



Lives people live

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

Confucius



STUDENT ACCOMMODATION

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

UNIT 1 VIDEOS

BBC Student accommodation



GRAMMAR ANIMATION

Lesson 1.2 2 Lesson 1.5 4

FOCUS VLOG About happiness

Lesson 1.2 3

ROLE-PLAY

Lesson 1.8 5

4

REFERENCES

Audioscript p. 176

Videoscript p. 193

Using videos in the classroom p. T14

EXTRA ACTIVITIES

• Photocopiable resource 1 *What are they like?* (10 min.) pp. 201, 212

• Photocopiable resource 2 *Test yourselves* (10 min.) pp. 201, 213

• Extra digital activities: Vocabulary Checkpoint

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

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

GENERATION GAP?

YOUNG PEOPLE SAY ...

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

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

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

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



• Students write more gap fill sentences like the ones in ex. 9 for the WORD STORE vocabulary. They exchange and complete sentences.

WORKBOOK

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

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

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

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



OLDER PEOPLE SAY ...

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

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

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

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

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

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



NEXT CLASS

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

WORD STORE 1A Personality

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

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

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

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

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

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

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

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

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

WORD STORE 1C Questions with like

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

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

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

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

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

1 Do you look like your dad?

Exercise 3

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

Exercise 13

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

1.2

GRAMMAR

Present tenses – question forms
I can ask questions in a variety of present tenses.

- SPEAKING** Who are your role models? Think about famous people or people you know and tell your partner.
- 1.6** Match questions 1–6 with answers a–f. Then listen and check.
 - Who inspires you?
 - Why do you admire him?
 - Does he give money to environmental charities?
 - Have you ever met him?
 - What is he doing now?
 - Are you following him on Twitter?

- d
- f
- b
- a
- c
- e



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

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

GRAMMAR FOCUS 62

Present tenses – question forms

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

Exercise 7

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

- 1.7** Complete the questions for the interview about Michelle Obama. Then listen and check.
 - 'Who inspires you?'
'The person who inspires me is Michelle Obama.'
 - 'Who is she?'
'She's the ex-first lady of the United States.'
 - 'Why do you admire her?'
'I admire her because she does a lot of good work with young people.'
 - 'What is she trying to do?'
'She's trying to teach children about exercise and health.'
 - 'Have you ever seen her in person?'
'No, I haven't seen her in person, but I've watched her online.'
 - 'What is she doing now?'
'She is still working with young people.'



- Complete the questions about the subject (a) and about the object (b) of each statement.
 - ^aEmily and Peter like watching ^bscience-fiction films.
 - Who likes watching science-fiction films?
 - What do Emily and Peter like watching?
 - ^aNeil has joined ^bAmnesty International.
 - Who has joined Amnesty International?
 - Which organisation has Neil joined?
 - ^aRosie can speak ^bthree languages.
 - Who can speak three languages?
 - How many languages can Rosie speak?
 - ^aDave has visited ^bLondon.
 - Who has visited London?
 - Which capital city has Dave visited?
 - ^aTom is reading ^bBarack Obama's biography.
 - Who is reading Barack Obama's biography?
 - What is Tom reading?
 - ^aViv admires ^bEmma Watson.
 - Who admires Emma Watson?
 - Who does Viv admire?
- Complete the sentences to make them true for you.
 - I'm reading _____ at the moment.
 - It takes me _____ minutes to get to school.
 - I go shopping for clothes _____ a month.
 - I've been to _____ foreign countries.
 - _____ inspires me.

- 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 63 About happiness

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

Grammar page 132

6

<p>REFERENCES</p> <p>Culture notes p. 171 Audioscript p. 176 Videoscript p. 193 Using videos in the classroom p. T14</p>	<p>EXTRA ACTIVITIES</p> <ul style="list-style-type: none"> Grammar animation Photocopiable resource 3 <i>Ask me!</i> (15 min.) pp. 201, 214 Extra digital activities: Grammar Checkpoint 	<p>WORKBOOK</p> <p>p. 6, including <i>Show What You've Learnt</i></p> <p>NEXT CLASS</p> <p>Ask students to prepare for a 10–20-minute Grammar Quiz: Assessment Package, Unit 1.2, Grammar.</p>
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1.3

LISTENING

Note completion

I can identify key details in a simple recorded interview.



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

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

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

confident (7) people without a home (1)
two or three (3) impresses people (8)
Saturday or Sunday (4) chickens (2)
more likely to do something (5) in a team (6)

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

Who ...

- 1 helps homeless people in the local area? (K)
2 works with farm animals? (M)
3 volunteers a few hours a week? (K)
4 does voluntary work every weekend? (M)
5 thinks that volunteers are more active than other people? (K)
6 enjoys working with other people? (M)
7 thinks that voluntary work makes you more sure of yourself? (M)
8 thinks that doing voluntary work makes a good impression? (K)
- 6 **1.10** Listen to Tim giving Becky some advice about international volunteering. Answer the questions.
- 1 Where does Becky want to do voluntary work? In Africa
2 Does Tim think she has the right personal qualities? Yes
3 Is Becky inspired by the conversation? Yes

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

EXAM FOCUS Note completion

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

5 Key Questions before you volunteer for work overseas

1 Are you fit and healthy?

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

2 Can you adapt to new situations?

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

3 Are you a good team player?

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

4 Are you sensitive to other cultures?

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

5 Do you want to learn from the experience?

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

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

PRONUNCIATION FOCUS

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

(adventurous ambitious fantastic optimistic
passionate pessimistic responsible voluntary)

A ■■■■	B ■■■■	C ■■■■	D ■■■■
passionate, voluntary	ambitious, fantastic	adventurous, responsible	optimistic, pessimistic

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

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

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

7

REFERENCES

Audioscript pp. 176–177

EXTRA ACTIVITIES

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

WORKBOOK

p. 7

NEXT CLASS

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



READING

Matching

I can identify specific information in an article.

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

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

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

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

EXAM FOCUS Matching

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

Which generation ...

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

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

WORD STORE 1E Word families

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

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

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

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

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

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

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

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

Noun	Adjective
1 adventure	<u>adventurous</u>
2 ambition	<u>ambitious</u>
3 impatience	<u>impatient</u>
4 independence	<u>independent</u>
5 loneliness	<u>lonely</u>
6 passion	<u>passionate</u>
7 popularity	<u>popular</u>



EXTRA ACTIVITIES

- Students share the sentences that they prepared for this class about teenagers in their country and compare their ideas to the ideas in the text.
- Students work in pairs. Each student chooses three verbs with prepositions from the lesson they find most difficult

to remember and write sentences for their partner to complete.

- Students work in pairs. They take turns to say a verb with a preposition from the text for their partner to translate into their language. Then they take turns saying these verbs in their language for their partner to translate into English.

WORKBOOK

pp. 8–9

NEXT CLASS

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

A BRIEF GUIDE TO THE GENERATIONS

1.14



GENERATION X

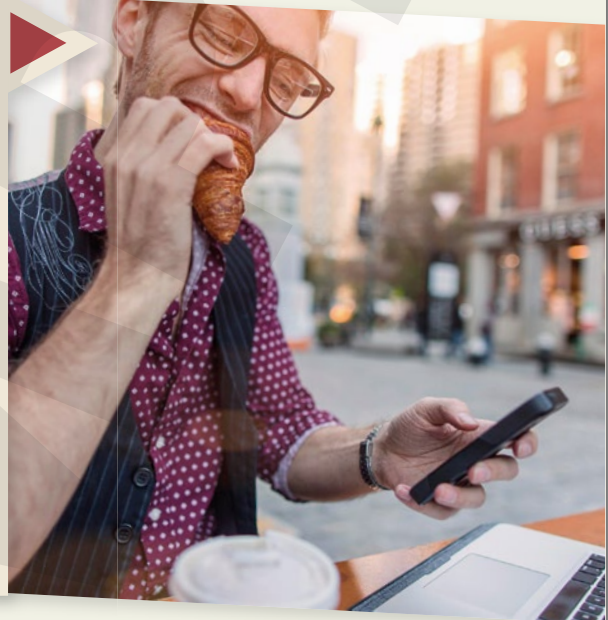
Born between 1965 and 1980, now in their forties and fifties.

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

GENERATION Y / MILLENNIALS

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

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



GENERATION Z

Born between 1995 and now.

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

1.6

USE OF ENGLISH

so and such

I can use so and such correctly.

1 SPEAKING Read the introduction. Then discuss the questions.

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



One home, three generations

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

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

3 1.17 Listen again and choose the correct option.

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

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

LANGUAGE FOCUS

so and such

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



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

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

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



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

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

Use of English page 134

REFERENCES

Audioscript p. 177

EXTRA ACTIVITIES

Students write five sentences about their city/country or themselves using so and such, then compare with a partner, e.g. *I live so close to school*

that I can get there by foot in two minutes.

WORKBOOK

p. 11

NEXT CLASS

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

1.7

WRITING

A personal email/letter

I can write a short personal email to introduce myself.

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

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

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

family food hobbies music
school sport

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

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

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

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

WRITING FOCUS

A personal email/letter

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

To: Jo
Subject: C U soon!

Hi Jo,

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

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

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

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

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

OK, time to finish. Write soon ☺

Bye 4 now.

Carlo



Carlo

12

EXTRA ACTIVITIES

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

WORKBOOK

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

NEXT CLASS

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

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

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

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

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

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

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

LANGUAGE FOCUS

Adjective + preposition

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

I'm crazy/excited/mad/passionate/serious/worried ¹about

I'm bad/good/useless ²at

I'm involved ³in

I'm afraid ⁴of

I'm keen ⁵on

I'm disappointed/obsessed ⁶with

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

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

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

SHOW WHAT YOU'VE LEARNT

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



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.

Exercise 7

Hi – Dear ...

How are you doing? – How are you?

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

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

1.8

SPEAKING

Showing interest

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

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

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

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



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

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

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

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

SPEAKING FOCUS

Statement

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

Showing interest

B: ¹Really? That's cool!

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

B: ²_____ Is she?

A: She's training to be a pilot.

B: Wow, that's interesting.

Statement

A: I love travelling and meeting new people.

Saying you are similar

B: ³_____ Me too.

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

B: Me neither.

Statement

A: I'm not very keen on tea.

Saying you are different

B: ⁴_____ Really? I love it.

A: I don't like travelling.

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

A: I play the violin.

B: ⁵_____ Do you? Right ...

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- 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 (X) 2 (✓) 3 (✓) 4 (X) 5 (✓) 6 (X)

- 6 Complete the table.

Statement	Say you're similar	Say you're different
a I'm worried about the world.	Me too.	Are you? ¹ I'm not.
b I'm not worried about the world.	² Me neither.	Aren't you? I am.
c I love reading poetry.	³ Me too.	⁴ Do you? I don't.
d I don't like reading poetry.	Me neither.	Don't you? ⁵ I do.
e I've got lots of cousins.	⁶ Me too.	⁷ Have you? I haven't.
f I haven't got any cousins.	Me neither.	Haven't you? ⁸ I have.

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

- 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 65 Showing interest

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

REFERENCES

Audioscript pp. 177–178

Using videos in the classroom p. T14

EXTRA ACTIVITIES

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

WORKBOOK

p. 14

NEXT CLASS

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

1.1 Vocabulary 4.1

adventurous /əd'ventʃərəs/
 bad mood /,bæd 'mu:d/
 be popular with /,bi 'pɒpjələ wɪð/
 be successful /,bi sək'sesfəl/
 be the centre of attention /,bi ðə
 ,sentər əv ə'tenʃən/
 caring /'keəriŋ/
 charity /'tʃærəti/
 cheerful /'tʃi:fəl/
 confident /'kɒnfədənt/
 dependent /dɪ'pendənt/
 dishonest /dɪs'ɒnəst/
 experience /ɪk'spɪəriəns/
 friendly /'frendli/
 generous /'dʒenərəs/
 hard-working /,hɑ:d 'wɜ:kɪŋ/
 honest /'ɒnəst/
 impolite /,ɪmpə'laɪt/
 independent /,ɪndə'pendənt/
 insensitive /ɪn'sensətɪv/
 irresponsible /,ɪrɪ'spɒnsəbəl/
 kind /kaɪnd/
 lazy /'leɪzi/
 lonely /'ləʊnli/
 look after /,lʊk 'ɑ:ftə/
 look cheerful/tired /,lʊk 'tʃi:fəl/'taɪəd/
 look forward to /,lʊk 'fɔ:wəd tə/
 mean /mi:n/
 miserable /'mɪzərəbəl/
 outgoing /,aʊt'gəʊɪŋ/
 polite /pə'laɪt/
 popular /'pɒpjələ/
 responsible /rɪ'spɒnsəbəl/
 selfish /'selfɪʃ/
 sensible /'sensəbəl/
 sensitive /'sensətɪv/
 serious /'sɪəriəs/
 shy /ʃaɪ/
 silly /'sɪli/
 sociable /'səʊʃəbəl/
 stupid /'stju: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 /,fɔ:ɪn '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 /'rɒl mɒdə/
 run a foundation /,rʌn ə faʊn'deɪʃən/
 work on /'wɜ:k ɒn/

1.3 Listening 4.3

accommodation /ə,kɒmə'deɪʃən/
 act /ækt/
 active /'æktɪv/
 adapt to /ə'dæpt tə/
 adaptable /ə'dæptəbəl/
 ambitious /æm'bɪʃəs/
 communicate /kə'mju:nikeɪt/
 communicative /kə'mju:nɪkətɪv/
 developing country /dɪ,veləpɪŋ 'kʌntri/
 difficult conditions /,dɪfɪkəlt kən'dɪʃənz/
 fantastic /fæn'tæstɪk/
 farm /fɑ:m/
 fit /fɪt/
 healthy /'helθi/
 homeless /'həʊmləs/
 hospital /'hɒspɪtəl/
 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 /'ʃʊə əv jə,'self/
 team player /'ti:m ,pleɪə/
 voluntary work /'vɒləntəri wɜ:k/
 volunteer /,vɒlən'tɪə/

1.4 Reading 4.4

adventure /əd'ventʃə/
 ambition /æm'bɪʃən/
 average age /'ævərɪdʒ eɪdʒ/
 be afraid of /,bi ə'freɪd əv/
 believe in /bə'li:v ɪn/
 belong to /bɪ'lɒŋ tə/
 can't afford /,kɑ:nt ə'fɔ:d/
 care about /'keər ə,baut/
 connect with /kə'nekt wɪð/
 deal with /'di:l wɪð/
 depend on /dɪ'pend ɒn/
 enormous /ɪ'nɔ:məs/
 focus on /'fəʊkəs ɒn/
 generation /,dʒenə'reɪʃən/
 get married /,get 'mæriəd/
 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 /'ləʊnlɪnəs/
 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 /,kæʒʊəl 'kləʊðz/
 consider /kən'sɪdə/
 decide /dɪ'saɪd/
 don't mind /,dəʊnt 'maɪnd/
 enjoy /ɪn'dʒɔɪ/
 get a job /,get ə 'dʒɒb/
 hate /heɪt/
 hoodie /'hʊdi/
 identity /aɪ'dentəti/
 jacket /'dʒækət/
 look good /,lʊk 'gʊd/
 prefer /prɪ'fɜ:z/
 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:nɒfɔ: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'spɪəriənst/
 poor /pʊə/
 rude /ru:d/
 useful /'ju:sfəl/

1.7 Writing 4.7

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

1.8 Speaking 4.8

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

WORD LIST ACTIVITIES

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

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

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 miserable person.
- Tim looks after his younger brother when their parents are out. He's so responsible.
- Zina is such a selfish girl. She cares only about herself.
- Neil's never made a silly decision. He's such a sensible boy.
- Has Marion always been so lazy? She always stays in bed until midday!
- My grandparents often give me money for the cinema or CDs. They're so generous.

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

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

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

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

4 Use the prompts to write sentences.

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

USE OF ENGLISH

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

- 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

REFERENCES

Audioscript p. 178

How to teach with projects p. T19

EXTRA ACTIVITIES

• Photocopiable resources 52–53
Multiple choice (15 min.) pp. 211, 270–271

• Photocopiable resources 54–55
Sentence transformation (15 min.)
pp. 211, 272–273

• Use of English 1, WORD STORE
booklet, p. 2


• Photocopiable resource 6 *A fictional character* (speaking; 5 min.) pp. 202, 217

• Extra digital activities: Listening and Use of English

NEXT CLASS

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

LISTENING

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

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

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

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

SPEAKING

- 8 Do the task in pairs.

Student A

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

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

Student B

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

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

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

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

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



WRITING

- 10 Do the task in pairs.

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

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

PROJECT

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