are you meeting
4 A; are having
5 Fl; am going to run
6 Fl; is going to chane

- 4**
2f 3a 4e 5b 6d

- 5**
2 am not going to get upset
3 am meeting Joyce
4 am not playing basketball
5 am going to learn to drive
6 am not going to get married

- 6**
1 both
2 are going to lose
3 both
4 'm going to work
5 both
6 are you going to give

- 7**
2 I am visiting a new stylist.
3 Are you going to get your hair cut?
4 I am going to get some advice about my skin and nails.
5 Are you going to get a tattoo like you said?

- 6 I am never going to get a tattoo
7 I am getting a piercing tomorrow.

- 8**
2 I'm going to get a summer job.
3 Are you doing anything this Saturday?
4 Yes, I'm meeting Adrian in the evening.
5 What are you going to do in the future?
6 I'm going to become a doctor.
7 What are you doing tomorrow?
8 I'm going to the dentist at 3 p.m.

- 9**
2 are you going to start
3 are going to buy
4 Are you going to change
5 I'm not going to eat
6 I'm going to become
7 are you doing
8 I'm getting

6B READING AND VOCABULARY

- 1**
b

- 2**
1b 2a 3d 4c 5e

- 3**
1G 2D 3H 4A 5C

- 4**
1b 2a 3a 4b 5a

- 5**
2 overcooked
3 overpaid
4 overconfident
5 overworked
6 overdressed

6C GRAMMAR AND VOCABULARY

- 1**
2 will buy
3 will probably phone
4 is going to crash
5 isn't going to pass
6 is going to be

- 2**
2 will start
3 they will live
4 will probably move
5 are going to eat

- 6 are we going to have
7 is going to be

- 3**
2 she will say
3 are you going to start
4 I will probably wait
5 They are going to put on
6 It will probably be
7 it is going to rain
8 it will stop
9 he's going to fly/he's flying
10 sure he'll have

6D LISTENING AND VOCABULARY

- 1**
b

- 2**
1 F
2 F
3 T
4 T
5 F
6 T
7 T
8 F

- 3**
2 suffer from
3 depression
4 disorder
5 mood swings

- 4**
2 Disorder
3 hormone
4 depression
5 suffer from

- 6**
1 /ð/ 2 /θ/ 3 /θ/ 4 /θ/ 5 /ð/

- 7**
/θ/ toothpaste, thrilled, throw
/ð/ clothes, mother, smooth, sunbathe

6E VOCABULARY

- 1**
1c 2a 3b 4a 5b 6b

- 2**
2 stressed
3 miserable
4 amazed
5 pleased
6 worried

- 3**
2 amazing
3 boring
4 exciting

- 5 exhausted
- 6 worried
- 7 pleased
- 8 relaxing

- 4**
- 2 disappointed
 - 3 boring
 - 4 frightened
 - 5 relaxing
 - 6 interesting
 - 7 bored
 - 8 surprised

6F SPEAKING

- 2**
- 2 I'm sure you will have a great time.
 - 3 Roman will probably be tired when he arrives. / When Roman arrives, he will probably be tired.
 - 4 You will almost certainly find something interesting there.
 - 5 My cousins probably won't visit us this weekend.
 - 6 It is possible that the plane will be late.

- 3**
- 2 will
 - 3 might
 - 4 Maybe
 - 5 sure
 - 6 possible
 - 7 won't
 - 8 don't
 - 9 it's

- 4**
- 2 might be
 - 3 don't think
 - 4 probably pass
 - 5 certainly won't

6G WRITING

- 1**
- 1 Would
 - 2 be
 - 3 address
 - 4 hope
 - 5 much
 - 6 have

- 2**
- 2 kind
 - 3 love
 - 4 afraid
 - 5 anyway

UNIT VOCABULARY PRACTICE

- 1**
- 1 take up
 - 2 grow
 - 3 dye
 - 4 shape
 - 5 take care of
 - 6 lose
 - 7 building up
 - 8 change

- 2**
- 2 find
 - 3 on
 - 4 give
 - 5 for
 - 6 back
 - 7 get
 - 8 put
 - 9 check

- 3**
- 2 university
 - 3 rent
 - 4 settle down
 - 5 engaged
 - 6 twenties
 - 7 married
 - 8 have kids
 - 9 retire
 - 10 middle-aged

- 4**
- Positive meaning: affectionate, cheerful, look forward to, loving
 - Negative meaning: can't stand, hate, miserable, pessimistic, tense

- 5**
- 2 interested
 - 3 relaxing
 - 4 bored
 - 5 disappointing
 - 6 relaxed
 - 7 amazed
 - 8 exciting

Unit 7

7A GRAMMAR AND VOCABULARY

- 1**
- 2 Has your dad ever sacked one of his employees?
 - 3 I don't need a job. I've already got one.
 - 4 I can't meet you know. I haven't finished work yet.

- 5 I've just heard about your pay rise. Congratulations!
- 6 Has Jack started his new job yet?

- 2**
- 2 has never worked
 - 3 haven't decided
 - 4 Has the business ever made
 - 5 have never had
 - 6 has already had
 - 7 has just opened
 - 8 Have the staff had

- 3**
- 1 never
 - 2 just
 - 3 ever
 - 4 never
 - 5 yet
 - 6 already

- 4**
- 1 I have.
 - 2 Has your mum ever told you to get a job. No, she hasn't.
 - 3 Has your neighbour found a new job yet? No, he/she hasn't.
 - 4 Has your boss taken on any more staff yet? Yes, he/she has.

- 5 Have your teachers ever talked to you about job interviews? Yes, they have.
- 6 Have you changed your mind about becoming a police officer. No, I haven't.

- 5**
- 1 Have you finished
 - 2 has never worked
 - 3 did your friends do
 - 4 worked
 - 5 Has your uncle ever sacked
 - 6 have already served

- 6**
- A
 - 1c 2a 3b 4d
 - B
 - 1c 2d 3b 4a

- 7**
- 1 Have you fed
 - 2 worked
 - 3 has never worked
 - 4 already tidied
 - 5 Have you ever had
 - 6 did you do

- 8**
- 2 haven't started
 - 3 phoned
 - 4 told
 - 5 have already spent
 - 6 went
 - 7 haven't worn
- 9**
- 2 Yes, I have.
 - 3 I sold ice creams last summer.
 - 4 Really? Did you enjoy it?
 - 5 Yes, I did.
 - 6 It was great fun.
 - 7 How long did you do it for?
 - 8 I worked in the café for four weeks.
 - 9 Was your boss nice?
 - 10 No, she wasn't.
 - 11 She wasn't very friendly.

- 10**
- 2 haven't come
 - 3 have already started
 - 4 went
 - 5 Have you ever seen
 - 6 Did you buy

- 11**
- Students' own answer

7B GRAMMAR

- 1**
- 1b since
 - 2a since
 - 2b for
 - 3a since
 - 3b for
 - 4a since
 - 4b for

- 2**
- 2 since
 - 3 since
 - 4 since
 - 5 since
 - 6 for
 - 7 since
 - 8 for

- 3**
- 2 has owned
 - 3 have been engaged
 - 4 have you known
 - 5 have known
 - 6 have been married

- 4**
- 2 We have known each other for two years.
 - 3 We met at a party.

- 4 How long has your mum been a doctor?
 5 She has been a doctor since 2007.
 6 She finished her studies in June of that year.
 7 How long has this factory been here?
 8 It has been here since 2006.
 9 They opened it in the year I was born.

- 5**
 2 have had this
 3 lived in Spain
 4 has liked Johnny
 5 in hospital for

7C LISTENING AND VOCABULARY

- 2**
 1 The speaker is talking to students at school.
 2 To give students advice on how to choose the job that's right for them.

- 3**
 1a 2c 3c 4b 5c

- 4**
 2 street
 3 crazy
 4 nightmare
 5 make
 6 most

- 7**
 1 work
 2 Work, person
 3 surveys
 4 working, personal
 5 research
 6 person, person's, worst

- 8**
 2 heart
 3 hurry
 4 worn
 5 very

- 9**
 2 journalist
 3 nurse
 4 service
 5 earn
 6 earthquake
 7 advert
 8 thirties

7D VOCABULARY

- 1**
 2 nurse
 3 miner
 4 manufacturing
 5 education
 6 finance
 7 building site
 8 agriculture
 9 fisherman
 10 department store

- 2**
 1c 2e 3b 4a 5g 6f 7h 8e

- 3**
 1e 2g 3d 4a 5i 6h 7j 8f 9c 10b

- 4**
 2 in a team
 3 from home 4 works hard
 5 part-time 6 under pressure
 7 works as 8 at night
 9 is working to a deadline

- 5**
 2 forestry
 3 oil platform
 4 laboratory

7E SPEAKING

- 2**
 2 foreground
 3 background
 4 centre
 5 right
 6 shaking
 7 think
 8 Perhaps
 9 quite
 10 might

- 3**
 2 The shop looks very modern.
 3 On the left there's a young sales assistant and on the right there's a customer.
 4 The shop assistant is smiling.
 5 The customer has just bought something.
 6 She is giving her credit card to the shop assistant.
 7 It's hard to say what she has bought but the bags are (quite) small.

- 3**
 1 the, the
 2 the, the, the
 3 The, the, an

- 4 some, The
 5 a, the, The
 6 some, The

7F READING AND VOCABULARY

- 1**
 1 It's a non-profit organization which finds volunteers for organic farmers to help them on their farms.
 2 It's similar to other voluntary organisations because volunteers don't get paid and they do it to see the world and meet new people. It's different because farmers don't ask for any money from the volunteers and offer them free food and accommodation.

- 2**
 1E 2D 3B 4F 5A

- 3**
 1a 2c 3b 4c 5a

- 4**
 2 better off
 3 charge
 4 paid employees
 5 a non-profit organisation
 6 can't afford

- 5**
 1d 2a 3f 4b 5c 6e

7G WRITING

- 1**
 1 apply
 2 experience
 3 completed
 4 consider
 5 hearing
2
 2 waitress
 3 shop (assistant)
 4 babysitting
 5 effective online communication course
 6 can write 80 words per minute on computer keyboard
 7 study for a teaching degree
 8 organised
 9 reliable
 10 good communication skills

- 3**
 I'm good at: solving problems, working in a team
 I'm good with: animals, children, computers
 I'm: creative, enthusiastic, hard-working

UNIT VOCABULARY PRACTICE

- 1**
 1d 2h 3f 4a 5g 6c 7e 8b

- 2**
 1 earn
 2 part-time
 3 rate
 4 conditions
 5 Miners
 6 company
 7 boss
 8 co-workers

- 3**
 2 librarian
 3 politician
 4 journalist
 5 deadline
 6 pressure
 7 health care
 8 paramedic
 9 long

- 4**
 2 making
 3 make
 4 get
 5 CV
 6 prospects
 7 key
 8 employers

- 5**
 2 good with numbers
 3 previous experience
 4 punctual
 5 patient
 6 sociable
 7 good at solving problems
 8 good at accepting criticism

Unit 8

8A GRAMMAR AND VOCABULARY

- 1**
 1 waiting
 2 to study
 3 reading
 4 speaking
 5 to be

6 to see
7 doing
8 to eat

2
A 1c 2a 3b
B 1b 2c 3a
C 1b 2c 3a

3
2 up
3 on
4 at
5 of
6 in

4
1a 2b 3c 4a 5c 6c

5
2 talk
3 to sort
4 to do
5 answering
6 help
7 be
8 writing
9 to go

6
2 to know
3 moving
4 to work
5 know
6 doing

7
2 learning
3 to avoid
4 fall
5 working
6 to protect
7 collapse

8
2 managed to recognise
3 to avoid making
4 agreed to go
5 we should do
6 forgot to buy
7 promise to work

8B VOCABULARY

1
1e 2h 3d 4f 5b 6g 7c 8a

2
2 laptop
3 tablet
4 cables
5 printer
6 headset
7 headphones
8 microphone
9 speakers

3
2 mouse
3 screen
4 flash
5 drive
6 profile

4
2 a folder
3 trash
4 hotspots
5 a screen
6 a disk

8C SPEAKING

2
2 understand
3 stand
4 explain
5 mean
6 type
7 exactly
8 does

3
2 stand
3 mean
4 understand
5 explain
6 means
7 exactly
8 does

8D READING AND VOCABULARY

1
1 Daniel Radcliffe
2 Justin Bieber
3 Selena Gomez

2
2 opinion 3 opinion 4 fact
5 fact

3
2 politicians
3 positive image
4 fans
5 sensible
6 (fully) relax
7 comment
8 social media

4
2 gossip
3 promote
4 household
5 make

5
2 promote a positive image
3 stay in the public eye
4 household name
5 gossip columnist

6
2 impossible
3 impatient
4 immature
5 unfair
6 unnecessary

8E GRAMMAR

1
1d 2f 3a 4e 5c 6b

2
1 hear, will let
2 will be, want
3 doesn't arrive, will go
4 will you do, don't know
5 miss, will listen
6 Will you post, asks

3
2 If I get nasty comments about my photo, I won't reply.
3 I'll go to bed at 10 p.m. if I feel tired this evening.
4 If I get another strange email, I won't open the link.
5 I'll shut my bedroom door and play loud music if my sister argues with my parents.

4
2 don't listen
3 will we do
4 won't have
5 doesn't reply
6 goes

5
2 won't see
3 will see
4 don't get
5 will send
6 are
7 has

8F LISTENING AND VOCABULARY

1
2 What is the girl using to check her social media?
3 How old was the speaker when he started doing IT at school?
4 How did the boy spend the evening?
5 How many prizes has the girl won?

2
1a 2c 3b 4c 5b

3
2 slipped
3 aware
4 jump
5 message

4
/ə/; unstressed

6
2 people
3 forget
4 tablet
5 banana
6 students
7 today
8 problems
9 taken
10 again
The word with two /ə/ sounds is 'banana'.

7
/ə/

8G WRITING AND VOCABULARY

1
Advantages: need less travel
Disadvantages: more dangerous weapons, fewer jobs, governments using it against the people

2
1 In my opinion, I think
2 What's more, In addition
3 After all
4 Finally
5 However, On the other hand
6 What's more, In addition
7 To sum up, In conclusion
8 I believe, I think

UNIT VOCABULARY PRACTICE

1
2 mathematicians
3 geologist
4 ecologist
5 inventor
6 biologist
7 naturalist
8 chemist

2
1 swipe
2 crashing
3 link
4 trash, empty
5 junk

6 shares
7 expand
8 folder
3
2 carried
3 trending
4 turned
5 networking
6 viral
7 post
8 campaigner

4
2 genres
3 educational
4 multiplayer
5 3D
6 virtual
7 gamer
8 handheld

5
1 adaptor, sockets
2 switch, remote control
3 cable, gamepads
4 chat, face, face

Unit 9

9A GRAMMAR AND VOCABULARY

1
2 had already left
3 had forgotten
4 had spent
5 had run out of
6 had seen
7 had started
8 had come
9 had never learned
10 had looked

2
1b 2e 3f 4a 5c 6d

3
1c 2e 3a 4f 5b 6d

4
2 had forgotten
3 hadn't said
4 had asked
5 hadn't taken
6 had arranged.

5
2 raised
3 had been
4 noticed
5 was
6 had spent

7 took
8 had become
9 had just finished
10 saw
6
2 I had run six kilometres
and (I had) swum two
kilometres.
3 we had got up and (we
had) tidied our rooms.
4 had taken a phone from
a student and (he had)
thrown two students out
for talking.

7
2 had watched
3 had taken
4 had uploaded
5 had spent
6 had started
7 had seen
8 had offered
9 had phoned
10 had heard

8
2 hadn't enjoyed
3 had seen a
4 had left Spain
5 had never been

9B VOCABULARY

1
1b 2b 3c 4a 5a 6c

2
2 composer
3 stunt performer
4 extra
5 sound engineer
6 camera operator
7 conductor
8 screenwriter

3
1 takes, light
2 stage, instruments
3 remake, set, place
4 lines, audience

4
2 remembering
3 playing
4 singing
5 Art
6 painting
7 drawing
8 explaining
9 taking
10 telling

5
1 movie
2 concerts, live
3 part, star, black, white
4 based, watercolour(s),
landscapes

9C GRAMMAR AND VOCABULARY

1
1 would
2 had
3 were
4 was
5 couldn't
6 watched

2
2 had
3 were
4 didn't
5 hadn't
6 was

3
1 had, before
2 she, was
3 he, had, his
4 couldn't, after
5 hadn't, their

4
2 he hadn't gone/been out
at all the day before
3 she hadn't seen the film
yet
4 they would be back the
following day/the next
day
5 they were having a
meeting

5
2 he would help her with
her homework
3 she loved Spanish football
4 she had seen Girona play
the year
5 often went to watch their
local team play
6 he had never seen a big
match
7 her dad was a Chelsea fan
8 she could get him tickets

9D READING AND VOCABULARY

1
2 Detroit
3 things he cares about
4 South Africa
5 no

2
b
3
1d 2c 3b 4a 5b

4
2 upstage
3 royalties
4 awards ceremony
5 bootlegs
6 releasing

5
Nouns: rearrangement,
reconstruction, rediscovery
Verbs: remarry, restart,
rethink, reuse

6
2 restarting
3 reuse
4 rearrangement
5 reconstructions
6 remarried

9E SPEAKING

2
1h 2d 3a 4g 5b 6e 7f 8c

3
1 going
2 sounds
3 shall
4 meeting
5 into
6 cup
7 want
8 I'd
9 What

4
1b 2c 3b

5
2 but
3 Do
4 plans
5 like
6 kind
7 time

9F LISTENING AND VOCABULARY

1
Small Steps and Big Jumps

2
1b 2c 3a 4c 5b

3
1 first
2 the author's
3 great novels and poetry
4 idea

5 poetry and fiction
6 before
7 advertise a book

5
In questions beginning with a question word, the intonation goes down.
In *yes/no* questions, the intonation goes up.

6
1 falling intonation
2 rising intonation
3 falling intonation
4 rising intonation
5 falling intonation
6 falling intonation

7
2 wh-
3 yes/no
4 who-
5 wh-
6 yes/no

9
1 Speaker already knows the answer.
2 This is a real question with an unknown or uncertain answer.

10
1b 2a

9G WRITING AND VOCABULARY

1
2 as
3 in
4 worth
5 waste
6 more

2
2 writer's third
3 looking forward to
4 wasn't bad
5 wasn't worth

3
wonderful, brilliant, awful

4
1b 2c 3b 4a 5b

UNIT VOCABULARY PRACTICE

1
2 provoking
3 irritating
4 colourful
5 cheerful
6 unsophisticated

7 depressing
8 gloomy
9 scary

2
1h 2a 3e 4f 5g 6d 7c 8b

3
2 documentary
3 quiz show
4 the news
5 reality show
6 chat show
7 sitcom

4
2 concert hall
3 performance
4 rehearse
5 soloist
6 talented
7 stared
8 composer
9 case

5
2 line
3 paragraph
4 author
5 character
6 hero
7 plot
8 style

Unit 10

10A GRAMMAR AND VOCABULARY

1
2 When was it first shown on TV?
3 Who were the main characters played by?
4 Was it based on a book?
5 How many episodes were shown?
6 Has the series been made into a film?
7 Was the programme watched by a lot of people?

2
a5 b3 c7 d1 e4 f6 g2

3
1 were killed
2 was never caught
3 were sent
4 claimed
5 called
6 printed
7 were written

8 have been put forward
9 have been made

4
2 has Simon been arrested
3 was left
4 are committed
5 were broken
6 were written

5
2 was played
3 are still shown
4 was created
5 has also been made / was also made
6 are murdered
7 are solved

6
2 is arrested
3 is kept
4 were
5 were made
6 are committed

7
2 was directed
3 has been awarded
4 were beaten
5 was played
6 was/is based
7 have been sold

8
2 was questioned by
3 has been arrested
4 was based on
5 body was moved
6 is visited by

9
2 asks
3 is murdered
4 is found
5 are/have been written
6 is connected
7 was made
8 was played
9 was/has been enjoyed

10B VOCABULARY

1
2 thief
3 shoplifter
4 victim
5 hacker

2
2 robbery
3 murderer
4 pickpocket
5 hacker

3
2 broken
3 cash
4 beaten
5 gang
6 wallet/purse
7 wallet/purse

4
2 robbed
3 rob
4 stolen
5 robbed
6 stolen

5
2 committed
3 shoplifter
4 get away
4 victims

10C LISTENING AND VOCABULARY

1
a crime fighting group from New York

2
1b 2a 3b 4c 5a

3
2 defend
3 deter
4 vandalised
5 prevent

4
2 hit
3 7,000
4 Capri
5 London
6 two boys

6
1 are
2 your, members
3 first
4 for, never
5 are
6 first, Guardian, appeared, platforms, their

7
We can hear 'r' in the first word.

9
Students tick all items except item 4.

10D GRAMMAR

1

- 1 hasn't got
- 2 isn't
- 3 is
- 4 isn't
- 5 is
- 6 isn't

2

- 1 would
- 2 would you
- 3 were/was
- 4 didn't
- 5 were/was
- 6 lost
- 7 was
- 8 was/were

3

- 2 were
- 3 Would you change
- 4 would make
- 5 had
- 6 opened
- 7 didn't have
- 8 would help
- 9 didn't have

4

- 2 I would ask them to stop but, if they didn't, I would call the police.
- 3 Would you steal from a shop if you had no money?
- 4 No, I wouldn't. I would try to get money in some other way.
- 5 Who would you phone if the police arrested you?
- 6 I would phone my mum because I know she would help me.

5

- 2 were (some) CCTV cameras here, there wouldn't be
- 3 locked your back door, you wouldn't get burgled
- 4 were more police, criminals wouldn't get away
- 5 were realistic, they wouldn't be (so)

10E SPEAKING

2

- 2 I think we should put warnings signs on buses.
- 3 Have you any ideas on how to keep my computer safe?
- 4 Well, I don't think it's a good idea to use wi-fi in public.
- 5 Could you give me some advice about bike locks.
- 6 If I were you, I'd buy a very strong one.
- 7 Have you any tips on what I could do to keep my money safe?
- 8 Why don't you keep it in the bank?

3

- 2 were
- 3 advice
- 4 Why
- 5 ideas
- 6 better
- 7 tips
- 8 idea

4

- 2 I were you
- 3 what I should
- 4 you shouldn't worry
- 5 better not to
- 6 it's a good
- 7 on how to
- 8 why don't you
- 9 don't think you
- 10 should I do

10F READING AND VOCABULARY

1

- 2 credit
- 3 cheating
- 4 uniform
- 5 certificates
- 6 bank

2

- Getting a place at university by cheating in exams.

3

- 1c 2c 3a 4a 5b 6b

4

- 2 reoffend
- 3 sentenced to
- 4 life-threatening
- 5 go straight
- 6 rehabilitation

5

- 2 forgery
- 3 defraud
- 4 forged
- 5 forger
- 6 fraudster

10G WRITING

1

- 2 had stopped
- 3 immediately
- 4 said
- 5 At first
- 6 but

2

- 2 when
- 3 first
- 4 but
- 5 said
- 6 until
- 7 arrests

3

- 1 happened
- 2 was painting, when
- 3 At first, but
- 4 had stolen
- 5 While
- 6 was interviewed
- 7 said, before
- 8 Eventually

UNIT VOCABULARY PRACTICE

1

- 1b 2a 3c 4b 5c 6c 7a 8b

2

- 2 pickpocketing
- 3 assault
- 4 murder
- 5 burglary
- 6 hacking

3

- 2 hacker
- 3 burglar
- 4 victim
- 5 shoplifter
- 6 pickpocket

4

- 2 prison
- 3 justice
- 4 innocent
- 5 vigilantes
- 6 crime fighters
- 7 violent

5

- 1 question
- 2 arrested
- 3 stole
- 4 alibi
- 5 burglar
- 6 thief
- 7 stolen

Self-check

1

- 2 robbed
- 3 victim
- 4 wallet
- 5 suspicious
- 6 Honestly
- 7 inform

2

- 1c 2e 3g 4a 5d

3

- 2 would enjoy
- 3 are often stopped
- 4 were
- 5 would you do

4

- 2 could
- 3 would earn
- 4 were only read
- 5 are often set
- 6 had to
- 7 have been made

5

- 2 into
- 3 steal
- 4 been
- 5 are
- 6 would

6

- 2 film was based
- 3 in the middle
- 4 have been arrested
- 5 people looked after

Unit 1

1E LISTENING AND VOCABULARY

1.2 Exercise 1 & 2, page 10

I = Interviewer Mi = Mike Ma = Marie

I: Language exchange visits where school children go to live with a family in a foreign country are becoming less and less popular. Only 39 percent of secondary schools now offer students this opportunity. Mike is lucky. His step-father is French and, once a year, Mike spends a month with his step-father's brother's family. Hi, Mike. Tell me about your time in France.

Mi: Hi. The family have a house in the countryside near Dijon. I usually fly to Lyon at the beginning of July. From Lyon, I catch a train to Dijon. I love my French family and their house but I work hard there. At home, I get up at about ten o'clock in the holidays but the family in France get up at half past six because they have a small farm with animals and, of course, I help them.

I: And this is Marie. Hello, Marie.

Ma: Hello.

I: How are you and Mike related?

Ma: Well, my father is Mike's stepfather's brother so I guess we're cousins – or step cousins. Can you say that in English?

I: Yes, I'm sure you can. And how is Mike's French?

Ma: It's very good now. I mean, he knows a lot of vocabulary and his pronunciation is good. He isn't bilingual, but we can all understand him. He's very communicative and uses sign language if he can't think of the right word. My mum speaks good English but my father knows only some German. He doesn't want to learn English because he's afraid to mix up words in different languages.

I: You speak excellent English.

Ma: Thank you. I love studying languages. I speak four languages altogether: French, English, German and Italian.

I: Wow. So, Mike, do you agree with Marie. Is your French very good?

Mi: Ha, well, it isn't bad. Sometimes I can't find the right word but Marie or her mum help me out. I still make mistakes and Marie has to correct me sometimes. For example, when I want to say 'actually' I still say 'actuellement'. I know it's wrong and that it means 'at the moment' but, when I'm talking quickly, it just comes out. It's called a 'false friend' – a word in one language which sounds like a word in a different language but has a completely different meaning. The main thing I am unhappy about is my accent. When I buy things at the market, people always ask me where I'm from. I want them to think I'm French. But the main thing is that I'm now good enough at French to study it at university. That's my dream.

I: Right! Well, good luck with your future French studies and thank you both for coming.

1F SPEAKING

1.10 Exercise 4, page 11

J = Jesse A = Angie

J: Hi, my name's Jesse. I'm here on holiday.

A: Hi, me too. I'm Angie. We're staying in a villa.

J: Are you? Wow! Are you here with your family?

A: Yes, my mum and dad and my sister.

J: I'm staying at my cousin's house. He lives here.

A: Does he? Awesome! Is he Spanish?

J: He's half Spanish. His mum's English. He's teaching me Spanish.

A: Is he? Cool! I don't know any Spanish.

J: Really?

A: Well, a few words. I use a smartphone app.

J: Do you? That's really interesting.

A: Here, look. There are useful phrases, games and other activities, and it's completely free.

J: Is it? Amazing! What topic are you learning at the moment?

A: Food and drink. You know, bread, milk, fruit, ice cream ...

J: Ice cream! Hey! Let's get an ice cream! It's so hot.

A: OK, good idea.

J: er ... dos ... er ...

A: Dos helados de chocolate, por favour.

J: Wow! What's the name of that app?

Unit 2

2E LISTENING AND VOCABULARY

1.11 Exercise 2, page 22

R = Radio presenter

R: What can sports stars do once they retire from active sport? Some go into training or management. One example is the footballer, Zinedine Zidane, who achieved great success as a player with Real Madrid. He then had even more success with the same team as a manager – winning the Champions League three times in his first three seasons before he decided to leave the club. However, not every player can become a manager or would even want to try. Some decide on a different career path and choose to become TV presenters or commentators, and we're going to look at some of them in today's programme.

2E LISTENING AND VOCABULARY

1.12 Exercise 3, page 22

R = Radio presenter

R: Welcome back. Today we're going to hear about three different sports commentators, starting with ex-footballer, Gary Neville. During his career for Manchester United, he won eight English Premier League titles and the UEFA Champion's League twice; once against Chelsea and once against Bayern Munich. He also played eighty-five times for England and was a hard-working professional. He had a short, disappointing career as a manager with Valencia but is well respected for his knowledge and ability to explain tactics clearly when appearing on TV. Viewers appreciate his honesty and the fact that, unlike many ex-players, he doesn't mind criticising individuals who may well be his friends when he is away from the screen. Paula Radcliffe is another very popular British sports star. She won both the London and New York marathons three times and she still holds the women's world record for the marathon at two hours, fifteen minutes and twenty-five seconds. She was unlucky with injuries and never won an Olympic medal but

she won a total of fifteen gold medals in other World, European and Commonwealth competitions. She is now a member of the BBC sports team giving expert analysis as well as commentating on the Olympic Games and other athletics tournaments. She's one of the most famous British female athletes ever and she's happy to appear on TV because it means she can spend as much time as possible with her family.

Britain's favourite sports commentator wasn't British at all, and spent his entire career playing cricket for Australia. Richie Benaud played cricket from 1952 to 1964. In 1956, after a tour to England, he took a BBC presenter training course and became a full-time TV and radio commentator after he retired. Because cricket is a summer sport, he was able to work with the Australian 'Nine Network' during their summer and then in England while it was winter at home. He continued commentating until he was in his eighties and, after his death in 2015 at the age of eighty-four, fans, colleagues and players paid tribute to the man who, for many, was the voice of sport.

2E LISTENING AND VOCABULARY

1.13 Exercise 4, page 22

R = Radio presenter N = Narrator

1

- N:** achieve success
R: One example is the footballer, Zinedine Zidane, who achieved great success as a player with Real Madrid.

2

- N:** appear on TV
R: Although she is one of the most famous British female athletes ever, she's happy to appear on TV because it means she can spend as much time as possible with her family.

3

- N:** hold the record
R: She won both the London and New York marathons three times and she still holds the women's world record for the marathon at two hours, fifteen minutes and twenty-five seconds.

4

- N:** retire from sport
R: What can sports stars do once they retire from active sport?

5

- N:** win a title
R: During his career for Manchester United, he won eight English Premier League titles and the UEFA Champion's League twice; once against Chelsea and once against Bayern Munich.

6

- N:** commentate on a game
R: She is now a member of the BBC sports team giving expert analysis as well as commentating on the Olympic Games and other athletics tournaments.

Unit 3

3E LISTENING AND VOCABULARY

1.21 Exercise 2, page 33

G = Gary

- G:** After a busy period at work, I needed to relax so I booked the cheap return flight to Tromsø in the far north of Norway. 'You won't see much in two days,' my colleagues told me, but it was enough time for me to recharge my batteries. I even decided to leave my mobile phone and tablet behind so that I could get away from it all completely. I took advantage of the online check-in and printed my boarding pass before I arrived at the airport. My small suitcase was well under the baggage allowance of twenty kilos and I had no problems going through security. All around me people were arguing about objects that the security guards wanted to take away from them, but I didn't have any hand luggage so I had nothing to worry about.

In the departure lounge, I had plenty of time to buy a newspaper and read it while enjoying some excellent Chinese food. I bought some duty-free – my favourite aftershave – and made my way to the gate. Everyone else was queuing, but I sat and finished my newspaper and then boarded the plane after the other passengers. I sat in an aisle seat and we took off on time. The flight attendant brought us some coffee and everything seemed to be going fine when suddenly, there was an announcement from the captain, 'Ladies and gentlemen, the weather in Tromsø is very bad with strong winds and heavy snow and

the airport is closed. We are going to land in Bergen where a coach is waiting for you.'

At Bergen, we left the plane, took our luggage from the baggage claim area and found the coach. It looked great from the outside and inside it was very luxurious. I had two seats to myself. It was too dark to enjoy the view, but I was warm and comfortable and I was looking forward to a short sleep. The attendant on the bus came to check that I was wearing my seatbelt and I asked her how long the journey to Tromsø was. 'About twenty-seven hours,' she replied with a smile. 'We expect to arrive at about 1 a.m. on Sunday morning.' I couldn't believe it!

The journey was actually quite pleasant. We stopped several times and the views the next morning were beautiful. The airline paid for food and drink, which is important in a country like Norway where everything is so expensive, and I spent the day thinking about what I could do on the Sunday.

We arrived in Tromsø exactly on time – shortly after midnight. It was freezing as I got off the bus and the wind that forced us to land in Bergen was still blowing hard. We could see that the runway was covered in snow. There was an information desk open for us in the arrivals area of Tromsø airport, so I hurried inside and asked about my Monday morning flight. The man smiled, 'Yes, the flight is at 8 a.m. but ...' But what? '... but it is leaving from Bergen, not Tromsø. Don't worry. There's a free coach to Bergen for all our customers. It should arrive in Bergen at 5 a.m.' 'When does it leave?' I asked. 'In about forty minutes,' the man answered. 'You can wait in the waiting room.' My friends were right. I didn't see much on my two-day holiday to Tromsø, just the airport and a waiting room – in the middle of the night!

Unit 4

4E LISTENING AND VOCABULARY

1.27 Exercise 1, page 46

W = Woman

- W:** Jumble sales used to be a popular way for organisations to raise money for themselves or for charity. People donated items that they

didn't want and the sale usually took place in a church, a local community hall or a school. But today, a new type of jumble sale is becoming fashionable. They're called jumble 'trails' (not 'sales') and they are organised by people living in a particular neighbourhood. They set up a stall in front of their homes and sell their own unwanted items. Customers go from house to house to see what's on offer. Even people who didn't know about the jumble trail can join in the fun.

4E LISTENING AND VOCABULARY

1.28 Exercise 2, page 46

W = Woman

W: Jumble sales used to be a popular way for organisations to raise money for themselves or for charity. People donated items that they didn't want and the sale usually took place in a church, a local community hall or a school. But today, a new type of jumble sale is becoming fashionable. They're called jumble 'trails' (not 'sales') and they are organised by people living in a particular neighbourhood. They set up a stall in front of their homes and sell their own unwanted items. Customers go from house to house to see what's on offer. Even people who didn't know about the jumble trail can join in the fun.

The first jumble trail took place in Clapton, in London in 2013. The organisers were hoping for ten households to take part but, in the end, over one hundred signed up! In 2015, there were over 350 stalls at the Clapton Jumble Trail and about 7000 visitors came to look for bargains. The organisers charge a small fee for running the website and creating a map of the trail. They also give participants information about laws regarding selling things such as toys and electrical items. The families selling the items then keep all the money they make. Sometimes, people give things away free of charge because they just want to get rid of them as quickly as possible.

Another interesting development is that some people now also sell hot food from their homes. People play music, too, and the result

is to make the jumble trail into a sort of local carnival. One other great advantage of jumble trails is that they give people the chance to meet their neighbours. They don't just sell each other things, they chat and find out about each other's lives and, as a result, the community becomes closer and friendlier than before.

Jumble trails appeal to all age groups. Children love selling items from their stalls. Teenagers and young adults enjoy looking for alternative fashions and families and older people appreciate the chance to earn a small amount of extra money. Jumble trails are appearing all over the country. Why not organise one in your area?

4E LISTENING AND VOCABULARY

1.29 Exercise 3, page 46

M = Mam G = Girl

- M:** Hi, there. What are you selling?
G: All sorts. They're clothes that we don't need. Some are very new like this kilt that Adrian – that's my brother over there – only wore once, to a wedding in Scotland. There are also some formal clothes that he needed when he used to work in an office. This suit cost over 200 pounds. We're selling it for forty. Do you want it? It's perfect for you.
G: Well, I'm about five centimetres taller than Adrian, so I don't think it would fit. I like this jewellery.
G: Thanks. I made these bracelets and earrings. I usually have rings as well, but I haven't got any today.
M: What about these belts? Did you make them?
G: No, they're from Morocco. This blouse was a present. It's lovely, but it isn't really my style. I prefer simple clothes.
M: Have you got any nice scarves? I'd like to get one as a present for my wife.
G: No, sorry. That woman on the other side of the road has scarves though. Why don't you try there?
M: OK. And this hat?
G: Oh, that's not for sale. That's mine. I bought it today from Angie next door. I usually spend more than I earn on these jumble trails!

Unit 5

5E LISTENING AND VOCABULARY

1.37 Exercises 1 & 2, page 57

B = Beth

- B:** Beth's weekly podcast. Week 17: My keep fit disaster.
 Hi all. It's Beth again with another fun-packed podcast. Do you remember how I said I wanted to get fit? Well, I tried – honestly! My first idea was to go swimming, but when I went to the local pool with a friend one Saturday it was so crowded that I couldn't swim properly. It's also open to the public from 6 until 8 a.m. during the week, but there's no way I can get up that early. Then I tried jogging, but it's February and it's really cold outside. I was freezing after five minutes! In the end, a couple of friends suggested going to the local gym, so I went along and tried out some of the exercise machines – burning off the calories on the treadmill and strengthening my muscles doing some weight training. It was five minutes before I got bored. There was this cool guy who told me he was a personal trainer and he did his best to get me motivated. He showed me how to warm up and I did some stretching then tried some serious exercise. I managed two press-ups, four sit-ups and one pull-up but then I had to stop. Surprisingly, he didn't laugh or get angry. He suggested going to an aerobics class, but I watched one that was going on while I was there and decided against it. By this time, I knew I didn't like the gym. Everyone there was much fitter than me and I felt terrible watching them. I went home to think about what to do next.

5E LISTENING AND VOCABULARY

1.38 Exercise 3, page 57

B = Beth

B: When I got home, my parents and brother were out. The house was a mess, so I decided to clean up. Our house is tall and thin, with three floors. I went up and down stairs to every room, emptying the bins. It was exhausting, but there was more to do.

Next, I went to the kitchen to clean all the surfaces. The cooker had old soup stuck on it and I had to work really hard to clean it all off. My arms were aching and I was sweating when I finished.

After that, it was time to vacuum the carpets. I did them all, carrying the heavy vacuum cleaner up to the top of the house and down again. By this time, I was feeling great. This was like a work-out in the gym! I moved the beds and cupboards and vacuumed places that nobody ever vacuums! There were pieces of pizza under my brother's bed and I found one of my gloves behind my wardrobe.

So, I've now realised that I can get all the exercise I need ...at home. I now set my phone ringtone as loud as possible. When I'm downstairs, I leave it in my room and when I'm in my bedroom I leave it in the kitchen. That means I spend half my evening rushing up or down the stairs. My alarm clock is on a shelf above my bed, so I have to do a sit-up to switch it off in the morning. I'm also happy to do the housework on Saturday mornings and I even cycle to the shops when we run out of milk. I'm going to think of some more ideas over the next week and my next podcast will be about making your own free home fitness centre. Make sure you listen!

Unit 6

6D LISTENING AND VOCABULARY

1.43 Exercise 1, page 69

M = Man

M: Hi and welcome to this week's podcast. Have you ever met somebody with a 'sunny' personality, or heard about two people having a 'stormy' relationship? We often use weather phrases to describe a certain

character trait or behaviour. And many people believe that the weather can actually influence how we behave. But is it true? Yes, it is. The weather can affect our behavior and that's what I'm going to talk about today.

6D LISTENING AND VOCABULARY

1.44 Exercise 2, page 69

M = Man

M: From the beginning of the autumn through to spring time, some people have a feeling of tiredness, a lack of energy, and sudden mood swings. If you sometimes feel like that during the winter, you may be suffering from Seasonal Affective Disorder. That's right – S-A-D, SAD! And it really can make you sad. People who are affected by this condition say that during the winter months they feel anxious and miserable! Other symptoms of SAD are losing interest in your regular activities, not being able to sleep, and feeling worried and upset. When I first heard about this, I thought, 'Just a minute, this can't be an actual medical problem; it's just an excuse for not getting up on winter mornings!'

So I did some research and I was amazed to find out that it's true. During the winter, the shorter days as well as the bad weather mean that it's often quite dark. Although the exact cause of SAD isn't completely clear, scientists think that this lack of sunlight may be the problem. Studies have shown that when there's less sunlight, our bodies produce more of a hormone called 'melatonin'. At the same time, our body produces *less* of another hormone called 'serotonin'. Both these chemical changes in our body may be linked to feelings of sadness. SAD often improves and disappears in the spring and summer, which is why it's also known as 'winter depression'.

Experts estimate that between three and twenty percent of people in the UK suffer from SAD, and it often affects people who already suffer from other psychological problems. So what can you do if you think you've got 'winter depression'? Well, of course the most important thing to do is to go to your doctor and ask for advice, but making some simple changes to your lifestyle may also help.

Try to get as much natural sunlight as possible by getting up earlier in the mornings. Some people use a special lamp called a 'light box' to create more light inside a room. You can set a timer so that it comes on and wakes you up in the morning. Exercise and fresh air are also important. When the weather is bad, you probably won't feel like going outside, but it's important to make the effort. A half-hour walk is enough and, when you come back, you'll definitely feel less stressed.

Eat more fruit and vegetables if you can, and choose fish over meat. Try to eat foods which are high in Vitamin D – the so-called 'sunshine vitamin'. Vitamin D is produced naturally by your body when you go out in the sunshine, but you can help this process by eating foods which contain Vitamin D such as milk, eggs and mushrooms.

So ... that's all from me. I hope you enjoyed today's podcast and found it interesting. The good news is that the weather forecast for tomorrow is for warm temperatures and sunny skies!

Unit 7

7C LISTENING AND VOCABULARY

1.52 Exercises 2 & 3, page 79

E = Elizabeth

E: Good morning. My name is Elizabeth Banks and I work as a careers advisor. Your head teacher has invited me to talk to you today about career choices and your future in the world of work. For the next forty years, those of you in full-time work will spend eight hours a day, five days a week at work. Work will take up a large part of your lives and really shapes who you are as a person, so obviously, it's important to find out exactly what kind of job is right for you. This will depend on your character, your talents and skills.

Different surveys give us different information about which jobs give the most job satisfaction but overall, only about 47 percent of people say they are satisfied with their job. That means that more than 50 percent of people are *unhappy* at work and get up every morning with a heavy heart. Some factors can help us feel better about work such as good working conditions, reasonable working

hours, friendly co-workers, a good boss and a good salary. However, it's the job itself that affects our feelings of satisfaction most of all. My team and I have produced a scientifically-designed careers questionnaire, which you can complete online. By focusing on your likes and dislikes and your key skills, you'll end up with a very good idea of which job or career is most suitable for you.

It's very important to remember that each of us is different. There is no 'good' or 'bad' career. For me, standing here giving this talk to a hall full of sixteen-year-olds is right up my street because I know that my advice today will help some of you to choose a career path that you will enjoy. Not everybody likes giving talks though, or even working with people, so – as I say – your career is a very personal choice.

As you can imagine, a lot of research has been done into which careers give the most satisfaction and why. Can anyone guess which kind of jobs these include? No? Well, people working in the health care industry are often happy at work. So are those working in education. Some of your teachers look surprised about this, but it's true. And can anyone guess the job which gives the most satisfaction? Fire fighting. About 80 percent of fire fighters say they are satisfied with their job. Of course, that doesn't mean that 80 percent of us are crazy about becoming fire fighters, but that most people who select that career enjoy it. As you can understand, it seems that taking care of others is something which brings satisfaction to a lot of different people.

So choosing the right career is very important. However, your ability to choose depends on your qualifications and exam results. That's why we've designed our questionnaire to offer a range of different options depending on your likely qualifications. And that's why you should work as hard as possible because the better your exam results, the more choices you will have.

Thank you for listening. I hope you find the questionnaire, and the results, useful. Before I finish, let me just say that a job which suits one person might be another person's worst nightmare! It's up to you to find one which suits you.

Don't get stuck in an office if you like working outside. Don't make do with something that's not right for you. It's your life – make the most of it.

Unit 8

8F LISTENING AND VOCABULARY

1.59 Exercise 2, page 95

1

M = Mum D = Debbie

- M:** Are you looking at your phone again?
- D:** Yes. I got a message from Jake. He's going to Malaga soon with his parents.
- M:** Oh, you should post that video you took there last year.
- D:** I tried. I posted a couple of photos, but I couldn't upload the video. I've got no idea why.
- M:** Well, don't forget that you've got homework to do.
- D:** I won't, Mum, but I just want to post a message to Jake first, OK?

2

M = Mike C = Carla

- M:** This is a great café.
- C:** Yes, but it isn't easy finding a table. People come in here with their laptops, buy a coffee and use the place as an office.
- M:** That's because the wi-fi is so good. I often check my phone here.
- C:** Me too, when I remember to charge it.
- M:** You didn't forget again, did you?
- C:** Yes, I did, it completely slipped my mind. Luckily, my brother's old tablet was in the kitchen, so I brought that with me today. Hey – look at this great photo that Tanya has posted!

3

B = Bill

- B:** I think students should start having IT lessons younger, for example when they're five or six, and concentrate on learning how to stay safe online. By the time I started at thirteen, I knew a lot of basic information, I could even write some basic computer code, but my computer had viruses on it because I wasn't careful enough. Now I'm sixteen and I'm more aware of the problems, but I think we need to learn about these things earlier.

4

A = Anna G = Gavyn

- A:** Are you doing your homework?
- G:** Just finishing.
- A:** Oh, I remember. You bought a new game yesterday. I suppose you spent all evening playing it instead of finishing your schoolwork?
- G:** No, you're wrong. I want to wait until the weekend before I play it for the first time. Ha! You shouldn't jump to conclusions! No ... I got all my books out for an evening of studying, but then I felt a bit sleepy. I decided to lie down for a few minutes and when I woke up, it was 5 a.m.

5

A = Amanda

- A:** I take part in a lot of gaming competitions. I really enjoy them although some male gamers still think that they're better than me. When I walk into the hall, I can see some of them looking at me and whispering. Things are changing now, though. Girls have won three out of the last four competitions which I've taken part in. I've won twice and another girl has won once. Maybe if girls keep winning gaming competitions, then the boys will finally get the message that we're just as good as they are.

Unit 9

9E SPEAKING

1.65 Exercise 3, page 106

L = Luke C = Christie

- L:** Do you fancy going out later?
- C:** Sure, that sounds great. Where shall we meet?
- L:** How about meeting at the ice rink? We can go skating.
- C:** I'm not really into skating. It's not my cup of tea. Do you want to go to the sports centre instead? We could play badminton.
- L:** I'd love to, but the sports centre closes at 6 p.m. I can't go out until seven o'clock. Why don't you just come round to my house and watch a film?
- C:** What a great idea! See you later.

9F LISTENING AND VOCABULARY

1.66 Exercise 1, page 107

I = Interviewer F = Frances

- I:** My guest today is a young writer. Her name is Frances Elphick and her debut novel comes out on Saturday. Welcome Frances. What is the book called and what's it about?
- F:** Thank you. It's called 'Small Steps and Big Jumps' and it's about four friends who have just left school and what happens to them over the next three months. The small steps they make and the big jumps their lives take in unexpected directions.

9F LISTENING AND VOCABULARY

1.67 Exercise 2, page 107

I = Interviewer F = Frances

- I:** My guest today is a young writer. Her name is Frances Elphick and her debut novel comes out on Saturday. Welcome Frances. What is the book called and what's it about?
- F:** Thank you. It's called 'Small Steps and Big Jumps' and it's about four friends who have just left school and what happens to them over the next three months. The small steps they make and the big jumps their lives take in unexpected directions.
- I:** You left school a year ago. Is it autobiographical?
- F:** Well, there are a few things in it which happened to me, although not exactly the same as in the book. There are also a few events which are based on things which happened to other people but, most of the book comes from my imagination.
- I:** When did you decide you wanted to become an author?
- F:** Well, I've always loved writing and I knew from the age of about fifteen that I wanted to study literature at university, but it was actually one of those small steps and big jumps that happened to me between leaving school and going to uni. I had a part-time job in the local library and one day we had a young novelist as our guest. I spent a lot of time talking to her. It was like talking to myself. She was so similar to me in a lot of ways.
- I:** And this meeting is in your novel, isn't it?
- F:** Yes, although the character in the novel meets a well-known artist but, yes, the inspiration for that part of the plot was my meeting.

- I:** So, when did you start writing your book?
- F:** Almost immediately after that meeting. I went home and read through some of my favourite novels, not to copy ideas but to remind myself of things I like reading about. Then I spent a couple of days making notes about the characters and situations and, I guess, three or four days after my meeting with the author, I sat down and started the actual novel. By the time I left for university, I had written about 40,000 words! That's almost half the length of a typical novel but, of course, at university, I didn't have so much free time.
- I:** Was it difficult to find time for writing?
- F:** Yes, definitely. I think the people on my course thought I was weird as I almost never left my room! However, when they found out what I was doing, they were very encouraging, especially my creative writing tutor. He read through my finished novel in February and gave me some advice about how I should change the story. More importantly, he has contacts in some publishing companies and he put me in touch with them. They read my manuscript and, fortunately, they liked it.
- I:** So, what now?
- F:** Well, there have been a few positive reviews and I'm on this publicity tour so I hope sales will be reasonable. Whatever happens, next year, I'm going to concentrate on my studies and social life.
- I:** Well, good luck. Remind our listeners of the title again.
- F:** Small Steps and Big Jumps by Frances Elphick.

Unit 10

10C LISTENING AND VOCABULARY

1.73 Exercise 1, page 115

P = Presenter

- P:** The Guardian Angels are a crime fighting group that was started in New York in 1979. Originally, their leader, Curtis Sliwa, set the group up to fight crime on the New York subway system. They were easily recognisable with their uniform of red hats, red jackets and white T-shirts. At first, some people were suspicious of them, but today they have more than 130 groups all over

the world and ordinary people and police officers encourage and support their work. They even have a new group now who fight online crime – 'the Cyber Angels'. My guest today is a member of the New York group, Lucy Perez. Welcome Lucy...

10C LISTENING AND VOCABULARY

1.74 Exercise 2, page 115

P = Presenter L = Lucy

- P:** ... Welcome Lucy. Is it unusual to have a female Guardian Angel?
- L:** No, not at all. The Guardian Angels are open to everyone regardless of age, gender or a race. As long as you haven't committed any major crimes, you can join.
- P:** When you say 'major crimes' does that mean that some of your members have actually broken the law at some point in the past? Isn't that a bit strange?
- L:** You have to realise that the majority of our members come from poor areas of the city and a lot of them get into trouble at a young age. If we rejected everyone who had done something wrong, we would have problems finding any members. It's the reality of life, I'm afraid.
- P:** So, tell me a bit more about the Guardian Angels.
- L:** Well, we have two main aims. The first is, well, obviously,... to prevent crime! This can be dangerous for us because we never carry weapons and, the people who we stop are often armed – maybe with a knife or a gun. Luckily, we rarely have to act against criminals. Just the fact that we are patrolling in an area is usually enough to stop people from even trying to commit crimes. They see us and they think twice before doing anything illegal! We do learn how to defend ourselves, though – just in case. Our second aim, which in a way is more important I think ... is to help communities to deal with crime and anti-social behaviour – to change and improve. We run youth groups and work with teachers and parents to try to show youngsters that there is an alternative to gangs and crime. We have activities such as arts and crafts and we organise summer camps. It's not enough to stop crime on the streets, we need to prevent young people from getting involved in anything like that.

- P:** That's interesting. I didn't realise. Now ... looking back to the early days of the Angels ... You started by patrolling New York's underground – sorry, the subway I think you say in American English. Why was that?
- L:** Well, I wasn't there at the time but, in the 1970s the subway was a dangerous place. Robbery and even murder were fairly common, trains were vandalised and there was no CCTV in those days, so criminals knew they could get away with their crimes. When the first Guardian Angels appeared on platforms and in train carriages dressed in their red hats and jackets, people didn't know who they were, but they soon became famous and, slowly, the subway became a safer place and a more pleasant way to travel.
- P:** And you think that's just because of your work, just because the Guardian Angels are now on the subway?
- L:** No, not entirely. There were more police, better technology and there was a more determined effort to make life difficult for criminals. But I like to think we helped.
- P:** There has been some criticism of the Guardian Angels, hasn't there? Some people think we should leave crime fighting to the police. How do you respond to that?
- L:** There was criticism when we started. The mayor at the time, Mayor Koch, was against us at first. However, when he saw what we were doing, he changed his mind and other mayors since him have also supported us. I think people felt that we were some kind of vigilantes, but I think of us more as school prefects. You know – the older pupils in school who are responsible for keeping order at break times and so on. Teachers can't be everywhere at once and prefects keep an eye on things like bullying and vandalism, but they don't actually fight the trouble makers.
- P:** I see. That's an interesting comparison. Well, I think people will have learned something new today. Thank you for talking to us, Lucy...

10C LISTENING AND VOCABULARY

1.75 Exercise 4, page 115

P = Podcast presenter

- P:** These days, Hollywood superhero films are more popular than ever, but Hollywood has its own real-life superheroes!
- In our programme today, we're looking at actor Tom Cruise. In 1996, Tom starred in the first *Mission Impossible* film and, in the same year, he helped to save three people in three different countries! Don't believe it? It's absolutely true! In March, Tom was in Los Angeles when he saw a woman who was the victim of a hit and run accident. Tom couldn't stop the car driver, but he stayed with the victim and called an ambulance. When it arrived, Tom followed it to the hospital and paid \$7000 for the woman's medical bills. Then, in August, Tom was in Italy. He was sailing in the sea near the island of Capri when he saw another boat which was on fire. Five people from the sinking boat were in the water. Tom didn't dive into the water and pull the five people to safety but he did send some of his boat's workers in a small motorboat to rescue them. Finally, at the premiere of the *Mission Impossible* film in London, a large crowd of fans had gathered outside the cinema to see the stars as they arrived. When Tom got out of his limousine, the crowd became even more excited and Tom noticed two young boys who were in danger of getting crushed. He immediately ran over and lifted them up out of the crowd.
- Maybe, instead of Superman or Spiderman, the next superhero film should be about Tom Cruise, the real Hollywood superhero rescuing people in danger all over the world!

10E SPEAKING

1.81 Exercise 5, page 117

H = Harry E = Elaine

- E:** Could you give me some advice? I'm going to London soon and I want to make the most of it.
- H:** Well, if I were you, I'd get a good guide book and find out what there is to see.
- E:** Have you any tips on what I should do to stay safe?
- H:** Well, first of all, you shouldn't worry. The touristy parts of the city are very safe. I mean, it's better not to walk home in the middle of the night alone but I don't think it's a good idea to do that anywhere.
- E:** Have you any ideas on how to get round at night?
- H:** Well, first of all, why don't you stay in a hostel and meet up with other young people who you can go out with? It's always safer in a group.
- E:** That's a good idea. I can look for a room when I get there.
- H:** No, I don't think you should wait until then. It's a popular place and rooms get booked up quickly.
- E:** Oh. What should I do? How can I find out the best place to stay?
- H:** Go online and check out reviews of hostels written by other young people. I would stay near Oxford Circus, but I'm not an expert and I'm sure other people will know more than I do.
- E:** Great, thanks. I feel much better now.

TEACHER'S NOTES

Time: 15 minutes

There are five simple steps to take in order to run a successful class debate:

1 Propose a motion or controversial statement.

Write the topic of the debate on the board. Ask students to work in pairs or groups of three and to discuss it for 2–3 minutes. They should think of some arguments for or against the statement and decide which side of the argument they want to take. Alternatively, you can assign this task as homework and allow students to research the topic and think of their arguments at home.

2 Make teams: proposers and opposers.

Divide the class into groups of no more than six. Half the groups should be 'the proposers', arguing for the statement. The other half should be 'the opposers', arguing against it. If most students hold similar views, you may assign them to teams randomly. For variety or an extra challenge, you may also ask them to argue for the view opposite to their own.

3 Prepare for the debate.

Give groups five minutes to prepare. They should make a list of arguments in support of their view. They may also try to anticipate the counterarguments the opposing team may present and think of how to refute them. Finally, they should plan a strategy for their team, i.e. decide who is going to present which argument and in what order. Tell them that during the debate, each member of the team needs to speak at least once.

4 Hold the debate.

The debate structure has five simple steps:

Step	Instructions	Timing
1	Each team has a turn to present their arguments.	2 minutes per team (4 minutes in total)
2	Both teams have 2 minutes to prepare the rebuttal of their opponents' arguments.	2 minutes
3	Each team present their rebuttal for 2 minutes.	2 minutes per team (4 minutes in total)
4	Both teams have 2 minutes to prepare a summary of their position.	2 minutes
5	Each team summarises their view and makes final comments for 1 minute.	1 minute per team (2 minutes in total)

- Ask students to remain silent while their opponents are speaking and take notes of the points they make.
- If you have more than two teams, tell students which teams are going to argue against each other.
- For the sake of fairness, you may want to alternate the order in which the teams make their presentations, with the team arguing for the statement speaking first in step 1 and second in step 3.
- If pressed for time, you may combine steps 3 and 5 so that students present both the rebuttal and summary in one stage.

5 Provide feedback.

- After the debate, ask students whether they have been convinced by the opposing team's arguments and who, in their opinion, won the debate and why.
- You could ask students to raise their hands to vote on which side they really stand in the debate. Count the show of hands for each side and declare the winning argument.
- Provide feedback on how well the teams argued their case and suggest things they could improve in the future.
- As a follow-up activity, you could ask groups to switch sides so that students get to argue both sides of the same discussion. You could also ask students to write a 'for and against' essay using the arguments from the debate.

Useful language

Photocopy and provide students the useful language for debating on the next page, for them to refer to during the school year.

Debate topics

- Unit 1** Friends are the most important people in our lives.
- Unit 2** School should be about learning, not sports.
- Unit 3** Travelling with family is better than travelling with friends.
- Unit 4** Online shopping is better than in-store shopping.
- Unit 5** Children should have to work to earn their pocket money.
- Unit 6** Physical appearance affects people's success in life.
- Unit 7** Money is the most important factor in choosing a career.
- Unit 8** The Internet should be banned from schools.
- Unit 9** Art shouldn't be taught in schools.
- Unit 10** Criminals do not become better people in prison.

Presenting the motion

We are going to speak in favour of/against the statement that ...

I am going to try to explain why we think/don't think that ...

Today I hope to persuade you to agree that ...

Introducing the speakers

As the first speaker, I will talk about ...

The next speakers will then explain why/discuss ...

[Marta] will then talk about ...

Presenting the most important point

The main thing/point is ...

The most important thing/point is ...

Most importantly, ...

Presenting a list of arguments

First of all, ...

Firstly, ...

To begin with, ...

Secondly, ...

Also, ...

We also need to think about ...

Something else to think about is ...

Another important point is ...

Giving your opinion

I think/believe that ...

In my view, ...

In my opinion, ...

The way I see it, ...

If you ask me, ...

Expressing certainty

Clearly, ...

Obviously, ...

There is not doubt that ...

In fact, ...

(Studies) show that ...

Clarifying/Reiterating

I'm talking about ...

What I'm trying to say is ...

What I mean (by that) is ...

I'm saying that ...

Supporting your view with examples

For example, ...

For instance, ...

Let me give you an example: ...

Take, for example, ...

An example of this is ...

Concluding/Summarising

So, ...

So, finally, ...

So, in short, ...

To sum up, ...

Extra Grammar Video activity | Unit 1

1 Complete the sentences with the correct forms of the verb *feel*. Then watch the video again and check.

- How are you feeling today?
- It's a sunny day, so I _____ very happy today.
- I _____ absolutely amazing! A rare bit of sunshine in London puts a smile on everyone's face.
- How _____ you usually _____ when the weather is good?
- When the weather is good, it _____ amazing to be outside.
- I'm quite a happy person, so I usually _____ good every day.



Extra Grammar Video activity | Unit 2

5 Complete the sentences with the correct forms of the verbs from the box. Then watch the video again and check.

cycle eat enjoy get go go play see walk visit (x2)

- Last weekend I went out with my friends to the shopping centre and we _____ shopping, and we _____ food as well.
- I _____ tennis last weekend and then I _____ home afterwards.
- Last weekend I _____ my cousins in San Francisco, and we _____ around Fisherman's Wharf.
- We _____ at a Chinese restaurant and we _____ the Golden Gate Bridge, and we _____ to Twin Peaks, where we _____ a beautiful view of San Francisco.
- I _____ some of the day, and for the rest of the day I was working.



Extra Grammar Video activity | Unit 3

9 Complete the sentences with the verbs from the box. There are two extra verbs. Then watch the video again and check.

looked loved saw walked was glistening was loving was swimming was walking (x2) waved were sailing
were watching

- As we were watching the parade, I _____ with my brother and father, and Mickey Mouse _____ over at us and _____ to us.
- I was on a boat, and we _____ on the lake, and the sun _____ off the water.
- I _____ in the sea, and it was really blue and clear, and the sound was so soft. I really _____ it.
- When I _____ through the Amazon jungle, I _____ some amazing wildlife.



Extra Grammar Video activity | Unit 4

12 Complete the gaps with the adjectives *best* and *worst*. Then watch the video again and check.

- John's _____ meal: delicious and fresh salad at his father's house
John's _____ meal: disgusting, overcooked, soggy and not so tasty meal at a restaurant
- Matius's _____ meal: breakfast at a hostel, which wasn't even fresh
Matius's _____ meal: meat pie with a lot of mashed potato at a local café
- Ross's _____ meal: steak at a chained restaurant, very dry and tough to eat
Ross's _____ meal: succulent, tender Argentinian steak

Extra Grammar Video activity | Unit 5

17 Complete the sentences with *should* and/or the verbs from the box. Then watch the video again and check.

be do eat find get have look out study try

- 1 What should you do to lead a happy life?
- 2 I _____ healthy, exercise more, travel more and _____ as much as I can.
- 3 One _____ something they love to do and hopefully _____ paid well enough for doing it.
- 4 You _____ a good education, a type of education that you're passionate about.
- 5 You _____ to find a job that makes you enjoy your time there and also that helps other people.
- 6 We _____ all _____ kind to one another and _____ for one another.



Extra Grammar Video activity | Unit 6

21 Answer the questions about the speakers from the box. Then watch the video again and check.

Shaena Ben Aluya Jake Gladly

- 1 Who's seeing their friends? _____
- 2 Who's meeting a family member? _____
- 3 Who's not going out for a meal? _____
- 4 Who's eating in central London? _____



Extra Grammar Video activity | Unit 7

25 Have the speakers had a summer job, and if so, where did they work? Match the names with options a–f and make sentences using the Present Perfect and the Past Simple. Then watch the video again and check. Which speaker did not use the Past Simple?

- | | |
|---|---------------------------------|
| 1 ☒ Matthew | a no summer job, voluntary work |
| 2 ☐ Gladly | b seasonal stores |
| 3 ☐ Jake | c graphic design studio |
| 4 ☐ Andre | d sports shop |
| 5 ☐ Lilly | e bar |
| 6 ☐ Hamza | f café |

1 Matthew has had a summer job. He worked in a sports shop.

- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Extra Grammar Video activity | Unit 8

▶ **29** Complete the sentences with the correct forms of the verb *be*. Then watch the video again and check.

- 1 I'd prefer to be an artist because I'm interested in music and I play the guitar.
- 2 Well, I would prefer _____ an artist because enjoy photography and writing, so it might _____ closer to my interests.
- 3 I would prefer _____ a scientist mainly because I prefer scientific methods and the research process.
- 4 I really enjoy _____ an artist, but I love science. I do love science.
- 5 I would prefer _____ a scientist as I am starting to study engineering, and I hate art. I like to make things.



Extra Grammar Video activity | Unit 9

▶ **32** What had the speakers learned by the time they were ten? Match the names with options a–f and make sentences using the Past Perfect. Then watch the video again and check.

- | | |
|---|--|
| 1 ☒ Alice | a to ride the bike |
| 2 ☐ Jake | b to speak Mandarin |
| 3 ☐ Matthew | c how to ride a horse |
| 4 ☐ Shaena | d how to snowboard |
| 5 ☐ Ben | e to swim in freezing waters of Lake Tahoe |
| 6 ☐ Glady | f how to play the violin |

1 *By the time Alice was ten, she had learned how to ride a horse.*

2 _____

3 _____

4 _____

5 _____

6 _____



Extra Grammar Video activity | Unit 10

▶ **37** Complete the sentences with the verbs *write* or *read* in the correct form. Add *ever* where appropriate. Then watch the video again and check. Have you read any of the books the speakers mention?

- 1 From what I 've read, I think the best book that _____ is *The Murder of Roger Ackroyd* by Agatha Christie.
- 2 The best book that _____ is a murder mystery that I _____ at the moment by a Scandinavian author.
- 3 In my opinion, the best book that _____ would be *Catcher in the Rye*, mainly because it's very relatable and I just find it quite easy _____.
- 4 The best book that _____, well that I _____, is *The Master and Margarita* by Mikhail Bulgakov, and it's about the devil turning up to Moscow during Soviet Union times.

GRAMMAR VIDEOS – EXTRA ACTIVITIES

ANSWER KEY

Unit 1

- 2 'm feeling
- 3 'm feeling
- 4 do (you usually) feel
- 5 feels
- 6 feel

Unit 2

- 1 went, got
- 2 played, cycled
- 3 visited, walked
- 4 ate, visited, went, saw
- 5 enjoyed

Unit 3

- 1 was walking, looked, waved
- 2 were sailing, was glistening
- 3 was swimming, loved
- 4 was walking, saw

Unit 4

- 1 best, worst
- 2 worst, best
- 3 worst, best

Unit 5

- 2 should eat, study
- 3 should find, get
- 4 should have
- 5 should try
- 6 should (all) be, look out

Unit 6

- 1 Ben, Aluya, Jake, Gladys
- 2 Shaena
- 3 Shaena
- 4 Aluya

Unit 7

- 2 b
Gladys has had a summer job. She worked in seasonal stores.
- 3 f
Jake has had a summer job. He worked in a café.
- 4 a
Andre hasn't had a summer job, but he's done some voluntary work.
- 5 c
Lilly has had a summer job. She worked in a graphic design studio.
- 6 e
Hamza has had a summer job. He worked in a bar.

Unit 8

- 2 to be, be
- 3 to be
- 4 being
- 5 to be

Unit 9

- 2 d
By the time Jake was ten, he had learned how to snowboard.
- 3 a
By the time Matthew was ten, he had learned to ride a bike.
- 4 b
By the time Shaena was ten, she had learned to speak Mandarin.
- 5 f
By the time Ben was ten, he had learned how to play the violin.
- 6 e
By the time Gladys was ten, she had learned to swim in freezing waters of Lake Tahoe.

Unit 10

- 1 's been written
- 2 has ever been written
- 3 'm reading
- 4 has ever been written, 've read

PHOTOCOPIABLE RESOURCES

CONTENTS

RESOURCE	FOCUS	WHEN TO USE	TIME (MINUTES)
01 CLOSE TO YOU			
1 Are you a loner?	Grammar: Present Simple and Present Continuous	After 1A GRAMMAR AND VOCABULARY	15
2 Guess who!	Vocabulary: family, personality	After 1C VOCABULARY	10
3 Someone's wearing red socks!	Grammar: indefinite pronouns	After 1D GRAMMAR	15
4 Trilingual teenagers	Audio script: extra activities	After 1E LISTENING AND VOCABULARY	15
02 LEARN TO PLAY			
5 VIPs: very intelligent people	Grammar: Past Simple	After 2A GRAMMAR AND VOCABULARY	15
6 Smart pelmanism	Vocabulary: education	After 2B VOCABULARY	10
7 Memory lane	Grammar: <i>used to</i>	After 2C GRAMMAR	15
8 Teacher gets kids moving!	Reading: predicting	After 2D READING AND VOCABULARY	15
9 Cheats! Why do they do it?	Audio script: extra activities	After 2E LISTENING AND VOCABULARY	15
03 FAR FROM HOME			
10 A special memory	Grammar: Past Continuous and Past Simple	After 3A GRAMMAR AND VOCABULARY	15
11 Holiday snap	Vocabulary: travelling	After 3B VOCABULARY	15
12 A travel crossword	Grammar: relative pronouns	After 3D GRAMMAR	15
13 Grenada, Granada	Audio script: extra activities	After 3E LISTENING AND VOCABULARY	15
04 A GOOD BUY			
14 Compare this!	Grammar: comparison of adjectives	After 4A GRAMMAR AND VOCABULARY	15
15 Food quiz	Vocabulary: food and drink	After 4B VOCABULARY	10
16 How healthy is my diet?	Grammar: quantifiers	After 4C GRAMMAR	15
17 Is online shopping better than in-store shopping?	Reading: understanding the main idea	After 4D READING AND VOCABULARY	15
18 Fashion Feature	Audio script: extra activities	After 4E LISTENING AND VOCABULARY	15
05 FIT AND WELL			
19 Our new room	Grammar: modal verbs	After 5A GRAMMAR AND VOCABULARY	15
20 Are you sweeping the floor?	Vocabulary: household chores	After 5B VOCABULARY	15
21 It was worse for me!	Grammar: past modal verbs	After 5C GRAMMAR	10
22 Fit @ Home	Audio script: extra activities	After 5E LISTENING AND VOCABULARY	15

06 A NEW YOU

23 Are you free?	Grammar: future arrangements and intentions: Present Continuous and <i>going to</i>	After 6A GRAMMAR AND VOCABULARY	10
24 The new beautiful	Reading: the meaning of new words	After 6B READING AND VOCABULARY	15
25 No, they won't!	Grammar: future predictions: <i>going to</i> and <i>will</i>	After 6C GRAMMAR AND VOCABULARY	10
26 The doughnut or the hole?	Audio script: extra activities	After 6D LISTENING AND VOCABULARY	15
27 I'm boring, you're bored	Vocabulary: feelings and emotions	After 6E VOCABULARY	15

07 A JOB FOR LIFE?

28 Have you ... ?	Grammar: Present Perfect (1)	After 7A GRAMMAR AND VOCABULARY	10
29 How long have you ...?	Grammar: Present Perfect (2)	After 7B GRAMMAR	15
30 On the road	Audio script: extra activities	After 7C LISTENING AND VOCABULARY	15
31 Sorted!	Vocabulary: workplaces, industries, jobs	After 7D VOCABULARY	15

08 SWITCH ON

32 Verb pattern pairs	Grammar: verb patterns: the infinitive and the <i>-ing</i> form	After 8A GRAMMAR AND VOCABULARY	10
33 Show it or draw it	Vocabulary: computers	After 8B VOCABULARY	10
34 Astronomy: it's a fact!	Reading: telling facts from opinions	After 8D READING AND VOCABULARY	15
35 If we watch a film, we'll order pizza too!	Grammar: the first conditional	After 8E GRAMMAR	15
36 Video games do that	Audio script: extra activities	After 8F LISTENING AND VOCABULARY	15

09 ART LOVERS

37 True or false?	Grammar: Past Perfect	After 9A GRAMMAR AND VOCABULARY	15
38 Ten questions	Vocabulary: creative jobs	After 9B VOCABULARY	15
39 Read all about it!	Grammar: reported speech	After 9C GRAMMAR AND VOCABULARY	10
40 Are you trying to annoy me?	Audio script: extra activities	After 9F LISTENING AND VOCABULARY	15

10 CRIMEWATCH

41 Fun in law!	Grammar: the passive	After 10A GRAMMAR AND VOCABULARY	10
42 Taboo	Vocabulary: types of crime	After 10B VOCABULARY	10
43 Crime Time	Audio script: extra activities	After 10C LISTENING AND VOCABULARY	15
44 What would you do?	Grammar: the second conditional	After 10D GRAMMAR	10
45 Lost treasure	Reading: finding specific information	After 10F READING AND VOCABULARY	15

TEACHER'S NOTES

Unit 1

1 Are you a loner?

(1A Grammar and Vocabulary)

Aim: to practise the Present Simple and Present Continuous

Interaction: individual, pairs

Type of activity: personality quiz

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Hand out the worksheet and ask students to fold it over at the dotted line and only look at the quiz. Refer them to the title of the quiz, check they understand *loner* and explain that they are going to do a personality quiz to find out if they are 'loners'. (2) Individually, students first choose the correct verb forms in the quiz. Check answers with the class. (3) Still working individually, students now do the quiz. They should not look at the results yet. (4) Put students in pairs. Tell them that they should try and guess their partner's answers. (5) In their pairs, students compare and discuss their answers. Were their guesses about their partner correct? (6) In their pairs, students read the quiz results and say whether they agree or disagree. How accurate are they?

Answers:

1 **1 a** you're talking **b** you're trying, don't usually enjoy
c you're playing **2 a** you go **b** you ride, you meet
c you read **3 a** you never stay **b** you're having
c you're getting **4 a** are planning **b** are organising
c are thinking

2 Guess who!

(1C Vocabulary)

Aim: to practise family words and personality adjectives

Interaction: pairs

Type of activity: information gap

Time: 10 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Explain that they each have different information. They have to share it in order to match the four people on their worksheet (A–D and E–H) with their names. (2) Student A starts by reading person A's comment to their partner. Student B reads the bulleted descriptions, matches person A with their name and writes the letter A on the line. Pairs continue in this way until Student B has completed A–D. Students then swap roles: Student B reads comments E–H and Student A finds the correct person and writes the letter. (3) Students then look at each other's worksheet to check their answers, saying which words helped them match each comment with each description. (4) Check answers with the class.

Optional follow-up: In their pairs, students underline all the family words and personality adjectives on their worksheets. They choose 6–8 words and write an example sentence for each one.

Answers: **A** Lee **B** Alex **C** Jamie **D** Dell **E** Angel
F Frankie **G** Taylor **H** Sam

3 Someone's wearing red socks!

(1D Grammar)

Aim: to practise indefinite pronouns

Interaction: groups of three or four

Type of activity: sentence formation game

Time: 15 minutes

Materials: one set of cards per group

In class: (1) Copy the worksheet and cut out the cards as indicated. (2) Put students in groups of three or four and hand out one set of cards to each group. They should shuffle them and put them in a pile face down on the table. (3) Explain the activity: students take it in turns to pick up a card and make a sentence using the word at the top of the card and one of the three words listed below it. Encourage them to be as creative and funny as possible. You may wish to ask them to make true/funny sentences about people in the class (e.g. *Someone's wearing red socks.*) Point out that they can only use one of the three words in the list and that they can change the form of the verbs. Depending on the time available, you could give students time to write all twelve sentences or get them to write as many sentences as possible within a given time limit. During the activity, monitor and check that students' sentences are correct. (4) Each time all students in a group have had a turn, they vote on the funniest sentence from that turn/round – they should award one point for the funniest sentence. The winner is the student with the most points.

Optional follow-up: Groups share their sentences with the class, who vote on the funniest sentence for each card.

4 Trilingual teenagers

(1E Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. (2) Allow students enough time to complete the activity, then play track 1.6 for them to check/complete their answers. Alternatively, check answers by going through the conversation with the class. (3) During class feedback, clarify any points as necessary and answer any questions students may have. (4) Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

1 **2** live **3** understand **4** prefer **5** keep **6** make
7 enjoy **8** find **9** visit **10** feel **11** learn **12** study

Unit 2

5 VIPs: very intelligent people

(2A Grammar and Vocabulary)

Aim: to practise the Past Simple

Interaction: groups of four

Type of activity: question formation, information gap

Time: 15 minutes

Materials: one set of prompt cards and one set of information cards per group

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Put students in groups of four and hand out one set of prompt cards to each group. **(3)** Ask students to look at the photos and prompts and to make questions about each person using the prompts given. You could check the questions as a class before the next step or you may prefer to monitor and provide help/corrections to each group as necessary. **(4)** Hand out one set of information cards to each group, face down. Each student should take one card without showing it to the rest of the group. They each read the information on their card silently and check they understand it. **(5)** In their groups, students now take it in turns to answer questions about the person on their card. The other members of the group ask the questions they formed in step 3 and listen to the answers carefully. They should not write the answers down but need to try to remember them. **(6)** When all the questions have been answered, the information cards are put in the middle, face down. Students now try to say as much as they can remember about each of the people on the cards. Finally, allow groups to turn over the cards to check the information.

Answers:

Sócrates: Where was he born? What did he study? Why was he famous? What did he do after he stopped playing football? When did he die?

Mayim Bialik: Where was she born? What did she study? When did she start working as an actress? When did she win her first award? When did she become famous?

Katherine Johnson: When was she born? What did she study? When did she finish university? What jobs did she do? Why was her work important?

Ken Dryden: When was he born? What did he study? Why did he become famous? When did he stop playing? What did he do after his sports career?

6 Smart pelmanism

(2B Vocabulary)

Aim: to practise vocabulary related to education

Interaction: pairs

Type of activity: pelmanism

Time: 10 minutes

Materials: one set of word cards and one set of definition cards per pair

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Put students in pairs and hand out the two sets of cards to each pair. They should spread out the word cards face down on the table and put the definition cards in a pile face down on the table. **(3)** Explain the activity: students will take it in turns to turn over a definition card and read the definition. They should then turn over a word card and see if they can match the definition to the correct word/phrase. If they can, they keep the pair of cards. If not, they turn the word card back over, remembering its position, and return the definition card to the bottom of the pile. Explain that there are some synonyms on the word cards, so some definitions may match more than one card. **(4)** Start the activity. Students take turns until all of the cards have been matched. The winner is the student with the most matched pairs at the end of the activity.

Alternative approach: For a shorter activity, use fewer cards. Note that the word cards match the definitions left to right and top to bottom so, for example, if you cut off and discarded the bottom row of each pack, the remaining cards would still match. For a simpler activity, ask pairs to spread out the word cards face up on the table. Do the activity as a race for pairs to match the words with their definitions.

Answers: See worksheet: the word cards match the definitions left to right and top to bottom.

7 Memory lane

(2C Grammar)

Aim: to practise *used to*

Interaction: groups four

Type of activity: gap-fill, information gap

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Hand out the worksheet and explain to students that they are going to complete some sentences about their past. They should complete them so that some are true and some are false, but they should not indicate which are which. You may, however, wish to ask them to note down which sentences are true on a separate piece of paper, so that they cannot lie afterwards! **(2)** Give students time to complete their sentences individually. **(3)** Put students in groups of four. They should take it in turns to read their sentences to their group. The listeners ask one question each to decide if they think the sentence is true or false. Speakers answer, making up their answers for the false sentences – they should try to make them sound as convincing as possible. The listeners decide and note their opinions in the table. **(4)** Students tell their group which sentences were true and which were false.

Alternative approach: Students could do the activity in pairs, then change pairs so that they speak to at least three classmates.

Optional follow-up: Students write a paragraph about their partners, using the true statements as a basis for their text.

8 Teacher gets kids moving!

(2D Reading and Vocabulary)

Aim: to practise the skill of predicting the topic and content of a reading text

Interaction: individual, pairs, whole class

Type of activity: reading text and activities

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Put students in pairs for Exercise 1. Give them 2 minutes to discuss the questions, then elicit feedback from the class. **(2)** Exercise 2 can be done in pairs or as a whole class. Check that students understand *get someone moving* before discussing the question. **(3)** Put students in new pairs for Exercise 3. Give them 1–2 minutes to complete the activity, then elicit ideas from the class. You could write students' ideas on the board, for them to refer to in the next exercise. **(4)** Give students 2–3 minutes to read the text. If time allows, get them to discuss their answers to Exercise 4 in pairs before class feedback.

Optional follow-up: Put students in groups of three or four and ask them to think of different ways of improving students' health and/or their school work. Give them 2–3 minutes to discuss in their groups, then elicit ideas from different students. You could also have a class vote on the best idea.

Answers:

- 2** The article is about a teacher who introduced running as a way of helping pupils to concentrate better on their lessons.
3 (Suggested answers) active, energy, enjoy, exercise, fast, health, outside, results, marks, happier

9 Cheats! Why do they do it?

(2E Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 1.21 for them to check/complete their answers. Alternatively, check answers by going through the conversation with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

- 1** **2** wasn't **3** did they find out **4** cheated **5** found out
6 didn't run **7** rode **8** ran **9** wanted **10** cheated
11 didn't think **12** finished **13** discovered
14 didn't think **15** lied **16** cheated

Unit 3

10 A special memory

(3A Grammar and Vocabulary)

Aim: to practise the Past Continuous and Past Simple

Interaction: individual, small groups, whole class

Type of activity: sentence and question completion, mingling

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Hand out the worksheet and ask students to complete the sentences with the Past Simple or Past Continuous form of the verbs in brackets. Point out that the sentences form a paragraph and that students do not need to choose a way to end their sentences at this stage. They should not worry about the questions at the bottom for now. **(2)** Check answers with the class. **(3)** Still working individually, students now select options to create 'a special memory'. **(4)** Put students in small groups and refer them to the questions below the 'special memory'. Explain that they need to decide what questions they will need to ask classmates in order to find out about their stories, and write these questions on their worksheet. **(5)** Students mingle, asking classmates their questions to find similarities in their 'special memories'. They can take notes if they wish. **(6)** Students report back to the class and say which classmate has the most similar 'special memory' to theirs.

Answers:

- 1** **1** was **2** was shining **3** were walking **4** heard
5 stopped **6** looked **7** saw
2 **1** Who were you with? **2** What was the weather like?
3 Where were you? **4** What did you hear?
5 Where did you stop? **6** Where did you look?
7 What did you see?

11 Holiday snap

(3B Vocabulary)

Aim: to practise vocabulary related to holiday activities and travelling

Interaction: groups of four

Type of activity: snap game, story-telling

Time: 15 minutes

Materials: one set of verb cards and one set of phrase cards per group

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Put students in groups of four and hand out the two sets of cards to each group. Tell students that they are going to play a game of snap to match the white cards with the grey cards to make holiday phrases, which they will then use to make a story. The more phrases students win, the more phrases they will have to make their story. **(3)** Ask one student in each group to shuffle the white cards and deal out four to each player. Players should look at their cards but not show them to other players. The grey cards should be shuffled and put in a pile face down in the middle. **(4)** Explain the game: one student turns over the top grey card. Players decide if it makes a phrase with one of their verb cards. If it does, the first person to put their verb card

on the table and say 'Snap!' wins the card. If no one can make a pair, the grey card is returned to the bottom of the pile. The winner is the first person to match all their cards. **(5)** Each player now uses their cards to make up a story about a holiday, using as many of their phrases as they can. They have 2 minutes to prepare, then tell each other their story. The group can then vote on which story was the most interesting. If there are players that have not matched any of their four cards, allow them to pick two matching phrase cards from the pile and use those.

Alternative approach: If time is short or for a simpler activity, leave out the story-telling part of the activity.

Optional follow-up: In class or as homework, students write their stories, which are put up around the classroom for everyone to read. Encourage students to draw a tick or heart on their favourite one and at the end, total them up to see which was the favourite story.

Suggested answers: See worksheet: the verb cards match the phrase cards left to right and top to bottom.

12 A travel crossword

(3D Grammar)

Aim: to practise relative pronouns

Interaction: small groups, pairs

Type of activity: a crossword

Time: 15 minutes

Materials: one worksheet per pair, cut up into A and B crosswords and answers

In class: (1) Copy the worksheet and cut out the cards as indicated: each student, A or B, needs two cards from their half of the worksheet: one crossword card and one answer card. **(2)** Divide the class into two groups, A and B, and give them their cards. Explain that they should not show their cards to the other group. **(3)** Form small groups of Student As and small groups of Student Bs (so that all students in each group have the same cards). **(4)** Explain that they have a crossword, the answers to that crossword, and in their groups, they need to complete the clues for it. Give groups 5–6 minutes to complete the clues while you monitor and provide help as necessary. **(5)** Now put students in A–B pairs. Get them to swap crosswords and point out that they should not show their answer cards to their partner. **(6)** Students complete their crosswords and then, in their pairs, check each other's answers using their answer cards.

Optional follow-up: For homework, students create their own crosswords for their partner to complete. They choose 5–6 words they have learnt in Units 1–3 and write clues using relative pronouns. You could provide the links to some online crossword generators or encourage students to do an online search for one.

13 Grenada, Granada

(3E Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: multiple choice

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 1.36 for them to check/complete their answers. Alternatively, check answers by going through the conversation with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

1 1 by 2 like 3 at 4 to 5 for 6 into 7 to 8 on
9 on 10 off 11 by 12 to 13 to 14 off

Unit 4

14 Compare this!

(4A Grammar and Vocabulary)

Aim: to practise comparative and superlative forms

Interaction: groups of four or five

Type of activity: card game

Time: 15 minutes

Materials: one set of topic cards and one set of adjective cards per group

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Put students in groups of four or five and hand out the two sets of cards to each group. They should shuffle them and put them in two piles face down on the table. **(3)** Explain the activity: students take it in turns to turn over one card from each set. They must make a sentence using the adjective given on the adjective card. The sentence must be about the topic given on the topic card and use the form given on that card (e.g. if a student chooses *friends/comparative* and *good*, they must make a sentence about friends, using the comparative form of *good*, e.g. *Travelling with friends is better than travelling with family*). The other students in the group must decide if the sentence is correct and makes sense. If it is, the student gets to keep the cards. If not, the cards are returned to the bottom of each pile. Monitor and offer help if students are unable to agree on a sentence. **(4)** Start the activity. Students play until all the cards have been used or for as long as time allows. The winner is the student with the most cards.

15 Food quiz

(4B Vocabulary)

Aim: to practise vocabulary related to food and drink

Interaction: pairs

Type of activity: sorting game

Time: 10 minutes

Materials: one worksheet per pair

In class: (1) Put students in pairs and hand out the worksheet. Tell them that they are going to work together to try to guess how much energy is in each of the foods at the top of the worksheet. Elicit what measurement we use to measure energy in foods (calories). Students should be familiar with this from their science lessons at school. To check their understanding, ask what happens if we don't eat enough calories (we get thinner). **(2)** Tell students that they have five minutes to match the foods with the number of calories, putting them in order from the least to the most. If students disagree over the order, encourage them to give each other reasons why and try to come to an agreement. **(3)** At the end of the five minutes, students swap their worksheet with another pair for correction. Confirm the correct answers, asking students to mark their peers' worksheets. **(4)** Students return the worksheets and count up how many they got right. Congratulate the winning pair(s) and ask the class if any of the answers surprised them.

Optional follow-up: Pairs can plan a healthy meal (breakfast, lunch or dinner) using the foods in the list and post their meal plans around the classroom for students to comment on.

Answers: 0 salt 14 cucumber 22 mushrooms 29 lemon 30 watermelon 67 grapes 68 porridge 112 milkshake 127 beans 142 salmon 145 olives 180 bacon 227 pancakes 260 maple syrup 278 jam 301 sausage 310 roll 377 muffins 387 sugar 406 croissants 452 doughnuts 490 cream

16 How healthy is my diet?

(4C Grammar)

Aim: to practise quantifiers

Interaction: individual, pairs

Type of activity: interview

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Hand out the worksheet and ask students to complete the questions using *how much* or *how many*, then add two more diet questions of their own at the end. **(2)** Check answers and the students' own questions with the class. **(3)** Put students in pairs and refer them to the quantifiers at the bottom of the worksheet. Explain that they are going to take turns to ask their partner the questions on the worksheet in order to decide how healthy their diet is. The interviewee answers using the quantifiers at the bottom of the page (and expanding their answers where possible). For each answer, the interviewer decides which column to tick in the table: is the amount/number consumed 'not enough', 'just right' or 'too much/many' for a healthy diet? **(4)** When both students have been interviewed, pairs look at the table and discuss/compare their answers. **(5)** If time allows, interviewers tell the class about their partner's diet.

Optional follow-up: Interviewers write comments/suggestions on how their partner could improve their diet.

Answers:

1 2 How much 3 How many 4 How many 5 How much
6 How much 7 How much 8 How much 9 How many
10 How much

17 Is online shopping better than in-store shopping?

(4D Reading and Vocabulary)

Aim: to practise the skill of understanding the main idea of a text

Interaction: individual, pairs, whole class

Type of activity: reading text and activities

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Put students in pairs for Exercise 1. Give them 2 minutes to discuss the questions, then invite different students to share their ideas with the class. **(2)** Exercise 2 can be done individually or in pairs. Check that students understand *in-store shopping* before they begin and point out that they should read the texts quickly. The main aim here is to understand the main idea of each text, so they should not focus on detail or worry about unknown words. Give them 4–5 minutes to complete the activity, then check answers with the class. **(3)** Before students do Exercise 3, elicit/explain the meaning of *topic sentence* (a sentence which introduces the main idea of a paragraph, usually the first sentence in the paragraph).

Optional follow-up: Put students in pairs or small groups to discuss the advantages and disadvantages of online shopping. Give them 2–3 minutes to discuss, then elicit ideas around the class. Have a class vote on whether online shopping is better than in-store shopping.

Answers:

2 1 b 2 b 3 c
3 1 d 2 a 3 c

18 Fashion Feature

(4E Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: open cloze

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 2.4 for them to check/complete their answers. Alternatively, check answers by going through the conversation with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

1 2 of 3 the 4 are 5 of 6 to 7 be 8 a 9 at 10 is
11 for 12 to 13 your 14 a 15 for

Unit 5

19 Our new room

(5A Grammar and Vocabulary)

Aim: to practise modal verbs (obligation, necessity, prohibition, ability, possibility, permission, advice and suggestions)

Interaction:

Type of activity: picture-based discussion

Time: 15 minutes

Materials: one worksheet per pair

In class: (1) Put students in pairs and hand out the worksheet.

(2) Ask pairs to imagine that they are students at a (new) college and they are going to share the room in the picture for a year. They need to agree on what changes to make to the room so that they like it. Refer them to the modal verbs in the box and explain that students will need to use them in their discussions. **(3)** Allow 2 minutes for students to prepare individually first: they should think about what changes they are going to suggest and check (or ask you for) any vocabulary they may need. Encourage them to be creative and come up with as many ideas as possible. They could make notes if they wish. **(4)** Pairs begin their discussion. **(5)** After 4–5 minutes stop students and tell them that they have a limited budget and can only make the five most important changes. They should now agree on them. Remind students to use modal verbs (e.g. *We must/have to ...*, *If we have enough money, we could ...*, *We should also ...*).

Optional follow-up: If time allows, ask pairs to report back on the changes they have decided to make.

20 Are you sweeping the floor?

(5B Vocabulary)

Aim: to practise vocabulary related to household chores

Interaction: whole class

Type of activity: matching game

Time: 15 minutes

Materials: one set of white cards and one set of grey cards for the whole class

In class: (1) Tell students that they are going to play a game. Divide the class into two groups, A and B, and give each student in group A a white card and each student in group B a grey card. If there is an odd number of students, you will need to play the game as well. If there are fewer students than cards in your class, use fewer cards. If there are more students than cards, use some of the cards twice. **(2)** Students get up and walk around the room to try to find the student (from the other group) with the other half of their collocation. However, they are not allowed to show each other their cards or say what is on their cards. Instead, they must try to guess the whole collocation on their own and then mime the activity to each person they meet, until they find a student miming the same activity. **(3)** Once students think they have matched their activity, they can check to see if they are right. If they are, they should sit down. If they are wrong, they should continue until they have found the other half of their collocation. Continue the game until all the collocations are matched.

Answers: See worksheet: the white cards match the grey cards left to right.

21 It was worse for me!

(5C Grammar)

Aim: to practise past modal verbs (obligation, necessity, prohibition, ability, possibility, permission)

Interaction: pairs

Type of activity: competitive conversation

Time: 10 minutes

Materials: one worksheet per pair

In class: (1) Put students in pairs and hand out the worksheet. **(2)** Refer students to the title of the worksheet and the situation in the box and check understanding. Explain that they are talking about what 'the bad old days' at school were like for them. Using the words/phrases on the worksheet for ideas (or their own ideas), they are trying to prove that their school life was worse than their partner's. They should exaggerate! Their partner says a sentence and they add to it, showing how 'it was worse for them'. If they can add to their partner's sentence, they win a point. If not, their partner wins a point and they move on to the next idea. Give an example: A: *When I was little, we had to walk for fifty minutes to get to school every day.* B: *When I was little, we couldn't just walk to school. We had to walk for fifty minutes to the bus stop and take a bus!* A: *When I was little, we had to walk for fifty minutes to the bus stop, take a bus and then walk another twenty minutes from the bus stop to the school!* Underline the past modals in the example on the board and explain to students that they should use them in their sentences. Encourage them to use their sense of humour and imagination. **(3)** When students have finished, they add up their points to find the winner.

22 Fit @ Home

(5E Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: multiple choice

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play tracks 2.18 and 2.19 for them to check/complete their answers. Alternatively, check answers by going through the text with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

1 1 by 2 of 3 get 4 at 5 first 6 like 7 not 8 fresh
9 so that 10 less 11 doing 12 cartons 13 at
14 so that 15 on

Unit 6

23 Are you free?

(6A Grammar and Vocabulary)

Aim: to practise the Present Continuous for future plans and arrangements, and *going to* for intentions and unfinalised plans

Interaction: pairs and groups of four

Type of activity: information gap

Time: 10 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Tell them that they should not show their worksheet to their partner. **(2)** Explain that students are camp leaders at a summer camp and they want to plan some activities together for the children. They need to find a time when they are both free. Student A asks a question using the Present Continuous to find out what Student B is doing at the different times on their schedules. Student B tells Student A about their plans and then suggests a different day/time. Demonstrate with a strong student:

A: *Are you doing anything on Friday morning?* B: *Yes, I'm welcoming the new children to the camp. How about Friday evening? Are you free?* Students take turns to ask questions until they find a time they are both free to plan an activity. Students can plan more than one activity if time permits (they are both free on Saturday afternoon and Sunday evening). **(3)** Monitor and check students are using the correct tense. Allow 3–4 minutes for this part of the activity. **(4)** Students now join another pair. They take turns with the other pair, and use *going to* to ask and answer about what they have decided to do. Again, monitor and check they are using *going to* correctly.

24 The new beautiful

(6B Reading and Vocabulary)

Aim: to practise the skill of working out the meaning of new words

Interaction: individual, pairs, whole class

Type of activity: reading text and activities

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Do Exercise 1 as a quick whole-class activity. Give students a minute to read the title and first paragraph, then discuss the questions with the class. **(2)** Exercise 2 could be done in pairs or with the whole class. If students work in pairs, do some brief class feedback afterwards. **(3)** For Exercises 3 and 4, get students to work individually first, then compare answers in pairs before class feedback. Encourage them to use the context to help them work out the meanings in Exercise 4 and, if time allows, let them use their dictionaries to check their ideas. Check answers with the class. During feedback, encourage students to say which words in the text helped them work out the meanings.

Answers:
3 2A 3V 4A 5N 6A 7A 8(PHR)V 9N 10V
4 2j 3i 4b 5a 6d 7f 8g 9c 10e

25 No, they won't!

(6C Grammar and Vocabulary)

Aim: to practise *will* and *going to* for predictions

Interaction: pairs or small groups

Type of activity: a sentence formation game with word cards

Time: 10 minutes

Materials: one set of cards per pair/group

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Put students in pairs or small groups and hand out one set of cards to each group. They should shuffle them and put them in a pile face down on the table. **(3)** Explain to students that they are going to play a game. The cards show things that might happen in the near or far future. Each student takes it in turns to pick up a card and decide whether to make a prediction about the near future or a long time in the future. The student makes a prediction and their partner (or, if they are working in groups, the student to their right) must disagree with the prediction giving a reason. Students get one point each for using *going to* or *will* correctly. The winner is the student with the most points. **(4)** Start the game and continue until all the cards have been used up or as long as time permits.

26 The doughnut or the hole?

(6D Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 2.28 for them to check/complete their answers. Alternatively, check answers by going through the text with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

1 1 upset 2 delighted 3 miserable 4 feels 5 adores
6 to **7** can't **8** self-confident **9** insecure **10** calm
11 affectionate

27 I'm boring, you're bored

(6E Vocabulary)

Aims: to practise adjectives to express feelings and emotions; to practise *-ed* and *-ing* adjective endings

Interaction: groups of three or four

Type of activity: a board game

Time: 15 minutes

Materials: one worksheet per group. Dice and counters. (Alternatively, prepare small pieces of paper labelled 1–6 in small boxes/bags as substitutes for dice, and use coins for counters.)

In class: (1) Put students in groups of three or four and give each group a copy of the board game, a dice and a counter for each student. (See *Materials* above for alternatives to dice and counters.) **(2)** Explain that students need to use the correct *-ing* or *-ed* form of the adjectives to make a sentence and move around the board. Point out the squares with instructions and check students understand them.

(3) Students take it in turns to throw the dice and move their counter to the correct square on the board. If a student lands on a square with a verb, they must change it to an *-ing* or *-ed* adjective and make a sentence with it. The other students in the group must decide if the sentence makes sense and the adjective is used correctly. Monitor and offer help if students are unable to agree on a sentence. **(4)** If a student's sentence is correct, the next student takes their turn. If the sentence is incorrect, the student must move their counter back to the 'Start' square and start again. The first student to reach the 'Finish' square wins the game.

Alternative approach: For a longer activity, do not use the dice. Instead, have students move their counter one square at a time.

Unit 7

28 Have you ...?

(7A Grammar and Vocabulary)

Aim: to practise the Present Perfect for news and recent activities

Interaction: individual, whole class

Type of activity: a questionnaire

Time: 10 minutes

Materials: one worksheet per student

In class: (1) Hand out the worksheet and give each student a copy of the questionnaire. Tell them that they are going to survey their classmates to find out what they have done recently. **(2)** Students first form Present Perfect questions to ask their classmates using the prompts on the questionnaire, then add two questions of their own. Explain that they need to use *ever* or *yet* in their questions – they must decide which adverb to use each time. **(3)** Check the questions with the class. **(4)** Explain that students will now mingle and ask their classmates the questions. When they find someone who answers *yes* to a question, they write their name in the table. Depending on the size of your class, you could ask them to write a different person's name for each answer, to encourage them to talk to different classmates. Explain that they should answer using the Present Perfect and *already*, *just*, *never* or *yet*. **(5)** Start the activity and monitor to check students are using the Present Perfect correctly. Avoid interrupting students to correct until the activity is finished. **(6)** When all students have one name for each answer (fast finishers can add more than one name for each question), ask students to sit down, then invite class feedback on what the class learnt about each other.

Answers:

- 1** **2** Have you read the news today yet? **3** Have you checked your email yet? **4** Have you eaten lunch yet?
5 Have you ever been in an ambulance? **6** Have you ever had a job? **7** Have you planned your summer holiday yet?
8 Have you ever eaten sushi?

29 How long have you ...?

(7B Grammar)

Aim: to practise the Present Perfect for states/situations continuing into the present

Interaction: pairs

Type of activity: role play

Time: 15 minutes

Materials: one worksheet per pair, cut in half (A and B)

In class: (1) Put students in pairs and give each student their half of the worksheet (A or B). Ask students to fold it over the dotted line. **(2)** Give students time to read their role cards and check their understanding. Make sure they are clear on their roles as interviewers and interviewees. For weaker classes, you might like to elicit the question and answer for the first prompt. **(3)** Start the activity. Monitor and check students are using the Present Perfect correctly but do not correct them until they have finished their turn. **(4)** When they have finished, they unfold their worksheets, swap roles and role play another interview. **(5)** When both students have taken a turn in both roles, elicit feedback from the class: ask interviewers if they would give their interviewee the job. Why/Why not?

Answers:

- How long have you lived in [country]?
- How long have you been a shop assistant / life guard?
- How long have you had your current job?
- Have you applied for any other jobs recently?
- Have you done any training recently?

30 On the road

(7C Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: gap-fill

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 3.5 for them to check/complete their answers. Alternatively, check answers by going through the conversation with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

- 1** **2** Have you always wanted **3** have always loved
4 have you driven **5** have never counted **6** have been
7 have ever made **8** Have you ever had **9** have been
10 haven't had **11** haven't had

31 Sorted!

(7D Vocabulary)

Aim: to practise vocabulary related to industries, workplaces and jobs

Interaction: small groups

Type of activity: sorting activity, sentence building

Time: 15 minutes

Materials: one worksheet per group

In class: (1) Put students in small groups and hand out the worksheet. (2) Explain the activity: students will have 5 minutes to sort the words into three categories (*Industries*, *Workplaces* and *Jobs*) by writing the words in the circles. They will then need to write as many sentences as they can using words from the three categories. The group with the most correct sentences at the end of the activity wins. (3) Start the activity and time students. When the 5 minutes are up, check answers with the class. If time allows, recreate the circles on the board and ask students from different groups to come up and write the words in the correct circle. (4) Give students 5 minutes to write their sentences. (5) Ask groups to count their sentences and get the group with the most sentences to read them to the class. If the sentences are correct and make sense, congratulate them as the winners. If they have fewer correct sentences than the next group's total, ask the next group to read theirs and so on until you find the winning group. During this feedback stage, encourage the class to say if they think the sentences are correct and if not, to correct them.

Answers:

- 1 Industries: construction, education, finance, fishing, forestry, healthcare, IT, manufacturing, mining, sales
Workplaces: ambulance, building site, doctor surgery, factory, farm, food processing plant, laboratory, mine, nursery, oil platform, sawmill
Jobs: building engineer, car mechanic, estate agent, flight attendant, lawyer, paramedic, personal secretary, receptionist, sales manager, social worker, surgeon

Unit 8

32 Verb pattern pairs

(8A Grammar and Vocabulary)

Aim: to practise verbs followed by the *-ing* form or the infinitive

Interaction: pairs or groups of three

Type of activity: a matching game

Time: 10 minutes

Materials: one set of white cards and one set of grey cards per group

In class: (1) Copy the worksheet and cut out the cards as indicated. (2) Put students in pairs or groups of three and hand out the two sets of cards to each group. They should shuffle them and put them in two piles face down on the table. (3) Explain the activity: students take it in turns to match the verbs on the white cards with the verb forms which follow them (*-ing*, *to + infinitive*, infinitive without *to*, *to + infinitive* or *-ing*) and then use each verb in an example sentence. For weaker classes, do one example for each pattern with the class: elicit the form used after *enjoy* (*-ing*),

want (*to + infinitive*), *can* (infinitive without *to*) and *begin* (*to + infinitive* or *-ing*). Ask students to provide an example sentence for each. (4) Students get one point for matching the cards correctly and another point if they can produce a correct sentence using the each verb. Demonstrate the activity with a strong student: turn over a card from each pile. If they match, tell the class you keep the cards and mark a point on the board, then make a sentence and mark another point on the board; if they don't match, return the cards to the bottom of the pile. (5) Start the activity. Students play until all the cards are matched or for as long as time allows, then count up their scores. Congratulate the student(s) with the highest score.

Answers: See worksheet: the white cards match the grey cards left to right.

33 Show it or draw it

(8B Vocabulary)

Aim: to practise vocabulary related to computers

Interaction: groups, whole class

Type of activity: charades and Pictionary

Time: 10 minutes

Materials: one worksheet for the whole class, cut in half (A and B)

In class: (1) Divide the class into two teams and give each team their list of words (A or B). (2) Players from each team take it in turns to choose a word from their list, come to the front of the class and mime or draw the word on the board. Their team has to guess the word. The student drawing/miming is not allowed to speak. Explain to students that they might find it easier to mime the verbs and draw the nouns, but it is up to them to decide. Their team can call out guesses and if they guess correctly, the student sits down and crosses the word off the list. If the team can't guess the word within a given time limit, the student must sit down without crossing the word off the list. (3) The winning team is the one that crosses out all their words first or with the most words crossed out at the end of a given time limit.

34 Astronomy: it's a fact!

(8D Reading and Vocabulary)

Aim: to practise the skill of telling fact from opinion in a reading text

Interaction: individual, pairs, whole class

Type of activity: reading text and activities

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Do Exercise 1 as a quick whole-class activity. Elicit predictions from a few students, then give them 2–3 minutes to read the text. Check the answer with the class. (2) Put students in pairs for Exercise 2. Give them 1–2 minutes to discuss ideas, then check answers with the class. Encourage students to give reasons for their answers, saying which words helped them decide. (3) Get students to do Exercise 3 individually first, and then to compare and discuss their answers in pairs. Remind them to highlight the words in each sentence that help them decide. During class feedback, elicit both the answer and the words in each sentence that support the answer (see answer key below).

Answers:

- 1 People probably used them to tell the days of the year (as they appear to follow the way the sun moves during the year). Perhaps they used them to help plant and harvest food at the right time of year.
- 2 1 opinion (The writer uses the verb *think* to show that it is their opinion, it is what they believe. *Might* is also used to give the writer's own opinion: he thinks the reader might find the fact surprising.)
2 fact (The writer uses a specific time reference and the Past Continuous (*were writing*) to talk about something which happened and was completed in the past and is therefore a fact.)
- 3 1 F (The writer states this as a fact. There is nothing in the sentence to show opinion.)
2 O (The writer uses the verb *thought* to show that they were not sure; it was just their opinion.)
3 O (The writer uses *Perhaps* to show an assumption, i.e. an opinion.)
4 O (The writer uses the verb *think* to show that they are not certain.)
5 F (The writer uses the Past Simple (*wrote*) for something which happened and was completed in the past and is therefore a fact.)
6 (The writer uses the Present Simple to talk about something that is generally true.)
7 F (The writer uses the Present Perfect to talk about an action which continues into the present and therefore must be a fact.)
8 O (The writer uses the opinion adjective *amazing*.)

35 If we watch a film, we'll order pizza too!

(8E Grammar)

Aim: to practise the first conditional

Interaction: pairs

Type of activity: gap-fill and role play

Time: 15 minutes

Materials: one worksheet per pair

In class: (1) Put students in pairs and hand out the worksheet. (2) Get students to work together to complete the first conditional sentences in the conversation using the verbs in the box. They should ignore the mood cards for now. Give pairs 2–4 minutes for this part of the activity. (3) Check answers with the class. (4) Refer students to the mood cards and ask them to choose one each. They now role play the conversation, bearing in mind the mood of their character. They then swap roles, choose a different mood card and repeat. (5) When students have taken a turn in both roles, elicit feedback from the class: which emotion did they find the most difficult to express? Why?

Answers:

- 1 3 download 4 will be able 5 use 6 will give 7 will pay 8 have 9 turn on 10 will download 11 leave 12 won't miss

36 Video games do that

(8F Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: multiple choice

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. (2) Allow students enough time to complete the activity, then play track 3.20 for them to check/complete their answers. Alternatively, check answers by going through the conversations with the class. (3) During class feedback, clarify any points as necessary and answer any questions students may have. (4) Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

- 1 1 to find 2 'll pay 3 playing 4 to get out 5 doesn't 6 to get out 7 playing 8 playing 9 try 10 won't 11 spend 12 learn 13 to pay 14 playing 15 to find 16 to be 17 to think 18 to find 19 to lead 20 improve

Unit 9

37 True or false?

(9A Grammar and Vocabulary)

Aim: to practise the Past Perfect

Interaction: pairs or small groups

Type of activity: sentence completion, guessing game

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Hand out the worksheet and explain to students that they should write sentences about themselves using the Past Perfect or Past Simple and the prompts; four sentences should be true and four should be false – students circle *T* or *F* when they write each sentence (so they can't lie afterwards). Tell them that they shouldn't let anyone see their worksheet. Monitor and check that their sentences are correct. (2) Put students in pairs or small groups. They take it in turns to read their sentences to their partner/group, who decide if the sentences are true or false. Students get one point for each correct guess. (3) Elicit from the class who had the most points. Did any students fool everyone with their sentences? If so, ask them to read out their sentences for the class to guess if they are true.

38 Ten questions

(9B Vocabulary)

Aim: to practise vocabulary for creative jobs

Interaction: groups of three or four

Type of activity: guessing game

Time: 15 minutes

Materials: one set of cards per group

In class: (1) Copy the worksheet and cut out the cards as indicated. (2) Put students in groups of three or four and hand out one set of cards to each group. They should shuffle them and put them in a pile face down on the table. (3) Tell students that *Ten questions* is a TV show where people guess someone's job by asking them *yes/no* questions. Explain that they are going

to play this game to guess creative jobs. **(4)** Students take it in turns to turn over a job card and pretend they have that job. The other students in the group take it in turns to ask the student up to ten questions about their job. The student with the card can only answer 'yes' or 'no'. If a student correctly guesses the job, he or she takes the card. If no one guesses the job after ten questions, no one wins that card and it is put in a separate file of 'burnt' cards. **(5)** The game continues until all the cards have been used up or for as long as time permits. The winner is the student with the most cards at the end of the activity.

Optional follow-up: Ask groups if there were any jobs which were not guessed and invite the students who had them to come to the front of the class. Students from other groups ask questions and try to guess the job.

39 Read all about it!

(9C Grammar and Vocabulary)

Aim: to practise reported speech

Interaction: pairs

Type of activity: peer writing

Time: 10 minutes

Materials: one worksheet per pair

In class: (1) Put students in pairs and hand out the worksheets. Tell students that they are journalists and they are going to write a news story. They should work together to read their interview notes and write their news story using reported speech. Remind students to use *said* or *told* as reporting verbs and to change any time expressions. Tell them that as journalists, they can make additional changes to make their story more interesting, as long as they report the facts accurately and use reported speech correctly. **(2)** Start the activity. Monitor and help where necessary. Give pairs 8–10 minutes for this part of the activity, then get students to swap stories with another pair for peer checking.

Optional follow-up: If there is time, invite pairs to read their news stories to the rest of the class, who can then vote on the best/most interesting story.

Model answer

A two-metre snake has escaped from Essex Zoo! The zoo-keeper gave us a description of the missing snake. He said the boa constrictor snake, whose name is Bob, had escaped at around 7 p.m. the day before.

Janet Goodings lives in Church Street near the zoo and she told us that she had seen the snake go into the woods behind her house. She said she had rung the police straight away! She gave us a picture that she had found on the internet that morning and said the snake looked just like it.

We spoke to the police and Inspector Moran said that the snake wasn't dangerous but that they were telling dog walkers to keep their dog on a lead. He told us that they had put a picture up at the entrance to the woods this morning, and that if anyone saw Bob, they should call 100 immediately and not approach him.

40 Are you trying to annoy me?

(9F Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: open cloze

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play tracks 3.34 and 3.35 for them to check/complete their answers. Alternatively, check answers by going through the conversation with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

1 2 character **3** author **4** character **5** title **6** cover
7 line **8** style **9** fiction **10** chapter **11** beginning

Unit 10

41 Fun in law!

(10A Grammar and Vocabulary)

Aim: to practise the passive

Interaction: pairs

Type of activity: gap-fill, quiz

Time: 10 minutes

Materials: one worksheet per pair

In class: (1) Put students in pairs and hand out the worksheet. Tell students that they are going to do a quiz about fun law and crime facts. **(2)** First, they need to complete the questions with the correct passive form of the verbs in brackets. Give pairs 3–4 minutes for this part of the activity. **(3)** Get them to compare answers with another pair if time allows, then check answers with the class. **(4)** Students now do the quiz in their pairs. Allow 5 minutes for them to discuss and decide on their answers. **(5)** Check answers with the class and share the extra information given in the answer key below. Find out which pair(s) had the most correct answers and congratulate them.

Answers: 1 a **2** are given, a **3** are carried out, c **4** are taken, b (The tribe believe people are born good.) **5** is committed, a **6** was stolen, c (Stealing sand is a problem in Jamaica, where people build their homes using sand.) **7** is reported, b (When rich Chinese people commit a crime, they sometimes hire someone who looks like them to go to prison so they don't have to.) **8** is carried, c **9** was passed, a **10** were closed, a (The Netherlands is such a safe place to live, they had to bring criminals from Belgium and Norway just to keep some prisons open!)

42 Taboo

(10B Vocabulary)

Aim: to practise crime vocabulary

Interaction: pairs, groups, whole class

Type of activity: Taboo game

Time: 10 minutes

Materials: one set of cards (A or B) per pair

In class: (1) Copy the worksheet and cut out the cards as indicated. **(2)** Put students in groups of two pairs and hand out one set of cards (A or B) to each pair. They should shuffle them and put them in a pile face down on the table. **(3)** Explain that the aim of the game is for each pair to guess as many of the words on their cards as they can within a given time limit. **(4)** Pair A starts. Student A has to describe each word for Student B to guess. Explain that for each word, they are not allowed to use the three words listed below it. One student from the opposing pair checks the use of the 'taboo words' and keeps score, while the other student times the pair playing. **(5)** At the end of the time limit, pair A count up their score and pair B takes their turn. The pair with the most points wins.

43 Crime Time

(10C Listening and Vocabulary)

Aim: to practise useful language from the main listening of the unit

Interaction: individual, pairs

Type of activity: word formation

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Students can complete Exercise 1 individually or in pairs. If they work individually, get them to compare answers in pairs before class feedback. **(2)** Allow students enough time to complete the activity, then play track 4.2 for them to check/complete their answers. Alternatively, check answers by going through the conversation with the class. **(3)** During class feedback, clarify any points as necessary and answer any questions students may have. **(4)** Put students in pairs for Exercise 2 and give them time to discuss the meanings of the expressions. They can then write their example sentences or mini-conversations individually, in class or as homework.

Answers:

- 1** 2 journalist 3 terrorism 4 unemployment 5 honest
6 responsible 7 strong 8 invisible 9 amazing
10 real 11 true 12 innocent 13 guilty 14 violent
15 behaviour

44 What would you do?

(10D Grammar)

Aim: to practise the second conditional

Interaction: individual, pairs, whole class

Type of activity: a questionnaire

Time: 10 minutes

Materials: one worksheet per student

In class: (1) Put students in pairs and hand out the worksheet. Tell students that they are going to complete a 'What would you do?' questionnaire about themselves and their partner. **(2)** Individually, students read the scenarios, decide what they would do in each situation and note down their answers in the 'Me' column. Explain that they should write in note form, not in full sentences (e.g. for 1: *ask to speak to manager*). **(3)** In their pairs, students ask and answer about each scenario, using the second conditional (e.g. A: *What would you do if you saw a waiter eat food off someone's*

plate? B: I would ask to speak to their manager. What about you? A: I would ...). They should note down their partner's answers in the 'My partner' column. **(4)** Elicit feedback from different pairs: in which situations would they do the same thing? In which ones would they do something different? Did anyone find out anything surprising about their partner?

45 Lost treasure

(10F Reading and Vocabulary)

Aim: to practise the skill of finding specific information in a text

Interaction: individual, pairs, whole class

Type of activity: reading text and activities

Time: 15 minutes

Materials: one worksheet per student

In class: (1) Do Exercise 1 as a quick whole-class activity. Elicit predictions from a few students, then give them 2–3 minutes to read the text. If you have access to the internet in class, you could show students a photo of each of the paintings mentioned in the text before or after they read. **(2)** Put students in pairs for Exercise 2. Before they begin, elicit why it is a good idea to highlight key words in the questions and options (because it will help them find the information in the text more quickly). Give students a few minutes to complete the task, then elicit ideas around the class. **(3)** In stronger classes, students could do Exercise 3 individually. In weaker classes, you could let them work in pairs and/or do the first question as an example with the class. Remind students that at this point, they just need to find the location of the answer, but not the answer itself. Explain that since multiple-choice questions are always given in the same order as the information in the text, once they have found an answer, they only need to look below it for the next one. Give students five minutes to complete the activity, then check answers with the class. **(4)** Ask students to complete Exercise 4 individually, then compare answers in pairs. Remind them to highlight the part of the text which gave them each answer, then elicit it during class feedback.

Answers:

1 The article is about stolen art.

2 (Suggested answers)

- 1** q: easy, remember, Norwegian, robbery; a: stole, two, paintings; b: very, famous, artworks; c: worth, much, money
- 2** q: robbery, Norway, surprising; a: wasn't, security; b: no one, saw, thieves; c: thieves, couldn't get, paintings, wall
- 3** q: Van Gogh painting, could be found; a: stolen, before, found; b: missing, ten, years; c: 36 cameras, working
- 4** q: some, art, never, found; a: thief, scared; b: gets, thrown, away; c: collectors, hide, home

3–4 **1** b (*it was the paintings ... well-known pieces*)

2 a (*Incredibly, the burglars ... run away with them*)

3 a (*It was also taken ... turn up one day!*)

4 c (*Because the art is stolen, ... the collector's house.*)

- 1** Choose the correct words to complete the quiz.
Then do the quiz.

ARE YOU A LONER?

TRY OUR QUIZ AND FIND OUT!

1

You're at your best friend's birthday party.
After ten minutes,

- a *you talk / you're talking* to a lot of people.
It's a wonderful party!
- b *you try / you're trying* to fit in. You *don't usually enjoy / aren't usually enjoying* parties,
but it is your best friend.
- c you're in the kitchen and *you play / you're playing* a game on your phone.

2

It's a beautiful sunny day! On sunny days,

- a *you go / you're going* to the park with friends
to do sport.
- b *you ride / you're riding* your bike for an hour
or two, then *you meet / you're meeting*
a friend in town.
- c *you read / you're reading* a book outdoors.

3

It's Saturday evening. Your cousin phones you.
You can't answer because

- a you're not at home – *you never stay / you're never staying* in on Saturdays.
- b *you have / you're having* a pizza with a friend.
- c *you get / you're getting* ready for bed.

4

It's your birthday. It's 12 p.m. now and you

- a *plan / are planning* the final details of your big
birthday party.
- b *organise / are organising* a fun evening for
you and your best friend.
- c *think / are thinking* about what film to watch
later. Birthdays are 'Me' days!

- 2** In pairs, try to guess your partner's answers.

FOLD

- 3** In pairs, read the results. Do you agree with them?

RESULTS

MOSTLY As:

You are not a loner. You enjoy being with other people. You're outgoing and sociable, and your idea of having a good time is being with friends.

MOSTLY Bs:

You don't really like being with people all the time, but you're a good friend. You like to be alone sometimes, but you are not a loner – you enjoy being around friends.

MOSTLY Cs:

You're definitely a loner. You don't like to spend too much time with other people and prefer being on your own.

Guess who! | Student A

Read out comments A-D for Student B to match them to the correct names 5-8 on his/her worksheet. Then listen to Student B and match comments E-H to the correct names 1-4 below.

A I live with my new parents. They buy me lots of new things and always try to show that they care about me.

B I live on my own now. People sometimes tell me that I only care about myself and that I'm too interested in how I look.

C This person and I have the same father but not the same mother. She's always telling me what to do. But if I ask her to do something, she's always helpful too.

D My mum is really lovely but she expects us to do what she says! I guess it's because she has three kids to look after by herself.

- 1 **Frankie** now has a stepfather. Sometimes he is quite nervous when he meets new people. He's always gentle and calm at home. _____
- 2 **Taylor** has a sister. People often think they're the same because they're twins, but it's not true. Taylor's sister is often very rude! _____
- 3 **Sam** is a widower. He's a single parent with two children. It's hard, but his family is very helpful. _____
- 4 **Angel** is a widow. She has some free time now and she spends some of it helping elderly people. This makes her feel helpful. _____



Guess who! | Student B

Listen to Student A and match comments A-D to the correct names 5-8 below. Then read out comments E-H for Student A to match them to the correct names 1-4 on his/her worksheet.

- 5 **Jamie** has a half-sister. She's a bit bossy but she can also be very helpful. _____
- 6 **Alex** is divorced now. His ex-wife thinks he is selfish and vain. _____
- 7 **Lee** is adopted. She says her adoptive parents are generous and kind. _____
- 8 **Dell** is a single mother. She is very sweet to her children but also very strict. _____

E After my husband's death, I spend most of my time at home. When I'm not at home, I'm at the local old people's home - I try to help and spend some time with the people there.

F This person is now married to my mum. He sometimes finds it difficult to relax around new people. He's always careful not to hurt anyone's feelings.

G This person is like me in every way except one: sometimes she says exactly what she means and she's not very polite!

H Without my wife, things aren't very easy at home. Looking after two children is hard. But my mum and dad help out with babysitting.



someone

red help listen

something

bag smell say

somewhere

house birthday live

no one

eyes speaks do

nothing

pocket yellow eat

nowhere

school go play

everyone

class hair small

everything

house white money

everywhere

bike green look

anyone

know have money

anything

buy find play

anywhere

stay sweet find

1 1.6 Complete the interview with the verbs from the box.

enjoy feel find keep learn live make prefer speak study understand visit

- Presenter:** So, **how come** you ¹ speak three languages?
- David:** Well, we ² _____ in Spain but ...
- Anna:** We were born here.
- David:** Yes, but our dad comes from Scotland.
- Anna:** And our mum is French.
- David:** So, Dad always speaks to us in English, and ...
- Anna:** And Mum always speaks to us in French.
- Presenter:** What language do you speak together?
- David:** Spanish.
- Anna:** English. ... Well, both. **It depends** who we're with. When we're with Spanish speakers, you know, friends or our grandparents here, we speak Spanish because they don't ³ _____ English or French, but when we're with English speakers like our dad or our family in Scotland, we speak English.
- David:** And with Claire we speak in French.
- Presenter:** Claire?
- Anna:** Our cousin from France. She lives in Toulouse.
- David:** When we're alone, I ⁴ _____ to speak to Anna in Spanish, but she always answers in English. **I don't know why.**
- Anna:** Because I like to ⁵ _____ my languages separate and English is for you and Dad.
- Presenter:** Which language do you speak better?
- Anna:** Spanish.
- David:** Yes, I agree; and then English. We speak French fluently but we sometimes ⁶ _____ mistakes and we don't pronounce French perfectly.
- Anna:** **Speak for yourself!** My pronunciation is perfect!
- Presenter:** Which language do you ⁷ _____ speaking the most?
- Anna:** **I don't mind.** I like speaking all three languages.
- David:** Yes, **be honest**, Anna. You just love speaking.
- Presenter:** Do you ever mix up the languages?
- David:** Oui.
- Anna:** A veces.
- David:** Yes, sometimes we can't ⁸ _____ the right word, so we use a word from a different language.
- Anna:** But we don't do that with someone if they don't understand that language.
- Presenter:** How often do you go to Scotland or France?
- Anna:** We don't go to France very often but we ⁹ _____ Scotland every year.
- Presenter:** How do you ¹⁰ _____ about being trilingual?
- Anna:** It's cool. I think it's good for everyone to ¹¹ _____ languages. I'm learning German at school.
- David:** Yes, it's great. We can speak to our family in Scotland and France and ...
- Anna:** And we don't need to ¹² _____ for our English or French exams!

2 Look at the expressions in bold in the interview. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

Prompt cards



Sócrates –
football player,
doctor



- where / be / born?
- what / study?
- why / be / famous?
- what / do / after / stop / playing football?
- when / die?

Mayim Bialik –
actress,
scientist



- where / be / born?
- what / study?
- when / start / working as an actress?
- when / win / her first award?
- when / she / become / famous?

Katherine Johnson –
mathematician



- when / be / born?
- what / study?
- when / finish / university?
- what jobs / do?
- why / her work / important?

Ken Dryden –
politician, lawyer,
businessman



- when / be / born?
- what / study?
- why / become / famous?
- when / stop / playing?
- what / do / after sports career?

Information cards



Sócrates – football player, doctor

- Born: Belém, Brazil, 1954
- Studied Medicine at university
- Famous football player – played for Brazil for seven years; also famous as one of world's most intelligent sportsmen
- Played until 1989, then practised medicine
- Died: 2011; age: 57

Mayim Bialik – actress, scientist

- Born: California, USA, 1975
- Studied Neuroscience at university
- Started working as an actress at age 12
- Won first award at age 14, for her role in comedy film *Beaches*
- Became famous much later, in 2007 (age 32), for her role as Amy Farrah Fowler in comedy series *The Big Bang Theory*

Katherine Johnson – mathematician

- Born: West Virginia, USA, – 1918
- Studied Maths and French at university
- Went to university at age 14 and finished at age 18
- Worked as a Maths teacher for a few years, then for NASA (1953–1986)
- Worked with first American astronauts; her work helped send the first men to the moon

Ken Dryden – politician, lawyer, author

- Born: Ontario, Canada, 1947
- Studied Law at university
- First became famous as ice hockey player (1970–1979)
- Decided to stop playing hockey at age 32
- After his hockey career: wrote books, taught at university, practised law; became a politician in 2004

Word cards



brainy	not very bright	be good at something	get top marks
learn by heart	revise	fail an exam	study a subject
skip a class	attend a class	get a degree	smart
be bad at something	take an exam	clever	get bad marks

Definition cards



able to learn easily and think quickly	not able to learn things quickly	be able to do something well	answer all the questions correctly, e.g. in a test
remember everything exactly	study something again before an exam	not pass an exam	learn about something at school/university
not go to a class that you usually go to or should go to	go to a class that you usually go to or should go to	go to university and finish your studies on a subject	able to learn easily and think quickly
not be able to do something well	do an exam	able to learn easily and think quickly	answer most of the questions incorrectly, e.g. in a test

What you didn't know about

ME

- 1 When I was a child, we used to _____ for our summer holidays.
- 2 Before I was born, my _____ used to live in _____.
- 3 I didn't use to like _____ but now _____.
- 4 Before I came to this school, I didn't use to _____ but now _____.
- 5 I didn't use to have _____ but now _____.
- 6 When I was in primary school, my friends and I used to _____.
- 7 When I was little, my hair used to _____.
- 8 My parents and their friends didn't use to _____ when they were our age.
- 9 I didn't use to _____ at weekends but now _____.
- 10 Want to know something surprising about me? I used to _____.
Can you believe it?!

Name	I think these are true:	I think these are false:

- 1 In pairs, look at the photo and answer the questions.**
 - 1 Where are the children? What are they doing?
 - 2 Do you think it's important for small children to exercise? Say why.
- 2 Read the title and first paragraph of the article. What do you think the article is about? Think about your answers to Exercise 1.**
- 3 In pairs, list ten words which you expect to find in the article.**
- 4 Now read the whole article and check your answers to Exercises 2 and 3.**

TEACHER GETS KIDS MOVING!

Headteacher Jenny Driscoll noticed her pupils were always very tired and not doing very well at school. She decided to do something about it and make a change to her pupils' lives. But instead of giving them less to do, she decided to try something a little bit different: she got her school running!

Mrs Driscoll saw that some of her students could not concentrate on their lessons and were often getting low marks. Some of them had weight problems too – they couldn't even complete their PE lessons. Mrs Driscoll thought exercise might be the answer, so every morning before lessons, she got the whole school to put on their sports kit and run! At first some students only ran or walked for five minutes but they were outside, active, and with their friends. They ran around the school and then they went back to class.

Mrs Driscoll saw fantastic results in just the first week: the pupils at her school were happier and had more energy.

After a month, Mrs Driscoll saw even bigger changes. All the students were running further and faster, they worked better in class and were able to remember facts more easily. They behaved better too. Their health was also better, and they really enjoyed it. The headteacher and the parents were delighted with the results.



Cheats! Why do they do it?

2E LISTENING AND VOCABULARY
(Audio script: extra activities)

1 1.21 Read the extract from a radio interview with psychologist Gwen Stephens about why sportspeople cheat. Complete it with the Past Simple form of the verbs in brackets.

Presenter: So why do people do it? Why do they cheat?

Gwen: Well, almost everyone cheats sometimes. If you illegally download a song or a movie, you're a cheat. Students that copy their homework are cheats. **It's not as bad as** taking drugs to win the Tour de France seven times but it's still cheating. **One reason we do it is** it's easier. It's easier to copy your homework than to do it yourself.

The truth is that if they think nobody can catch them, then some people cheat. **Here's a good example.**

In 1980 a woman called Rosie Ruiz ¹ was (be) the winner of the Boston marathon with a time of two hours, thirty-one minutes and fifty-six seconds. It ² _____ (not be) a world record but it was the fastest time ever by a woman in that race.

Presenter: So when ³ _____ (they/find out) that she ⁴ _____ (cheat)? The next day?

Gwen: No, it was eight days after the race when we ⁵ _____ (find out) that Rosie was a cheat. She ⁶ _____ (not run) the race, she ⁷ _____ (ride) on the subway and only ⁸ _____ (run) the last couple of miles. She ⁹ _____ (want) to win the easy way without training hard!

Presenter: Amazing!

Gwen: People cheat because they want to be famous, successful and rich and they don't think they can do it by being honest. So, Rosie Ruiz and Lance Armstrong ¹⁰ _____ (cheat) because they ¹¹ _____ (not think) they were good enough to win. **Another good example of that is** the story of Danny Almonte in Little League baseball.

Presenter: Little League – that's a baseball competition for kids, **right**?

Gwen: Yeah, for kids aged twelve and under. In 2001 Danny's team ¹² _____ (finish) in third place in the World League and Danny was the star player. But then they ¹³ _____ (discover) he was fourteen – that's two years too old to play Little League baseball. He ¹⁴ _____ (not think) he was good enough to be a star in his own age group, so he ¹⁵ _____ (lie), he ¹⁶ _____ (cheat).

Presenter: Do people cheat today more than they used to?

Gwen: Yes, because there's more pressure to succeed today than there used to be.

Presenter: So, we can't stop cheating. **Is that what you're saying?**

Gwen: **It's hard but** I think we can stop cheating if we make society less competitive, if we use honour codes in schools, drug tests in sport and publicity campaigns to persuade people not to cheat. And new technology can help too.

2 Look at the expressions in bold in the extract. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

A special memory

3A GRAMMAR AND VOCABULARY (Past Continuous and Past Simple)

- 1 Complete the sentences with the correct Past Continuous or Past Simple forms of the verbs in brackets. Then choose words to create your 'special memory'.**

A special memory

- 1 I _____ (be) out with my *cousin / father / grandmother / best friend*.
- 2 The sun _____ (shine) and it was *raining / snowing / windy / early in the morning*.
- 3 We _____ (walk) *along the river / on the beach / in town / through the park* when ...
- 4 ... we suddenly _____ (hear) *a noise / a strange voice / fireworks / music*.
- 5 We _____ (stop) next to *a tree / a bridge / a lady selling ice cream / a statue ...*
- 6 ... and we _____ (look) *over the bridge / across the road / to our right / up at the sky*.
- 7 We _____ (see) *lots of balloons / a fantastic flashmob / an old man singing to his wife / a beautiful fireworks display*.

It was amazing and I'll never forget it!

- 2 You are going to ask other students about their 'special memory'. In groups, complete the questions.**

- 1 Who _____ ?
- 2 What _____ ?
- 3 Where _____ ?
- 4 What _____ ?
- 5 Where _____ ?
- 6 Where _____ ?
- 7 What _____ ?

- 3 Ask other students your questions. Whose special memory is more like yours? Tell the class.**

Verb cards



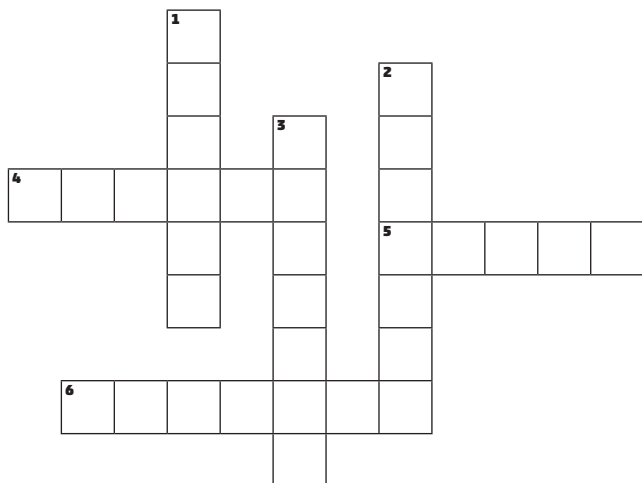
go	get	put on	stay
stay	arrive	miss	go
go	put up	go	stay
visit	board	go	take

Phrase cards



by coach	a taxi	sunscreen	in a budget hotel
in an expensive hotel	at the campsite	the bus	on a package holiday
climbing	the tent	on an adventure holiday	in a tent
a museum	the plane	on an excursion	the underground

A travel crossword | Student A



Clues

Across

- 4 A thing *which / whose* _____
 5 A vehicle *who / that* _____
 6 A person *that / which* _____

Down

- 1 A building *whose / where* _____
 2 A place *where / whose* _____
 3 A person *who / whose job* _____

Answers

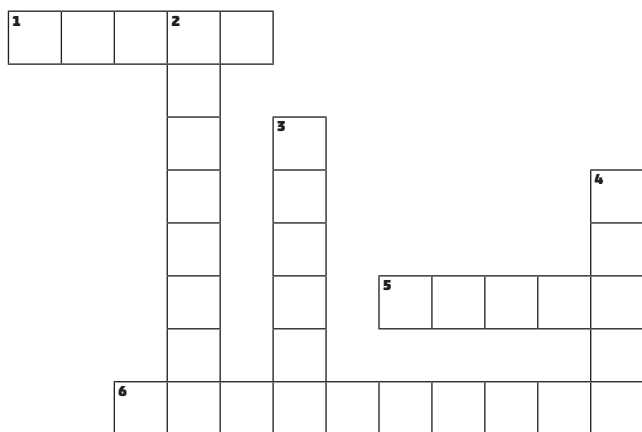
Across

4 camera 5 plane 6 tourist

Down:

1 museum 2 airport 3 captain

A travel crossword | Student B



Clues

Across

- 1 A person *who / whose* _____
 5 A place *whose / where* _____
 6 A place *where / that* _____

Down

- 2 Something *who / that* _____
 3 Something *whose / which* _____
 4 A person *who / whose job* _____

Answers

Across

1 guest 5 hotel 6 restaurant

Down:

2 suitcase 3 ticket 4 pilot

1 1.36 Choose the correct prepositions to complete the conversation.

- Tom:** Excuse me. Is this row 24?
- Kate:** **Yes, that's right.** I'm in seat 24C.
- Tom:** I must be in the seat next to you, by the window, then. I'm Tom, ¹*on* / *by* the way.
- Kate:** Hi, I'm Kate.
- Tom:** I was sure I was going to miss this flight.
- Kate:** It sounds ²*as* / *like* you're lucky it was delayed!
- Tom:** Yes! I had to take all my things out of my rucksack ³*at* / *on* security. They thought there was a strange object in my hand luggage. Do you know what the 'dangerous object' was? My toothpaste! I had to run all the way from security ⁴*at* / *to* the gate. I didn't even have time ⁵*of* / *for* a coffee!
- Kate:** **Poor you!**
- Tom:** **Honestly**, something goes wrong every time I fly! I think the worst time was when I went to New York. When I was leaving to go to the airport, it started raining, so I ran back inside and changed ⁶*on* / *into* my waterproof jacket. Hours later, when I got ⁷*to* / *off* the check-in desk at the airport, I suddenly remembered my passport was in the other jacket! I couldn't get ⁸*on* / *in* the flight. I had to go home and book a new ticket!
- Kate:** Oh no! A funny thing happened to my dad one time when he was flying from Istanbul back home to Edinburgh. He had to change flights in Frankfurt and he was sitting in departures, watching a film ⁹*in* / *on* his laptop or something. He thought he had about two hours to kill before his flight took ¹⁰*out* / *off*. But unfortunately, he forgot to change the time on his phone and it was actually an hour later than he thought! They were calling his name: 'Can Mr McGregor please go immediately to Departures,' but he didn't hear because he was wearing headphones, so he missed the flight!
- Tom:** It's easy to make stupid mistakes!
- Kate:** Hmm.
- Tom:** I can't believe how cheap this flight is, ¹¹*on* / *by* the way. Only £150 for a return ticket ¹²*to* / *in* Grenada! That's amazing!
- Kate:** **You think so?** I only paid £115.
- Tom:** Wow! It's usually a lot more – about five hundred, I think ...
- Attendant:** Hello. Could you fasten your seatbelt please, Sir?
- Tom:** **Yes, of course.** Eh ... what time do we arrive? I'm really looking forward ¹³*to* / *at* swimming in the Caribbean.
- Attendant:** I'm sorry. Did you say the Caribbean?
- Tom:** Well, yes – we're flying to the island of Grenada in the Caribbean.
- Attendant:** We're actually flying to the city of Granada in Spain. I think perhaps you booked the wrong flight, Sir.
- Kate:** What! **I don't believe it!**
- Announcement:** **Can I have your attention, please**, Ladies and Gentlemen. There will now be a short safety demonstration. **Can I ask you to** turn ¹⁴*in* / *off* all laptops and mobile phones ...
- Tom:** Oh well, I suppose it's a chance to see a new place!
- Kate:** And another great story for you to tell!

2 Look at the expressions in bold in the conversation. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

Compare this!

4A GRAMMAR AND VOCABULARY
(Comparison of adjectives)

Topic cards



fashion superlative	friends comparative	sport (not) as ... as	transport superlative
holidays comparative	shopping (not) as ... as	food and drink superlative	famous people comparative
school (not) as ... as	technology superlative	family comparative	geography (not) as ... as
free time superlative	education comparative	animals (not) as ... as	famous places superlative
art comparative	music (not) as ... as	film / TV superlative	science comparative

Adjective cards



hot	new	big	interesting
cool	expensive	popular	cold
healthy	busy	sweet	tall
small	difficult	famous	boring
good	tasty	cheap	bad

1 In pairs, match these foods with the calories on the card below. Guess!

BACON *beans* cream **CROISSANT**
cucumber **doughnut** grapes
jam **LEMON** *maple syrup* **milkshake**
muffins *mushrooms* **OLIVES** pancake
porridge roll **salmon** salt
sausage *SUGAR* watermelon

Energy per 100 g (in calories/kcal)

0	_____	127	_____	301	_____
14	_____	142	_____	310	_____
22	_____	145	_____	377	_____
29	_____	180	_____	387	_____
30	_____	227	_____	406	_____
67	_____	260	_____	452	_____
68	_____	278	_____	490	_____
112	_____				

2 Check another pair's answers. Give them one point for each correct answer.

3 Look at your card again. How many points have you got? Are you the winners?

1 Complete questions 1-10 with *how much* or *how many*. Add two questions of your own.

	Not enough	Just right	Too much/ many
1 <i>How many</i> meals do you have in a day?			
2 _____ water do you drink in a day?			
3 _____ times do you eat fast food in a month?			
4 _____ soft drinks do you drink in a week?			
5 _____ red meat do you eat in a week?			
6 _____ sugar do you take in your tea/coffee/etc.?			
7 _____ fruit do you eat in a week?			
8 _____ chocolate do you eat in a week?			
9 _____ snacks do you have in a day?			
10 _____ bread do you eat with your meals?			
11 How much _____?			
12 How many _____?			

2 In pairs, ask and answer your questions from Exercise 1. When you answer, use these phrases. When your partner answers, decide how healthy his/her diet is. Tick the correct column in the table.

a couple of

a (little) bit of

too much

not much

a little

any

a few

not many

some

too many

a lot of / lots of

3 Talk about your answers. Whose diet is healthier?

Is online shopping better than in-store shopping?

4D READING AND VOCABULARY (Understanding the main idea)

1 In pairs, discuss the questions.

- 1 Do you prefer to buy things online or in shops? Why?
- 2 What things do you/people you know buy online? What do you/they buy in shops? Why?

2 Read the texts quickly. What is the main idea in each one? Choose the correct option for each text.

- 1
 - a Buying clothes on the internet is best because you don't have to try anything on.
 - b Shopping in a real shop is a much nicer experience.
 - c Internet shopping is quick and easy.
- 2
 - a It's hard to find something for dinner online.
 - b Food shopping online is great for people with a special diet.
 - c It takes ages to walk around the supermarket.
- 3
 - a Small businesses are run by families.
 - b You should buy larger items online.
 - c We need to help small local shops stay in business.

3 Read the texts again. Choose the best topic sentence for each one. There is one extra sentence that you don't need.

- a Grocery shopping online is the way to go!
- b We need to stop buying things on the internet.
- c You can save a lot of money shopping online.
- d Me, I like the real shopping experience.



Is online shopping better than in-store shopping? What do you think?

15 comments



1 ____ It's definitely quicker and easier online, but 'fun' shopping – for books, music or clothes – is much better in shops. If you go shopping for clothes, you can see the colour of the clothes better and try them on. You can't do that if you buy clothes online. Often when I buy something online, I send it back because it doesn't fit or it doesn't look nice on me – or it just doesn't look like the photo on the website. Also, you can't meet up with friends to go shopping when you buy online – you're stuck on your own at home. If you want to enjoy shopping, I recommend going to the shops!

♡ Like | Reply



2 ____ I've been a vegan for a year now and I find shopping at the supermarket hard. Doing my food shopping online means that I can choose the vegan option on the website and only see vegan food. This saves me time because I don't have to walk around the supermarket trying to find something for dinner! It's also much easier to find out what's in the food online and not have to look on the back of every food packet! It's the perfect way to shop!

♡ Like | Reply



3 ____ Online shopping is taking over from our shops. The local village shops can't compete with lower prices on the internet. A good example is a small electrical shop: they can't buy 1,000 washing machines at a cheap price and sell them cheaply – they don't have the space, so they have to sell fewer washing machines at a higher price. Buying something from a small shop helps the family who owns the shop. People should pay more money so that small shops can stay in business. Think before you buy!

♡ Like | Reply

1 2.4 Complete the extract from a radio programme about fashion with one word in each gap.

- Sophie:** OK, well, now I'm here with Maxine, actually inside a charity shop. I can see ¹some books and DVDs. But mostly it's clothes – lots ² _____ clothes! So how did you find the most interesting things, Maxine?
- Maxine:** Well, ³ _____ most important thing is to be patient. **As you can see**, there ⁴ _____ a lot of clothes here. And everything is all mixed up – completely different sizes, and styles and colours all mixed together. And, **let's be honest**, eighty percent ⁵ _____ the clothes here aren't very nice! So you need ⁶ _____ have the time and patience to go through everything in the shop. Because the most interesting things are always hiding behind some terrible stuff. And don't ⁷ _____ afraid to buy something that looks a bit old or dirty. The first thing I do when I get home is put everything in the washing machine. Clothes that look ⁸ _____ bit shabby in the shop often look amazing when I take them out of the washing machine at home.
- Sophie:** Oh wow! Look ⁹ _____ this raincoat! The shoulders are so big.
- Maxine:** Yes, that's a classic 1980s style! It makes you look like an American football player. Look at this, Sophie! A lovely blouse for just £7! **What a bargain!** And a designer label sweatshirt for £10. It looks brand new to me. It costs about £120 in a chain store.
- Sophie:** Wow! What size ¹⁰ _____ it?
- Maxine:** Er, a 12.
- Sophie:** Oh, too big ¹¹ _____ me. **Never mind.** Any other advice, Maxine?
- Maxine:** Yes, don't buy any underwear or tights or pyjamas, obviously. And I never buy second-hand shoes. They don't usually fit and, **anyway**, it isn't a good idea ¹² _____ put shoes in the washing machine.
- Sophie:** Hmm.
- Maxine:** Charity shops often have really nice accessories too. You can find fantastic handbags and scarves and bracelets and earrings. Look at this, Sophie. A really nice belt for £1.50.
- Sophie:** Oh! I love it!
- Luke:** Hi, Maxine.
- Maxine:** Oh hi, Luke.
- Luke:** Did you see this dress? Electric blue – that's ¹³ _____ favourite colour, isn't it? I saved it for you.
- Maxine:** Wow! Thanks, Luke. I love it. And £15 – what ¹⁴ _____ great price! You see, Sophie, **it's a good idea to** make friends with the shop assistants. Luke often saves cool things for me.
- Sophie:** **Lucky you!**
- Maxine:** Oh, and one final tip. Girls, **check out** the men's clothes. Sometimes you can find just what you're looking ¹⁵ _____! Sophie, I think this black hat is just perfect for you ...

2 Look at the expressions in bold in the extract. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

could don't need to have to must should shouldn't





tidy up	your room
dust	the furniture
walk	the dog
vacuum	the carpet
take out	the rubbish
make	your bed
empty	the washing machine
polish	your shoes
air	the house
iron	a shirt
mop	the floor
sweep	the floor
set	the table
clear	the table
wash up	the dishes
dry	the dishes

You're 70 years old. School was hard when you were young. But it was harder for your partner!

UNIFORM

shoes

SPORT

wipe board

clean the classroom

classroom

football

hat

SMALL

socks

hand up

breakfast

Maths

exams

lunch

WINDOW

late

pencil case

cold

sandwich

winter

leave a mess

pick up rubbish

homework

computer

GRAMMAR

silent

outside

walk to school

bag

HOURS

pencil

horrible

break time

empty bins

AFTER SCHOOL

sit still

1 2.18 2.19 Complete the extract from Heather's blog.

HEATHER'S BLOG

Hi! Heather Hunt here. **Welcome back to** my fitness blog. Last week we looked at getting fit ¹by / with jogging and before that we talked about the advantages ²for / of going to gyms or personal trainers. But not everyone likes jogging, and gyms and personal trainers can be expensive. So, on this week's podcast **I have some good news**. You don't need to spend a lot of money to ³have / get fit. You can work out at home! Today I explain how to set up a home gym. It's cheap and it isn't hard ⁴at / in all. And I describe how to do some exercises – some simple ones first and then some more difficult ones.

OK, how do you set up a home gym? Well, the ⁵most / first problem you probably have, especially if you live in a flat, is space. There isn't enough space for the big machines you find in gyms ⁶like / as exercise bikes and treadmills. Anyway, machines like that are expensive and I want to show you how to set up a home gym in a small space without spending a lot of money.

The first thing you have to do is to choose your space. It could be your spare room if you have one. If ⁷not / no, you can use part of your living room. **That's what I do**. But you should definitely choose a space with a window because you really need to breathe ⁸clear / fresh air in your home gym. It really helps if you have furniture you can move easily. So, if you have a heavy sofa or armchair, put casters on the legs ⁹so that / in order you can push it across the floor easily to make space.

Now, equipment. **Number one on my list** of equipment for your home gym is a yoga mat. It's really essential. It's not expensive – you can get one for ¹⁰cheaper / less than ten quid – and it's really useful. You can do press-ups and sit-ups on your mat. You can stretch on it. It's a lot more comfortable than ¹¹making / doing your exercises on the floor and it doesn't take up much space. When you finish, you just roll up your mat and put it away.

Number two: weights. You can use anything heavy: tins of soup, ¹²packets / cartons of milk or bags of sand, but I think it's a really good idea to buy ¹³the / at least one set of dumb-bells. They're a lot easier to hold than tins of soup.

Number three: a pull-up bar. This is a metal bar that you put across the top of a doorway ¹⁴so that / such as you can do pull-ups. It's great for your arms and back and your abdominal muscles.

Number four: resistance bands: these elastic bands take up no space **at all** – you can keep them in your pocket, and they're really good for all sorts of exercises.

And finally, the last essential item in your home gym should be a mirror. It really helps you concentrate ¹⁵at / on the exercises if you can see yourself doing them.

2 Look at the expressions in bold in the extract. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

Are you free?

6A GRAMMAR AND VOCABULARY
(Future arrangements and intentions)

Are you free? | Student Student A

Friday	Saturday	Sunday
Morning	Morning <i>cook breakfast for the whole camp</i>	Morning
Afternoon <i>go hiking</i>	Afternoon	Afternoon
Evening <i>teach children how to put up a tent</i>	Evening <i>tell campfire stories</i>	Evening



Are you free? | Student B

Friday	Saturday	Sunday
Morning <i>welcome new children to the camp</i>	Morning	Morning <i>cook breakfast for the whole camp</i>
Afternoon	Afternoon	Afternoon <i>go swimming</i>
Evening <i>have a singing competition</i>	Evening <i>play card games</i>	Evening

- 1 Read the title and first paragraph of the article. Why might the models be 'unusual'? What could their stories be?
- 2 Read the whole article. Does it mention any of your ideas from Exercise 1?
- 3 Look at the words in bold in the article (1–10). Decide if they are nouns (N), verbs (V) or adjectives (A).

1 bully ☒	5 agent ☐	9 condition ☐
2 hurtful ☐	6 unique ☐	10 experience ☐
3 challenge ☐	7 deaf ☐	
4 average ☐	8 speak out ☐	
- 4 Match the words in Exercise 2 (1–10) with their meanings (a–j). Use the context to help you work out what each word means.

a a person who speaks or acts for another person or company, especially in business	☐
b not unusually big or small	☐
c a health problem that you have for a very long time or always	☐
d not the same as anyone or anything else	☐
e to have something happen to you or affect you	☐
f unable to hear	☐
g to speak to many people about something that you think is important	☐
h to hurt or frighten someone with unkind words or actions	☒
i to try to prove that something is not true or correct	☐
j making you feel upset; unkind	☐

THE NEW BEAUTIFUL:

the stories of four unusual models

Students often **bully** their classmates and say **hurtful** things about the way they look, the way they dress or because they think some kids just aren't 'cool enough'. Being bullied can make people feel like they'll never be popular. But here are the stories of four supermodels who prove this isn't true, who **challenge** bullying and who are helping to change our ideas of beauty, success and popularity.

Connor Newall didn't have a great start to life. He was born in a poor part of Glasgow in Scotland, and, at only 1.78 metres, he is **average** height for a man – not tall enough to be a supermodel. He wanted to be a soldier like his brother, but when he was sixteen, a woman went to his school to look for a boy to be in a short educational film. She saw Connor and chose him. She also sent a photo of this very different-looking boy to a modelling **agent**, who phoned him that day to say he wanted to work with him. It is because of his large ears and **unique** face that he is now one of the most successful models around.

Nyle DiMarco became famous in the USA when he won a TV programme looking for new supermodels. He was only the second man to win the programme in twelve years, but that's not why Nyle is special. He, like most of his family, cannot hear; his first language is American Sign Language. Nyle uses being a famous **deaf** model to **speak out** for deaf people. He sometimes makes YouTube videos talking about deaf people's problems such as enjoying the cinema.

Winnie Harlow and Nyakim Gatwech are both female models who have become famous for having very unusual looks. Winnie Harlow has a skin **condition** making her skin two different colours. This was a problem for her, but now it helps her in her job! Nyakim is from Africa and her skin is so dark it's almost black. Both Winnie and Nyakim **experienced** bullying because of their skin but now they are supermodels. What a powerful lesson for all!

No, they won't!

6C GRAMMAR AND VOCABULARY
(Future predictions)



snow	be sick	be late	fail an exam
be famous	rain	live to over 200	everyone work at home
lose phone	type words with our eyes	fly a helicopter	get married
stop using social media	miss an exam	have robots for friends	be happy
be a chef	destroy all the rainforests	buy a big house	be late for school/college
miss the film	move to Brazil	slip on a banana	miss parents

The doughnut or the hole?

6D LISTENING AND VOCABULARY
(Audio script: extra activities)

1 2.28 Choose the correct words to complete the extract from a talk about optimism and pessimism.

Thanks ... I'm going to start with a joke. Scientists did an experiment with two six-year-old twins. One was a pessimist and the other an optimist. They put the pessimist in a room full of wonderful toys. And the optimist in a room full of rubbish – lots and lots of rubbish. When they checked on the pessimist, she was ¹*loving / upset*. She wasn't playing with the toys. 'I'm afraid I'll break them,' she said. When they checked on the optimist, she was ²*anxious / delighted*. She was happily looking through the rubbish. 'I know I'll find a good toy in here somewhere,' she said. The joke shows that optimists see the good side of every situation. As Oscar Wilde said, 'The optimist sees the doughnut, the pessimist sees the hole.'

Scientists often study identical twins to find out about personality differences. Sometimes one twin is cheerful while the other feels ³*happy / miserable*. The optimist ⁴*has / feels* positive about life, ⁵*cares / adores* challenges and looks forward ⁶*to / of* trying new things. The pessimist feels negative, is afraid of challenges and ⁷*can't / doesn't* stand trying new things. But why are they so different? Why are some people optimists and others pessimists?

Studies show that people with more electrical activity on the left side of their brains **tend to be** ⁸*self-confident / self-anxious* and optimistic. And people whose right brains are more active are more cautious, ⁹*insecure / cheerful* and pessimistic.

But we also know that life experiences influence our personalities. That may explain, by the way, why older people are often more pessimistic than younger people.

We need love and affection when we're growing up. If a baby's parents are tense or anxious, it can cause changes in the brain. And those changes make it more likely the child will grow up to be negative and pessimistic. If the parents are ¹⁰*calm / upset* and happy, loving and ¹¹*miserable / affectionate*, there's a better chance the baby will become a positive and optimistic adult.

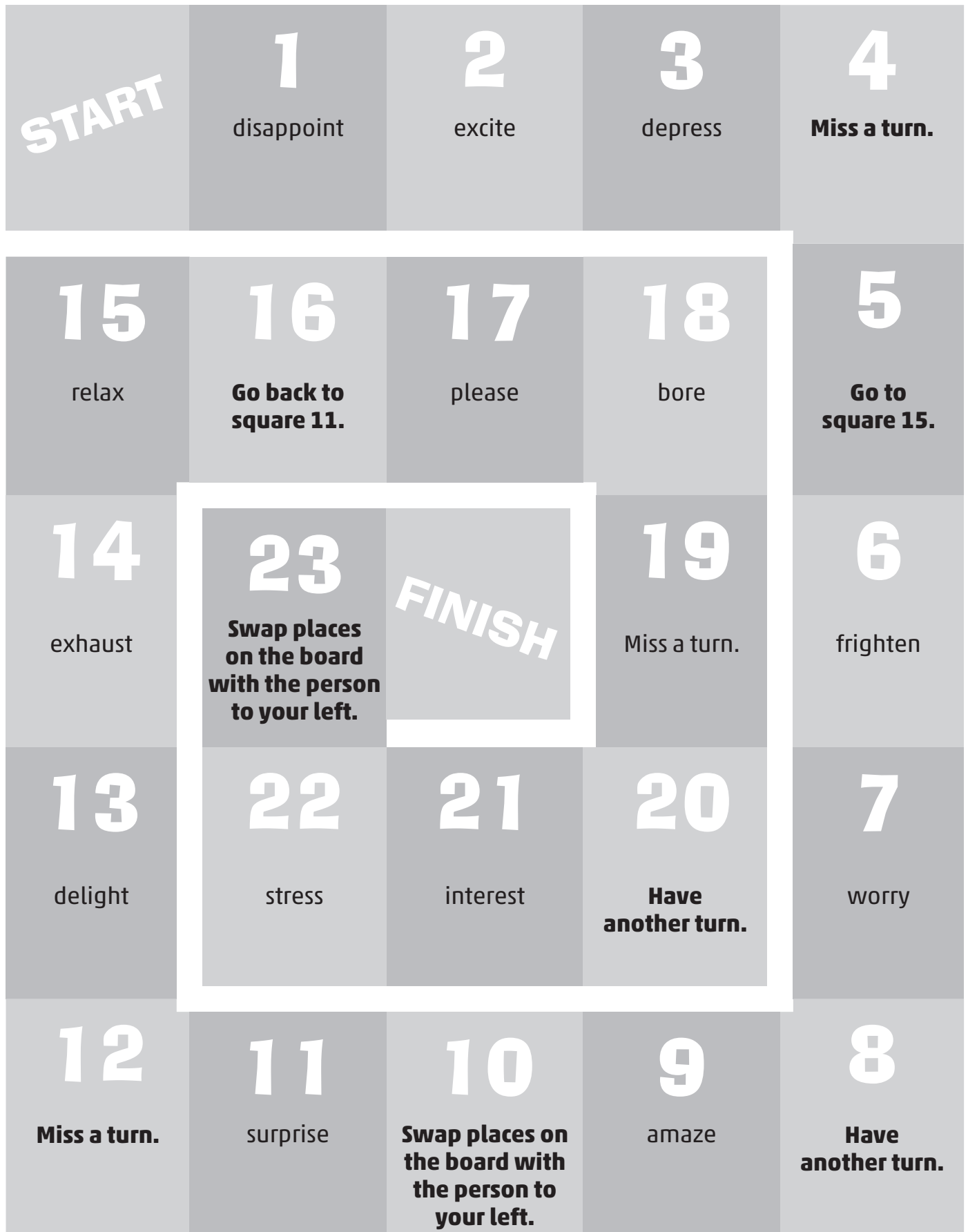
Now, it's not all bad being a pessimist. There is at least one advantage. You won't feel disappointed so easily. If you never expect your football team to win, they'll never let you down.

However, pessimists suffer more from stress and anxiety and that can cause bad health and shorten their lives. In one long-term study a group of young adults completed a questionnaire about their jobs, their health, their family and their attitudes to growing older. The study showed that the optimists lived about seven and a half years longer than the pessimists.

What's more, pessimists aren't usually as successful as optimists. If you believe you'll succeed, you have a good chance of doing something important with your life. But if you believe you'll fail, you probably will fail.

The good news is you can change. Pessimists can learn to be less negative.

2 Look at the expressions in bold in the extract. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.



1 Make questions using the Present Perfect and *ever* or *yet*. Add two questions of your own.

Have you ...?	Name
1 go on holiday during school term? <i>ever been on holiday during school term?</i>	
2 read the news today? _____	
3 check your email? _____	
4 eat lunch? _____	
5 go in an ambulance? _____	
6 have a job? _____	
7 plan your summer holiday? _____	
8 eat sushi? _____	
9 my own question _____	
10 my own question _____	

2 Ask your questions to other students. Find someone who answers 'yes' and write his/her name in the table. When you answer other students' questions, use *already*, *just*, *never* or *yet*.

How long have you been a ...? | Student A

Interviewer

You are interviewing Student B for a job as a shop assistant. Ask him/her questions using these prompts and the present perfect.

- how long / live / in [country]?
- how long / be / a shop assistant?
- how long / have / current job?
- apply / for any other jobs recently?
- do / any training recently?

Thank the interviewee for coming and end the interview.

FOLD

Interviewee

You have applied for a job as a lifeguard. Answer the interviewer's questions using the present perfect. Add extra information if you like.

At the end of the interview, thank the interviewer.



How long have you been a ...? | Student B

Interviewee

You have applied for a job as a shop assistant. Answer the interviewer's questions using the present perfect. Add extra information if you like.

At the end of the interview, thank the interviewer.

FOLD

Interviewer

You are interviewing Student B for a job as a lifeguard. Ask him/her questions using these prompts and the present perfect.

- how long / live / in [country]?
- how long / be / a lifeguard?
- how long / have / current job?
- apply / for any other jobs recently?
- do / any training recently?

Thank the interviewee for coming and end the interview.

1 3.5 Complete the extract from a radio interview with Pat, a truck driver. Use the Present Perfect forms of the verbs in brackets.

- Presenter:** Welcome back. Pat Pratt is a long-distance truck driver. She lives in London but she drives thousands of miles every month all over Europe. Welcome to the show, Pat.
- Pat:** Thanks, Terri.
- Presenter:** How long ¹ have you been (you/be) a truck driver?
- Pat:** For almost four years now but I only started driving long distances when I joined the company I work for now. That was about a year ago. Before that I just drove vans and trucks around London and the south east.
- Presenter:** ² _____ (you/always/want) to be a truck driver?
- Pat:** No, when I left school, I worked part-time in an office as a secretary for a few months. The money was OK and I got on well with my boss but I soon realised it wasn't the career for me. It was really dull working inside all the time. I wanted to be free. I ³ _____ (always/love) driving, so I became a truck driver.
- Presenter:** How many countries ⁴ _____ (you/drive) in?
- Pat:** I don't know, really. I ⁵ _____ (never/count) but I think I ⁶ _____ (be) in almost every country in Europe.
- Presenter:** What's the longest journey you ⁷ _____ (ever/make)?
- Pat:** Last month I drove 2,200 miles from London to Murmansk in the north of Russia ...
- Presenter:** Murmansk? That's in the Arctic Circle, isn't it?
- Pat:** That's right. And from there I went to Ankara in Turkey – that's three thousand miles – and then back to London, another two thousand miles. That's over 7,000 miles in total!
- Presenter:** Wow! **What's the worst thing about** your job?
- Pat:** It can be very lonely sometimes. You don't have any co-workers to talk to. But fortunately, **I'm crazy about** music, so when I feel lonely, I just play some music and sing to myself.
- Presenter:** Do you ever feel afraid?
- Pat:** Yes. It can be dangerous sometimes but **I can live with that**.
- Presenter:** ⁸ _____ (you/ever/have) any accidents?
- Pat:** Yes, of course. There are so many crazy drivers around! But **so far**, I ⁹ _____ (be) lucky. I ¹⁰ _____ (not have) any serious accidents. I'm a very careful driver and I really take care of my truck.
- Presenter:** What are the working conditions like?
- Pat:** **Not great**. The hours are long, it's physically hard and truckers don't earn a lot of money. I ¹¹ _____ (not have) a pay rise for a long time. It used to be better but there's a lot of competition now, so the working hours are longer and the pay's not as good as it was.
- Presenter:** What do you most enjoy about your job?
- Pat:** It's great to wake up in the morning, look out of the window and see something new. And I enjoy meeting people, trying new food and speaking different languages too. But **above all**, I love travelling on the open road listening to my favourite songs. I'm going to France tomorrow. Do you want to come?
- Presenter:** What? Me?
- Pat:** Yeah, **why not?**
- Presenter:** Oh, I don't know, **it's very nice of you but ...**

2 Look at the expressions in bold in the extract. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

1 In groups, write the words from the box in the correct circle. You have five minutes!

agriculture ambulance building engineer building site car mechanic construction doctor surgery
education estate agent factory farm finance fishing flight attendant food processing plant
forestry healthcare IT laboratory lawyer manufacturing mine mining nursery oil platform
paramedic personal secretary receptionist sales sales manager sawmill social worker surgeon

Industries

agriculture

Jobs

Workplaces

2 In your groups, write as many sentences as you can using the words. You have five minutes. You get one point for each correct sentence. The group with the most correct sentences wins!

Verb pattern pairs

8A GRAMMAR AND VOCABULARY (Verb patterns: the infinitive and the *-ing* form)



finish	<i>-ing</i>	agree	<i>to + infinitive</i>
can't stand	<i>-ing</i>	hope	<i>to + infinitive</i>
stop	<i>-ing</i>	promise	<i>to + infinitive</i>
practise	<i>-ing</i>	try	<i>to + infinitive</i>
could	infinitive without <i>to</i>	begin	<i>to + infinitive</i> or <i>-ing</i>
must	infinitive without <i>to</i>	hate	<i>to + infinitive</i> or <i>-ing</i>
might	infinitive without <i>to</i>	like	<i>to + infinitive</i> or <i>-ing</i>
should	infinitive without <i>to</i>	start	<i>to + infinitive</i> or <i>-ing</i>

Show it or draw it | Team A

Play in teams. Take turns to mime or draw one of these words for your team to guess.
The team with the most correct guesses at the end wins!

COPY

share

CREATE

photo

document

picture

cut

post

drag

EMPTY

expand

file



Show it or draw it | Team B

Play in teams. Take turns to mime or draw one of these words for your team to guess.
The team with the most correct guesses at the end wins!

profile

folder

icon

tap

image

swipe

update

text

information

message

paste

store

- 1 Look at the photos and read the title of the article. How do you think these places relate to astronomy and the stars? Read the article quickly to find out.



Stonehenge



the Nazca Desert

- 2 Read these sentences from the article. Which one states a fact? Which gives an opinion? How do you know? Discuss in pairs.

- 1 People think that astronomy is a modern science, but you might be surprised!
- 2 We know that Babylonian astronomers were writing about the stars in 600BC.

- 3 Read the article again. Decide if sentences 1-8 are facts (F) or opinions (O). How do you know?

- | | |
|----------------------------|----------------------------|
| 1 ☐ | 5 ☐ |
| 2 ☐ | 6 ☐ |
| 3 ☐ | 7 ☐ |
| 4 ☐ | 8 ☐ |

ASTRONOMY: it's a fact!

★ People think that astronomy is a modern science, but you might be surprised! ¹People started studying the stars thousands of years ago.

We know that Babylonian astronomers were writing about the stars in 600BC, but people were watching the stars and giving them names even before that. Historians generally agree the first astronomers were also religious people: people believed that the stars were connected to gods. ²They thought that they could see into the future by watching the stars. Researchers think that people probably used places like Stonehenge in the UK or the drawings in the Nazca desert to tell the days of the year as they appear to follow the way the sun moves during the year. ³Perhaps they used them to help plant and harvest food at the right time of year. However, no one really knows for sure what they are for.

After hundreds of years of studying astronomy, there are some truly amazing facts that we do know about our universe. ⁴A lot of people think that we didn't find out that the Earth is round until after the Dark Ages around 1500. The ancient Greeks, however, thought that the world was round in about the sixth century BC. Not all that long after, in the third century BC, it became a fact.

Edmond Halley is famous for Halley's Comet, but did you know that he didn't discover it? ⁵Astronomers wrote about it as early as 240 BC. There are two facts about Halley's Comet that you might not know. ⁶Firstly, it is the only comet that you might see twice, because it appears every 74-79 years. Of course, it depends on when you were born; its next visit is in 2061! The other cool fact is that in 1986, Halley's comet became the first comet people saw from a spaceship. And we have some beautiful photos of it too. ⁷Since the nineteenth century, we have discovered over 1,000 planets outside our solar system! ⁸Astronomy is amazing!

If we watch a film, we'll order pizza too!

8E GRAMMAR (The first conditional)

1 In pairs, complete the first conditional sentences in the conversation with the correct forms of the verbs from the box.

be able download (x2) give have leave look for not miss order pay turn on use



Alex

Shall we get a pizza and watch a film tonight? If you ¹order the pizza, I ²will look for a film.

OK. If I ³_____ the restaurant app, I ⁴_____ to order it on my phone later.



Sam



Alex

If you ⁵_____ your credit card, I ⁶_____ you the money when you get here.

Don't worry, I ⁷_____ if I ⁸_____ enough money.



Sam



Alex

Really? Thanks!

No worries. Oh no, the app won't download!



Sam



Alex

Really? If you ⁹_____ the wifi, the app ¹⁰_____!

Phew! Thank you. Right. If I ¹¹_____ now, I ¹²_____ the bus. See you in twenty minutes!



Sam



Alex

See you soon!

2 In your pairs, choose one mood card each and act out the conversation. You must express the emotion on your card! Then swap roles, choose another card and act out the conversation again.

Mood cards

bored	impatient	stressed	depressed
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Video games do that

8F LISTENING AND VOCABULARY (Audio script: extra activities)

1 3.20 Choose the correct verb forms to complete the texts.

- 1 Dad:** Hi, Saoirse. Cup of tea?
Saoirse: Thanks, Dad. I got your coffee. Two for 9.95.
Dad: Thanks. If I ever manage ¹*find* / *to find* my wallet, I ²*pay* / *'ll pay* you back. What's that?
Saoirse: A video game for Jimmy.
Dad: Another video game! £39.95! He never stops ³*play* / *playing* those stupid games. He needs ⁴*to get out* / *getting out* more. If he ⁵*doesn't* / *won't*, he'll never make friends.
Saoirse: **You're right**, Dad. Jimmy does need ⁶*to get out* / *getting out* more but actually, he's made a lot of friends from ⁷*play* / *playing* online.
Dad: **Maybe, but ...**
Saoirse: Video games can teach you a lot, **you know**. How to be a good winner or loser and ...
Dad: Yes, but £40!
Saoirse: It was £10 off, so I only paid 29.95! It's a good game, it's educational. Anyway, I enjoy ⁸*play* / *playing* games with the kids. It lets us spend time together. **Why don't you play** with us? If you ⁹*try* / *'ll try* it, you'll probably like it.
Dad: No, I'm too old ...
- 2 Teacher:** So, *mgh* means 'Mass times Gravity times' ... Jimmy Quinn! If you don't listen, you ¹⁰*don't* / *won't* understand. Physics isn't easy!
Jimmy: Sorry, Miss.
Teacher: What are you doing, anyway? What is that? Show me! A video game! You won't get to university if you ¹¹*spend* / *'ll spend* your time playing silly games, you know.
Jimmy: It's not silly, Miss. A lot of games are educational. You can ¹²*learn* / *to learn* physics or chemistry or geography or art ...
Teacher: And what does this one teach you?
Jimmy: It teaches you about history and wars and ...
Teacher: **Alright**. You can sit down now. And I'll give you the game back at the end of the class ... if you promise ¹³*to pay* / *paying* attention.
Jimmy: Thanks, Miss ... Eh, Miss?
Teacher: Yes, Jimmy.
Jimmy: I'll lend you the game **if you like**.
Teacher: No, **that won't be necessary**, thank you.
- 3 Saoirse:** There is less violent crime today than there used to be. And one reason for that is video games. **No, really!** Young people, especially young men, love ¹⁴*play* / *playing* video games so much they don't go out so often. So the streets are safer. When I was younger, I worked as a police officer and I remember on Saturday nights the police station was always really busy. But not now. Video games can also help you ¹⁵*to find* / *finding* a good job in an office or a laboratory or ... No, really. When you play games, you learn ¹⁶*to be* / *being* creative, ¹⁷*to think* / *thinking* quickly, ¹⁸*to find* / *finding* answers to problems and ¹⁹*to lead* / *leading* others. Surgeons in hospitals, for example, say video games help them ²⁰*improve* / *improving* their hand-eye coordination.

2 Look at the expressions in bold in the texts. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

1 Complete the sentences about you using the Past Perfect or Past Simple. Add two sentences of your own. Five sentences must be true and five must be false.

1 When I started learning English,

_____ .

T / F

2 By the time I went to bed last night,

_____ .

T / F

3 Before I had breakfast this morning,

_____ .

T / F

4 By the time I was five,

_____ .

T / F

5 As soon as I had learnt to walk,

_____ .

T / F

6 Until I started school,

_____ .

T / F

7 After I had finished my homework last night,

_____ .

T / F

8 When I finished my exams last year,

_____ .

T / F

9 [my own sentence]

_____ .

T / F

10 [my own sentence]

_____ .

T / F

2 In pairs or groups, take turns to read your sentences to the other student(s). Can they guess which ones are true and which are false? They win one point for each correct guess.



camera operator	composer	conductor
director	fashion model	stunt performer
stage manager	sound engineer	songwriter
screenwriter	lighting technician	playwright
extra	photographer	dancer

- 1 Work in pairs. You are journalists! Read the notes and write a story using reported speech. You can make more changes if you want to make your story more interesting.

MISSING

Have you seen Bob?



08.30 – interview with zoo-keeper

Gives me a description of the snake: '2 m long, boa constrictor snake, name: Bob, escaped yesterday evening, around 7 p.m.'

09.15 – interview with Janet Goodings, lives in Church Street near the zoo

'I saw the snake go into the woods behind my house. It was huge! I rang the police straight away! Here's a picture I found on the internet this morning. The snake looks just like it.'

10.30 – interview with Inspector Moran

'The snake is not dangerous to people but we are telling dog walkers to keep their dog on a lead. We have put a picture up at the entrance to the woods. If anyone sees Bob, they should call 100 immediately and not approach him.'

EVENING NEWS!

Bob is on the run!

2-metre snake escapes Essex Zoo

A two-metre snake has escaped from Essex Zoo.

The zoo-keeper gave us a description of the missing snake. He said that it

- 2 Read and check another pair's story.

1 3.34 3.35 Complete the conversation with the words from the box.

author beginning chapter character (x2) cover fiction line ~~novel~~ style title

- Fearne:** Hi, Blair. Mum told me you were here.
- Blair:** Mmm.
- Fearne:** What are you doing?
- Blair:** I'm reading a book.
- Fearne:** Is it for school?
- Blair:** No. Eh ... what?
- Fearne:** Is it for your English class?
- Blair:** Yes, I've got to do a report on it next month.
- Fearne:** So, why are you reading it now? It's a lovely day for cycling.
- Blair:** I'm reading it because I enjoy reading. Do you mind, Fearne?
- Fearne:** Is it good?
- Blair:** **It's brilliant.**
- Fearne:** What is it?
- Blair:** It's a Nathaniel Bumpo ¹novel.
- Fearne:** Nathaniel Bumpo? Oh yeah! He's a great writer, isn't he?
- Blair:** Nathaniel Bumpo isn't a writer, he's a ²_____. The ³_____ 's name is James Fenimore Cooper and Natty Bumpo is the main ⁴_____.
- Fearne:** Oh, like the hero?
- Blair:** Yeah.
- Fearne:** What's the ⁵_____?
- Blair:** *The Deerslayer*.
- Fearne:** *The Deerslayer*? Can I see it? I don't like the ⁶_____ much – the picture's boring. Let's see the opening ⁷_____ ... 'On the human imagination events produce the effects of time ...' It's not so easy to understand, is it?
- Blair:** Yes, he writes in a very poetic ⁸_____. You should ...
- Fearne:** What kind of book is it?
- Blair:** Historical ⁹_____.
- Fearne:** A historical novel?
- Blair:** Yeah.
- Fearne:** **What's it about?**
- Blair:** **Are you trying to annoy me** or do you just do it naturally?
- Fearne:** **What do you mean?**
- Blair:** I've read this paragraph three times already because you keep on talking.
- Fearne:** Sorry, but Mum said it was a good idea for us to go out. It's sunny.
- Blair:** **I thought** Julie had invited you to go to the shops.
- Fearne:** Yes, she had but then she called back and said she had homework to do. Anyway, I haven't got any money.
- Blair:** You told me you had to study. Why don't you do that instead of bothering me?
- Fearne:** Because it's a lovely sunny day and I want to go out. You promised you'd go cycling with me this weekend. I want to go to the park. Come with me. Please!
- Blair:** OK, just let me finish this ¹⁰_____.
- Fearne:** But you've just started it! You're right at the ¹¹_____!
- Blair:** Yes, and if you don't let me read it, I'll never get to the end and you won't get to the park!
- Fearne:** OK.

2 Look at the expressions in bold in the conversation. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

In pairs, complete the facts about law and crime with the correct passive form of the verbs in brackets. Then do the quiz. How many answers do you know? How many can you guess?

FUN LAW AND CRIME FACTS



- 1 In 2003 a Boeing 727-223 airplane was stolen (steal) from an airport in Angola.
 - a It has never been found.
 - b It was found parked around the corner the next day.
 - c It was found ten years later in someone's garden.
- 2 In Finland, speeding tickets _____ (give) according to
 - a how much you own.
 - b how fast you were driving.
 - c how much your house is worth.
- 3 Most burglaries _____ (carry out)
 - a at the weekend.
 - b at night.
 - c during the daytime.
- 4 In the Bemba tribe of southern Africa, if someone does something bad, they _____ (take) to the centre of the town. The whole tribe comes and everyone tells the criminal
 - a how much money he/she has to pay.
 - b about every good thing he/she has ever done.
 - c a funny story to cheer him/her up.
- 5 About 67 percent of all crime _____ (commit) by
 - a less than 10 percent of all criminals.
 - b almost 50 percent of all criminals.
 - c someone's granny.
- 6 In 2008, something big _____ (steal) from Coral Springs in Jamaica. It was
 - a a sandstone house.
 - b sandcastle art.
 - c a beach.
- 7 It _____ (report) that rich people in China can hire someone who looks like them to
 - a go to work instead of them.
 - b go to prison instead them.
 - c commit a crime for them.
- 8 Something _____ (carry) in some British police cars to help children after a car accident. It is
 - a a chocolate bar.
 - b a tablet.
 - c a teddy bear.
- 9 In 1981 a law _____ (pass) in China that said at least one tree per year must be planted
 - a in every town and city.
 - b by everyone over the age of eleven.
 - c in every neighbourhood.
- 10 In 2013 nineteen prisons _____ (close) in the Netherlands because
 - a there weren't enough criminals.
 - b not enough crimes were solved.
 - c the criminals were sent to work.

Taboo | Team A

assault (n) • crime • attack(er) • hit	shoplifter (n) • person • steal • shop	murder (v) • kill • life • dead
thief (n) • person • steal • take	rob (v) • steal • take • place	victim (n) • person • crime • hurt
pickpocketing (n) • wallet • purse • steal	break into (phr v) • place • rob • enter	burglar (n) • person • steal • take



Taboo | Team B

attacker (n) • person • assault • hit	bank robbery (n) • crime • money • place	steal (v) • take • belong • person
suspect (v) • think • guilty • crime	gang (n) • group • member • crime	hacking (n) • crime • computer • internet
beat up (phr v) • hurt • hit • person	get away with (phr v) • crime • punish • police	killer (n) • person • murder • dead

1 4.2 Complete the extract from a radio programme with nouns and adjectives formed from the words in brackets.

- Jilly:** Superheroes: Batman, Superman, Spider-Man, Iron Man, Wonder Woman ... Lots of comics have been sold and lots of films and TV shows have been made about men and women, but mainly men, who save us from ¹burning (**BURN**) buildings and fight crime while wearing ridiculous costumes. And with me today to talk about why comic book crime-fighters are so popular is ²_____ (**JOURNALISM**) Giles Baxter and writer Tara Starling. Hi.
- Giles:** Hello.
- Tara:** Hi.
- Jilly:** Giles, how popular are superheroes today?
- Giles:** I think they're more popular than ever, Jilly. In recent years the sales of both print and digital comics have gone up. And superhero movies are incredibly popular. *The Avengers, X-Men, Spider ...*
- Jilly:** Why are they so popular?
- Giles:** I think one reason is because we live in difficult times with crime, ³_____ (**TERRORIST**), ⁴_____ (**UNEMPLOYED**) ... people want someone to protect them and give them hope for a better future. Superheroes were really popular in the 1930s when the world economy was in a bad way and I think it's similar today.
- Jilly:** Right.
- Giles:** Superheroes also have positive human qualities that we'd all love to have: Wonder Woman's ⁵_____ (**HONESTY**); Spider-Man's ⁶_____ (**RESPONSIBILITY**); Iron Man's clever; Batman's ⁷_____ (**STRENGTH**) ...
- Jilly:** And they're all really good-looking.
- Giles:** Hmm, **I don't know about that** but people do like the idea of having superpowers, of being able to fly like Superman, to change your body like Mystique from the X-Men or to become ⁸_____ (**VISIBLE**) like Sue from the Fantastic Four.
- Jilly:** **Definitely.**
- Giles:** And one reason superhero movies are so popular is because of computer graphics, special effects that allow superheroes to do the most ⁹_____ (**AMAZE**) things and on the screen – it looks totally ¹⁰_____ (**REALITY**).
- Jilly:** That's ¹¹_____ (**TRUTH**). Tara, what do you think?
- Tara:** I don't like superheroes.
- Jilly:** Oh! **Why's that?**
- Tara:** Because they're vigilantes. They decide who the bad guys are, they catch them, they hit them and sometimes they kill them. But who gives them that right? In our society we have the police and a justice system to decide if someone is ¹²_____ (**INNOCENCE**) or ¹³_____ (**GUILT**).
- Jilly:** **That's true, but ...**
- Tara:** Superhero stories can encourage normal people to become vigilantes and vigilantes can be ¹⁴_____ (**VIOLENCE**) and attack innocent people. **It's not right.**
- Giles:** **Did you know that** some vigilantes dress as superheroes to stop crime?
- Jilly:** Really?
- Giles:** Yes. There was an example in the news **the other day** about a young man from Manchester. He dressed in a 200-pound blue-and-black costume and ...
- Jilly:** Like Batman?
- Giles:** Yeah, he called himself the Knight Warrior and he went round the streets at night trying to stop fights and anti-social ¹⁵_____ (**BEHAVE**).
- Tara:** Pff.
- Giles:** But he was beaten up and hurt quite badly.
- Jilly:** Oh, **the poor thing** ...

2 Look at the expressions in bold in the extract. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.

What would you do?

10D GRAMMAR (The second conditional)

1 What would you do in each situation? Make notes in the *Me* column.

	Me	My partner
1 You see a waiter eat food off someone's plate.		
2 A friend tells you they have committed a crime.		
3 You find an expensive smartphone in the park.		
4 Your best friend gives you a present and you hate it.		
5 You know someone has lied to you.		
6 You are late handing your project in.		
7 You find someone hiding in your garden.		
8 You see someone shoplifting.		

2 In pairs, ask and answer about each situation. Use the second conditional. Note down your partner's answers in the *My partner* column.

3 Compare your answers.

Lost treasure

10F READING AND VOCABULARY (Finding specific information)

- 1 Look at the photo and read the title of the article. What do you think the article will be about? Read it quickly to find out.**
- 2 Read the questions about the article. Find the key words in the questions and options.**
 - 1** It's easy to remember the Norwegian museum robbery because
 - A** the thieves only stole two paintings.
 - B** the thieves stole two very famous artworks.
 - C** the paintings were worth so much money.
 - 2** The writer says that the robbery in Norway was surprising because
 - A** there wasn't any security.
 - B** no one saw the thieves.
 - C** the thieves couldn't get the paintings off the wall.
 - 3** The writer says that the Van Gogh painting could be found because
 - A** it has been stolen before and was found
 - B** it has been missing for ten years
 - C** 36 security cameras were working on the day of the robbery
 - 4** Why is some art never found?
 - A** because the thief is too scared to give it back
 - B** because it gets thrown away
 - C** because collectors hide it at home
- 3 Look at the key words you found in Exercise 2 and find the part of the text that answers each question. Look for the key words or similar ideas in the text.**
- 4 Now choose the correct answers to the questions in Exercise 2.**

Why do we feel so bad when art is stolen? Is it because it's worth so much money? Or is it because art, by its very nature, can't be replaced? Here are some of the biggest art robberies of all time. You decide!

One of the most famous art robberies happened in 2004 in a Norwegian museum. The thieves only stole two paintings, but it was the paintings themselves that made the burglary memorable: Edvard Munch's *Scream* and *Madonna*, two very well-known pieces by the Norwegian painter. Together, the paintings are worth \$19 million. Incredibly, the burglars were able to lift the paintings off the wall and run away with them. The ending of this story is a happy one, however, because the police found the paintings two years later.

Poppy Flowers, a Van Gogh painting, was stolen from an Egyptian Museum in 2010. There are 43 security cameras in the museum but on the day of the robbery, only 36 were working. The painting is worth around \$55 million and has sadly never been found. But the most interesting thing about the theft of this painting is that it's not the first time it has been stolen! It was also taken in 1978 and not found for ten years, so perhaps there is hope that it will turn up one day!

Some art, however, is never found. Often, art is stolen 'to order'. A very wealthy person who collects art orders a famous painting for their private collection, and an art thief steals it for them. The thief is then paid a large sum of money by the art collector for the art. Because the art is stolen, it must then stay hidden forever in the collector's house. *The Pigeon with Green Peas* by the famous Spanish artist Pablo Picasso was stolen from a modern art museum in Paris in 2010. When the suspect was interviewed by the police, he told them he threw the painting into a rubbish bin because he was scared. Unfortunately, the rubbish bin was then emptied shortly after and the piece was lost forever. Or was it?

