

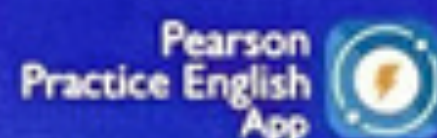
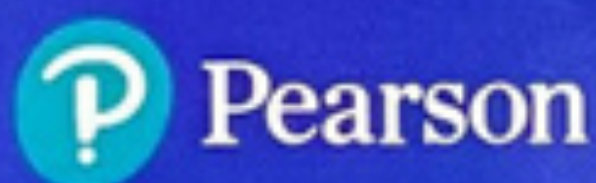
BBC

# FOCUS 2

SECOND EDITION






















STUDENT'S BOOK

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GSE: 38-48 CEFR: A2+/B1



	VOCABULARY	GRAMMAR	LISTENING
<b>1</b> <b>Lives people live</b>  BBC  1 p. 116 Student accommodation	<b>pp. 4–5</b> Personality; <i>un-, in-, im-, ir-, dis-</i> ; questions with <i>like</i> <b>Reading:</b> Charity <b>p. 15 Word list</b>	<b>p. 6</b> Present tenses – question forms; subject and object questions; <i>wh-</i> questions <b>GRAMMAR ANIMATION</b>  <b>p. 117 FOCUS VLOG</b>  2 3	<b>p. 7</b> Voluntary work <b>Vocabulary:</b> <i>-ive, -ative, -able, -ing</i> <b>Exam Focus:</b> Note completion <b>Pronunciation Focus:</b> Word stress – personality adjectives
<b>2</b> <b>Science and technology</b>  BBC  6 p. 118 Urban legends	<b>pp. 18–19</b> Phones and computers; word building; collocations <b>Listening:</b> Famous scientists <b>p. 29 Word list</b>	<b>p. 20</b> Past Continuous and Past Simple <b>GRAMMAR ANIMATION</b>  <b>p. 119 FOCUS VLOG</b>  7 8	<b>p. 21</b> Becoming a scientist <b>Vocabulary:</b> Science and scientists; collocations <b>Exam Focus:</b> Matching <b>Pronunciation Focus:</b> Word stress – scientists
<b>3</b> <b>The arts</b>  BBC  11 p. 120 The Musketeers	<b>pp. 32–33</b> TV programmes; adjectives; elements of a film/TV drama <b>Reading:</b> One episode is never enough <b>p. 43 Word list</b>	<b>p. 34</b> Comparative and superlative adjectives <b>GRAMMAR ANIMATION</b>  12	<b>p. 35</b> A street artist <b>Vocabulary:</b> Art and artists <b>Exam Focus:</b> Multiple choice <b>Pronunciation Focus:</b> Word stress – countries and nationalities
<b>4</b> <b>Home sweet home</b>  BBC  15 p. 122 Cave houses	<b>pp. 46–47</b> Describing houses; inside a house; <i>make or do</i> <b>Listening:</b> The narrowest house in the world <b>p. 57 Word list</b>	<b>p. 48</b> Present Perfect with <i>for</i> and <i>since</i> <b>GRAMMAR ANIMATION</b>  <b>p. 123 FOCUS VLOG</b>  16 17	<b>p. 49</b> Teenagers' rooms <b>Vocabulary:</b> Phrasal verbs <b>Exam Focus:</b> Matching <b>Pronunciation Focus:</b> Long vowel sounds
<b>5</b> <b>Time to learn</b>  BBC  20 p. 124 South Korean schools	<b>pp. 60–61</b> Education; phrasal verbs; collocations <b>Reading:</b> School systems around the world <b>p. 71 Word list</b>	<b>p. 62</b> First Conditional <b>GRAMMAR ANIMATION</b>  21	<b>p. 63</b> Dealing with exam stress <b>Vocabulary:</b> <i>get</i> <b>Exam Focus:</b> True/False <b>Pronunciation Focus:</b> Large numbers
<b>6</b> <b>Just the job</b>  BBC  25 p. 126 Window cleaning	<b>pp. 74–75</b> Collocations; describing jobs; phrasal verbs <b>Listening:</b> The worst jobs <b>p. 85 Word list</b>	<b>p. 76</b> Second Conditional <b>GRAMMAR ANIMATION</b>  <b>p. 127 FOCUS VLOG</b>  26 27	<b>p. 77</b> Becoming an airline pilot <b>Vocabulary:</b> Collocations; jobs <b>Exam Focus:</b> Multiple choice <b>Pronunciation Focus:</b> Stress in job names
<b>7</b> <b>Consumer society</b>  BBC  30 p. 128 Cheap shopping	<b>pp. 88–89</b> Shops and services; clothes and appearance; collocations <b>Reading:</b> The truth about shopping <b>p. 99 Word list</b>	<b>p. 90</b> The Passive <b>GRAMMAR ANIMATION</b>  31	<b>p. 91</b> Buying presents <b>Vocabulary:</b> Word families <b>Exam Focus:</b> Matching <b>Pronunciation Focus:</b> Silent letters
<b>8</b> <b>Well-being</b>  BBC  36 p. 130 Keeping fit	<b>pp. 102–103</b> Symptoms; health; phrasal verbs <b>Reading:</b> Apps to keep you fit <b>p. 113 Word list</b>	<b>p. 104</b> Past Perfect <b>GRAMMAR ANIMATION</b>  <b>p. 131 FOCUS VLOG</b>  37 38	<b>p. 105</b> Central Park <b>Vocabulary:</b> Places to do sport <b>Exam Focus:</b> Multiple choice <b>Pronunciation Focus:</b> Diphthongs

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

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

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

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



## VOCABULARY

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

*I can describe people's personality and emotions.*

### SHOW WHAT YOU KNOW

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

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

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

# Lives people live

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

Confucius

**BBC**



STUDENT ACCOMMODATION

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

## GENERATION GAP? YOUNG PEOPLE SAY ...

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

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

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

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





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

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

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



## OLDER PEOPLE SAY ...

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

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

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

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

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

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



## WORD STORE 1A **Personality**

- 5 1.3 Complete WORD STORE 1A with the adjectives in red from the text. Then listen, check and repeat.
- 6 Replace the phrases in brackets with appropriate adjectives from WORD STORE 1A.
- 1 Charity workers are \_\_\_\_\_ (not selfish). They are kind and helpful.
  - 2 Teenagers are \_\_\_\_\_ (not cheerful). They are always in a bad mood.
  - 3 Young professionals are \_\_\_\_\_ (not lazy). They want to be successful.
  - 4 Many billionaires are \_\_\_\_\_ (not mean). They give lots of money to charities.
  - 5 Most children are \_\_\_\_\_ (not outgoing). They're not confident with strangers.
  - 6 Young people are often \_\_\_\_\_ (not sensible). They make stupid decisions.
- 7 **SPEAKING** Discuss whether you think the statements in Exercise 6 are true.

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

- 8 1.4 Complete WORD STORE 1B with the underlined adjectives in the text. Then listen, check and repeat.
- 9 Complete the sentences with adjectives from WORD STORE 1B.
- 1 Gary is an \_\_\_\_\_ guy. He never tells lies.
  - 2 Emma is very \_\_\_\_\_. She knows everything.
  - 3 Paul's only eighteen, but he has a job and lives on his own. He's very \_\_\_\_\_.
  - 4 Dan is very \_\_\_\_\_. He always says 'please' and 'thank you'.
  - 5 Lucy is \_\_\_\_\_. She doesn't like travelling or trying new experiences.
  - 6 Martha is very \_\_\_\_\_. She is always the centre of attention.
- 10 **SPEAKING** Change three of the names in Exercise 9 to describe people you know. Then tell your partner.

## WORD STORE 1C **Questions with like**

- 11 1.5 Answer the questions in WORD STORE 1C with the highlighted sentences in the text. Then listen, check and repeat.
- 12 Rewrite the sentences with *like* if necessary. Then tick the sentences that are true for you.
- 1 I look my dad. I look like my dad. ☐
  - 2 My neighbours are kind and friendly. \_\_\_\_\_ ☐
  - 3 My mum looks her mum. \_\_\_\_\_ ☐
  - 4 My parents always look cheerful. \_\_\_\_\_ ☐
  - 5 My grandmother looks Queen Elizabeth. \_\_\_\_\_ ☐
  - 6 I chocolate. \_\_\_\_\_ ☐
- 13 **SPEAKING** Complete these questions for the sentences in Exercise 12 with *you* or *your*. Then ask your partner.
- 1 Do ...? 2 What ...? 3 Does ...? 4 Do ...?
  - 5 Does ...? 6 Do ...?
- 1 *Do you look like your dad?*

## 1.2

## GRAMMAR

Present tenses – question forms

*I can ask questions in a variety of present tenses.*

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

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

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

d

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



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

## GRAMMAR FOCUS 2

## Present tenses – question forms

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

**Present Simple** → Why <sup>1</sup> \_\_\_\_\_ you admire him?

**Present Continuous** → What <sup>2</sup> \_\_\_\_\_ he doing now?

**Present Perfect** → <sup>3</sup> \_\_\_\_\_ you ever met him?

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

Who <sup>4</sup> \_\_\_\_\_ you? NOT ~~Who does inspire you?~~

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

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



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

- 1 <sup>a</sup>Emily and Peter like watching <sup>b</sup>science-fiction films.  
a Who likes watching science-fiction films?  
b What do Emily and Peter like watching?
- 2 <sup>a</sup>Neil has joined <sup>b</sup>Amnesty International.  
a Who \_\_\_\_\_?  
b Which organisation \_\_\_\_\_?
- 3 <sup>a</sup>Rosie can speak <sup>b</sup>three languages.  
a Who \_\_\_\_\_?  
b How many languages \_\_\_\_\_?
- 4 <sup>a</sup>Dave has visited <sup>b</sup>London.  
a Who \_\_\_\_\_?  
b Which capital city \_\_\_\_\_?
- 5 <sup>a</sup>Tom is reading <sup>b</sup>Barack Obama's biography.  
a Who \_\_\_\_\_?  
b What \_\_\_\_\_?
- 6 <sup>a</sup>Viv admires <sup>b</sup>Emma Watson.  
a Who \_\_\_\_\_?  
b Who \_\_\_\_\_?

6 Complete the sentences to make them true for you.

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

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

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

B: *A book about Steve Jobs.*

## FOCUS VLOG 3 About happiness

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

# 1.3

## LISTENING

Note completion

*I can identify key details in a simple recorded interview.*

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

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

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

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

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

Who ...

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

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

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

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



## EXAM FOCUS Note completion

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

### 5 Key Questions before you volunteer for work overseas

#### 1 Are you fit and healthy?

You often work in difficult conditions, and you sometimes need to work <sup>1</sup> \_\_\_\_\_.

#### 2 Can you adapt to new situations?

You need to adapt to <sup>2</sup> \_\_\_\_\_, the food, the accommodation and a new <sup>3</sup> \_\_\_\_\_.

#### 3 Are you a good team player?

All volunteers work in teams so you need to have good <sup>4</sup> \_\_\_\_\_ skills. You need to be outgoing and above all <sup>5</sup> \_\_\_\_\_.

#### 4 Are you sensitive to other cultures?

You need to be open to people and remember that your <sup>6</sup> \_\_\_\_\_ life is not the only way there is.

#### 5 Do you want to learn from the experience?

Volunteering can change your life and you as a person. It's an excellent opportunity to help people, learn <sup>7</sup> \_\_\_\_\_ and make new friends for life.

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

## PRONUNCIATION FOCUS

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

adventurous ambitious fantastic optimistic  
passionate pessimistic responsible voluntary

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

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

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

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



Matching  
*I can identify specific information in an article.*

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

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

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

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

EXAM FOCUS Matching

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

Which generation ...

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

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

WORD STORE 1E Word families

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

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

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

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

8 Complete the questions with the correct preposition.

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

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

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

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





# A BRIEF GUIDE TO THE GENERATIONS

1.14

## GENERATION X

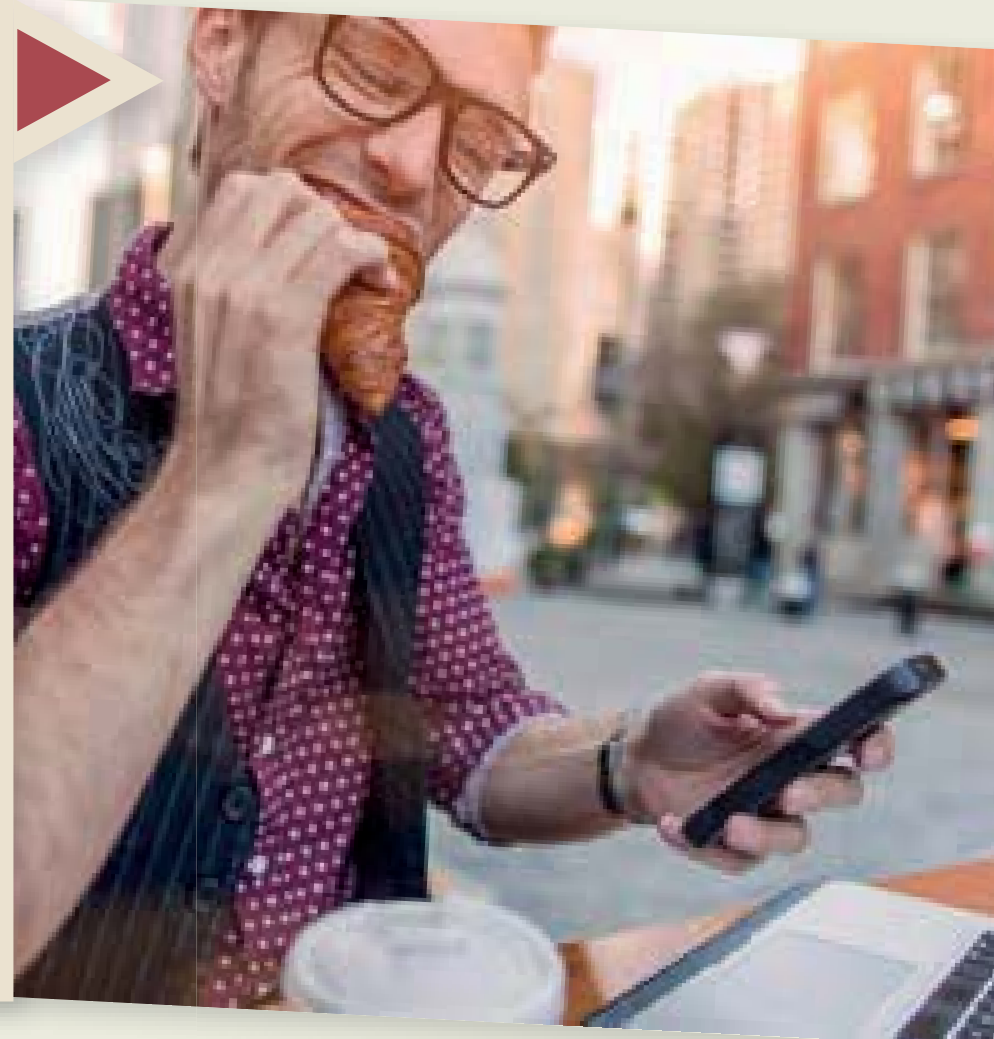
**Born between 1965 and 1980, now in their forties and fifties.**

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

## GENERATION Y / MILLENNIALS

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

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



## GENERATION Z

**Born between 1995 and now.**

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

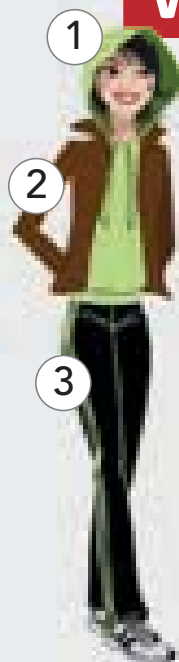
## 1.5

## GRAMMAR

verb + -ing or verb + to + infinitive

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

## WHAT IS YOUR ATTITUDE TO CLOTHES?



## 1 (SPEND)

- A I spend a lot of money on clothes.  
 B I can't afford <sup>1</sup>to spend much money on clothes.  
 C I prefer <sup>2</sup> \_\_\_\_\_ my money on going out.

## 2 (GO)

- A I enjoy <sup>3</sup> \_\_\_\_\_ shopping for clothes.  
 B I don't mind <sup>4</sup> \_\_\_\_\_ shopping for clothes.  
 C I refuse <sup>5</sup> \_\_\_\_\_ shopping for clothes.

## 3 (BUY)

- A I love <sup>6</sup> \_\_\_\_\_ new clothes every season.  
 B I only buy clothes when I need them.  
 C I avoid <sup>7</sup> \_\_\_\_\_ new clothes for as long as possible.

## 4 (WEAR)

- A I refuse <sup>8</sup> \_\_\_\_\_ sweatpants.  
 B I love <sup>9</sup> \_\_\_\_\_ sweatpants at home for comfort.  
 C I wear sweatpants all the time.

## 5 (GET)

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

## 6 (THINK)

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

## WHAT DOES IT MEAN?

## Mainly As I LOVE THEM

You enjoy <sup>15</sup> \_\_\_\_\_ (think) about clothes (perhaps a bit too much), and the way you look is important for your personal identity.

## Mainly Bs I NEED THEM

You don't mind <sup>16</sup> \_\_\_\_\_ (think) about clothes, but they are not your priority. You prefer casual clothes because you need <sup>17</sup> \_\_\_\_\_ (be) comfortable.

## Mainly Cs I HATE THEM

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

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

hoodie ☐ jacket ☐ suit ☐ sweatpants ☐  
 tie ☐ uniform ☐

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

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

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

## GRAMMAR FOCUS G4

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

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

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

I **want** <sup>1</sup> \_\_\_\_\_ good at all times.

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

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

I **enjoy** <sup>2</sup> \_\_\_\_\_ comfortable things.

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

Grammar page 133



# 1.6

## USE OF ENGLISH

so and such

*I can use so and such correctly.*

### 1 SPEAKING Read the introduction. Then discuss the questions.

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



## One home, three generations

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

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

### 3 1.17 Listen again and choose the correct option.

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

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

#### LANGUAGE FOCUS

##### so and such

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



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

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

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



- |             |               |           |
|-------------|---------------|-----------|
| 1 A so      | <u>B such</u> | C such an |
| 2 A so many | B such many   | C such a  |
| 3 A such    | B such a      | C so      |
| 4 A such    | B so          | C such a  |
| 5 A so      | B such        | C such a  |

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

Use of English page 134

# 1.7

## WRITING

A personal email/letter

*I can write a short personal email to introduce myself.*

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

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

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

- family ☐ food ☐ hobbies ☐ music ☐  
school ☐ sport ☐

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

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

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

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

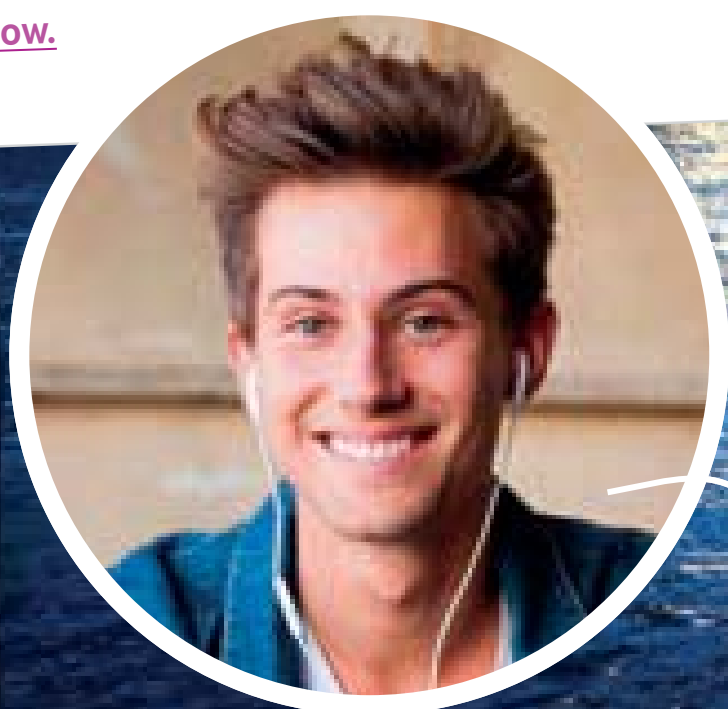
### WRITING FOCUS

#### A personal email/letter

- Start the letter/email with a friendly greeting: Dear Nick, /<sup>1</sup> *Hi* Jo,
- Don't use full forms. Use contractions: you're (not ~~you are~~) /<sup>2</sup> \_\_\_\_\_
- Use emoticons (☺) or abbreviations (but don't overuse them): Bye for now = Bye 4 now.
- Ask questions to show you want a reply: What do you enjoy doing at weekends? / What<sup>3</sup> \_\_\_\_\_?
- Finish the letter/email with a friendly goodbye, e.g. All the best /<sup>4</sup> \_\_\_\_\_.

To: Jo  
Subject: C U soon!

*Hi* Jo,  
How are you doing? I'm really excited about coming to stay with you. I'm writing to tell you a bit more about myself.  
As you know, *I'm* sixteen and I live in Venice. My brother and I go to the same school. I'm not crazy about studying but it's OK – my favourite subject is Art. *What about you?* What subjects are you good at?  
In my free time, I'm keen on sports and I'm not bad at volleyball. I'm also passionate about music, especially British bands. At the moment I'm listening to Little Mix all the time. What kind of music are you interested in?  
At weekends, my friends and I love going to the cinema. What do you enjoy doing at weekends?  
I can't wait to see you next month! I'm sure we'll have fun.  
OK, time to finish. Write soon ☺  
*Bye 4 now.*  
Carlo



Carlo





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

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

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

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

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

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

### LANGUAGE FOCUS

#### Adjective + preposition

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

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

<sup>1</sup>*about*

*I'm bad/good/useless* <sup>2</sup> \_\_\_\_\_

*I'm involved* <sup>3</sup> \_\_\_\_\_

*I'm afraid* <sup>4</sup> \_\_\_\_\_

*I'm keen* <sup>5</sup> \_\_\_\_\_

*I'm disappointed/obsessed* <sup>6</sup> \_\_\_\_\_

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

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

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

### SHOW WHAT YOU'VE LEARNT

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



*It's me. Jenny.*

*I'm happy too!*

**From:** Jenny  
**Subject:** Hello!

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

Please tell me something about yourself.

What subjects do you like at school?

What music and films do you like?

What do you do in your free time?

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

Let me know if you have any questions for me.

See you soon,

Jenny

*Answer Jenny's questions*

*Ask Jenny about her interests*

Write your email to Jenny using all the notes.

**To:** Jenny  
**Re:** Hello!

Hi Jenny,

Thanks for the email.

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1.8

SPEAKING

Showing interest

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

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

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

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



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

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

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

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

SPEAKING FOCUS

Statement

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

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

A: She's training to be a pilot.

Statement

A: I love travelling and meeting new people.

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

Statement

A: I'm not very keen on tea.

A: I don't like travelling.

A: I play the violin.

Showing interest

B: <sup>1</sup>Really? That's cool!

B: <sup>2</sup>\_\_\_\_\_

B: Wow, that's interesting.

Saying you are similar

B: <sup>3</sup>\_\_\_\_\_

B: Me neither.

Saying you are different

B: <sup>4</sup>\_\_\_\_\_

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

B: <sup>5</sup>\_\_\_\_\_

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

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

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

- 1 ☐
- 2 ☐
- 3 ☐
- 4 ☐
- 5 ☐
- 6 ☐

6 Complete the table.

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

7 Complete the sentences to make them true for you.

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

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

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

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

ROLE-PLAY 5 Showing interest

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



1.1 Vocabulary 4.1

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

1.2 Grammar 4.2

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

1.3 Listening 4.3

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

1.4 Reading 4.4

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

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

1.5 Grammar 4.5

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

1.6 Use of English 4.6

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

1.7 Writing 4.7

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

1.8 Speaking 4.8

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

## VOCABULARY AND GRAMMAR

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

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

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

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

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

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

### 4 Use the prompts to write sentences.

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

## USE OF ENGLISH

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


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

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

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



## LISTENING

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

Today's guest of the weekly programme is Tony Miller, who studies <sup>1</sup> \_\_\_\_\_ in Zurich.

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

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

## SPEAKING

- 8 Do the task in pairs.

### Student A

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

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

### Student B

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

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

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

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

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



## WRITING

- 10 Do the task in pairs.

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

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

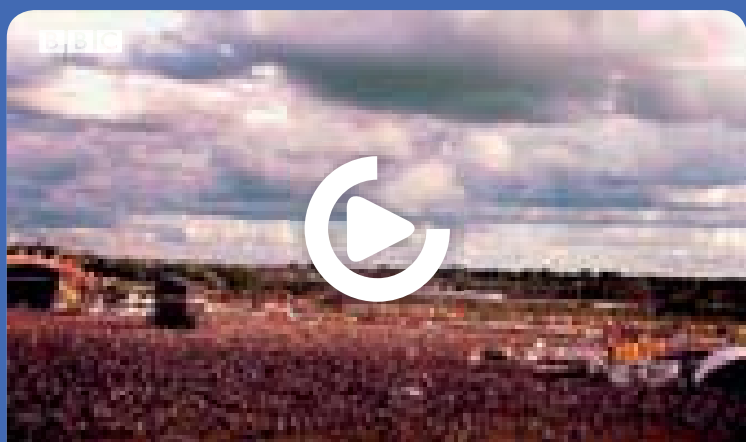
# 2

## Science and technology

*Necessity is the mother of invention.*

A proverb

**BBC**



URBAN LEGENDS

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

2.1

## VOCABULARY

Online • phones and computers  
• word building • collocations

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

### SHOW WHAT YOU KNOW

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

## SCIENCE AND TECHNOLOGY

## QUIZ

- Match the years with these digital inventions.

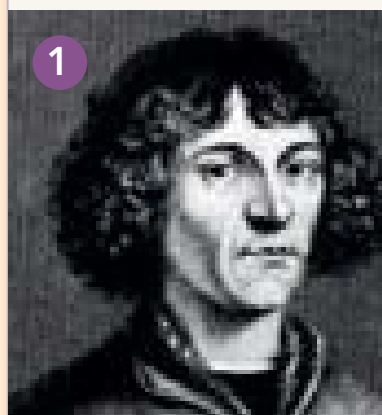
1977    1984    1990    1993    1994

- The first **web browser** \_\_\_\_\_
- The first **search engine** \_\_\_\_\_
- The first **laser printer** \_\_\_\_\_
- The first **desktop computer** with **keyboard** and mouse \_\_\_\_\_
- The first **smartphone** \_\_\_\_\_

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

- Which sciences were these great scientists mostly involved in?

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



Nicolaus Copernicus



Isaac Newton



Charles Darwin

**BONUS QUESTION:** Which scientist won two Nobel Prizes?



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

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

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



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



Marie Skłodowska-Curie  
physics and chemistry



Alan Turing  
computer science

### WORD STORE 2A Phones and computers

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

### WORD STORE 2B Word building

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

### WORD STORE 2C Collocations

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

1 Tim = a computer scientist

# 2.2

## GRAMMAR

Past Continuous and Past Simple

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

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

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

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



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

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

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

### GRAMMAR FOCUS 7

#### Past Continuous and Past Simple

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

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

+	I <b>was working</b> etc.
–	She <b>wasn't working</b> etc.
?	<b>Were</b> you <b>working?</b> etc.

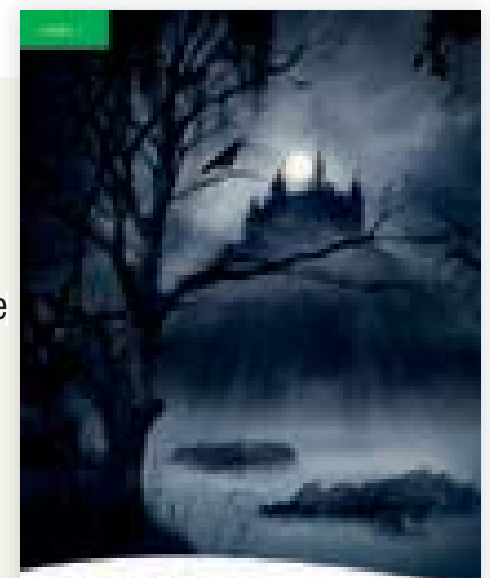
4 **Complete the beginnings of two stories with the Past Simple or the Past Continuous form of the verbs in brackets.**



David Copperfield  
Charles Dickens

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

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



Dracula  
M. R. James

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

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

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

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

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

B: **No, they weren't.**

### FOCUS VLOG 8 About technology

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