

Student Book

# Blueprint

 BRITISH ENGLISH

5



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**B1+**

Upper Intermediate

Peggy Anderson · Thomas Hong

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5

**B1<sup>+</sup>**

Upper Intermediate

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# Contents

	Module Goals and CEFR Level	Summary	Lessons	Vocabulary*
Module 1: About Me pages 6 to 19	<p><b>B1</b> I can understand the main points in straightforward factual text on subjects of personal or professional interest well enough to talk about them afterwards.</p> <p><b>B1</b> I can understand private letters about events, feelings, and wishes well enough to write back.</p> <p><b>B1</b> I can understand the main points of clear standard speech on familiar, everyday, subjects, provided there is an opportunity to get repetition or clarification sometimes.</p> <p><b>B1</b> I can give descriptions on a variety of familiar subjects related to my interests.</p> <p><b>B1</b> I can write simple texts about experiences or events—for example, about a trip—describing my feelings and reactions.</p>	In this first module, students will learn how to talk about their personal interests, feelings, and values. They will learn how to describe their hobbies and personality and to give personal recommendations for things they enjoy.	<ol style="list-style-type: none"> <li>1 My Personality</li> <li>2 My Hobbies</li> <li>3 My Dreams</li> <li>4 My Favourite Places</li> <li>5 My Online Profile</li> </ol>	Personalities Hobbies Careers Recommendations Values
Module 2: My Memories pages 20 to 35	<p><b>B1</b> I can understand the main points in short newspaper and magazine articles about current and familiar topics.</p> <p><b>B1</b> I can write simple texts about experiences or events—for example, about a trip—describing my feelings and reactions.</p> <p><b>B1</b> I can understand the main points of discussion on familiar topics in everyday situations when people speak clearly, but I sometimes need help in understanding details.</p> <p><b>B1</b> I can talk in detail about my experiences, feelings, and reactions.</p> <p><b>B1+</b> I can write letters and emails describing my experiences and feelings.</p>	This module helps students talk about their memories. Students will learn how to talk about things they used to love in the past, including special items, family trips, and special occasions.	<ol style="list-style-type: none"> <li>1 What I Miss</li> <li>2 A Day to Remember</li> <li>3 Memorial Trips</li> <li>4 Childhood Favourites</li> <li>5 Special Occasions</li> </ol>	Nostalgia Feelings Holiday experiences Entertainment Special occasions (weddings, birthdays, and anniversaries)
Module 3: Nature Pages 36 to 49	<p><b>B1+</b> I can identify the main conclusions in texts which clearly argue a point of view.</p> <p><b>B1+</b> I can explain the main points relating to an idea, problem, or argument with reasonable precision.</p> <p><b>B1+</b> I can generally follow the main points of extended discussion around me if people talk clearly.</p> <p><b>B1+</b> I can develop an argument well enough to be followed without difficulty most of the time.</p> <p><b>B1+</b> I can write about a variety of familiar subjects well enough for others to follow my story or argument.</p>	This module helps students talk about the environment. They will learn how to talk about climate change, ecosystems, and sustainable technologies that will help create a better, cleaner world.	<ol style="list-style-type: none"> <li>1 The Changing Climate</li> <li>2 Heat Wave</li> <li>3 Nature's Balance</li> <li>4 Green Homes</li> <li>5 Creating a SMART Plan</li> </ol>	Environment Climate Weather Animals Homes Energy
Module 4: Technology Pages 50 to 65	<p><b>B1+</b> I can identify the main conclusions in texts which clearly argue a point of view.</p> <p><b>B1+</b> I can understand clear instructions—for example, for a game, for the use of medicine, or for installing computer software.</p> <p><b>B1</b> I can understand the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.</p> <p><b>B1+</b> I can give a prepared presentation and answer clear questions.</p> <p><b>B1+</b> I can write about familiar topics, comparing and contrasting different opinions.</p>	This module helps students talk about technology. They will learn how to talk about how they travel, the appliances they have at home, and the devices they carry every day. They will also learn how to talk about promising future technologies.	<ol style="list-style-type: none"> <li>1 Self-Driving Cars</li> <li>2 The Sharing Economy</li> <li>3 Power from the Sun</li> <li>4 What if...?</li> <li>5 What's next?</li> </ol>	Transport Appliances The energy industry Personal devices Future technology

Grammar and Structures	Listening / Reading	Writing / Speaking
<p><b>Lesson 2</b> Present tenses; action verbs vs. stative verbs</p> <p><b>Lesson 3</b> Stative verbs and continuous meanings</p> <p><b>Lesson 4</b> Collocations with <i>go</i>, <i>do</i>, and <i>play</i></p>	<p><b>1</b>: My Personality</p> <p><b>1</b>: Email: My Hobbies</p> <p><b>1</b>: My Dreams</p> <p><b>1</b>: Travel Website</p> <p><b>1</b>: Dating Profile</p>	<p><b>W&amp;S</b>: Who would you like to go travelling with?</p> <p><b>S</b>: Types of Hobbies</p> <p><b>W&amp;S</b>: Hobby Guessing Game</p> <p><b>W&amp;S</b>: Career Aspirations</p> <p><b>S</b>: Favourite Places</p> <p><b>S</b>: In the Area</p> <p><b>W</b>: <i>Writing Guide</i>: An Online Profile</p>
<p><b>Lesson 2</b> Past perfect and past perfect continuous</p> <p><b>Lesson 3</b> Defining relative pronouns</p> <p><b>Lesson 4</b> Phrasal verbs</p>	<p><b>1</b>: Article: Why the Late 90s Were the Best Time to Grow up</p> <p><b>1</b>: Blog: My Earliest Memory</p> <p><b>1</b>: Memorable Moments</p> <p><b>1</b>: Memorable Trips</p> <p><b>1&amp;1</b>: Message board: What was your favourite childhood film, and do you still like it?</p> <p><b>1</b>: Journal entry: Roberta's Journal</p>	<p><b>S</b>: Word Association</p> <p><b>S</b>: Early Memories</p> <p><b>S</b>: Memorable Moments</p> <p><b>W&amp;S</b>: Who's that?</p> <p><b>W&amp;S</b>: Name That Film</p> <p><b>W</b>: <i>Writing Guide</i>: Describing an Important Day</p>
<p><b>Lesson 2</b> Future simple, future continuous, and future time clauses</p> <p><b>Lesson 3</b> Future perfect and future perfect continuous</p> <p><b>Lesson 4</b> Modals of advice and opinion</p>	<p><b>1</b>: The Changing Climate</p> <p><b>1</b>: Web page: Hot Weekend Expected</p> <p><b>1</b>: Presentation: Endangered Species</p> <p><b>1</b>: Online article: Smart Homes</p> <p><b>1</b>: Web page: SMART Plan</p>	<p><b>S</b>: Talk About Climates</p> <p><b>S</b>: Extreme Weather</p> <p><b>S</b>: Expect Bad Weather</p> <p><b>W&amp;S</b>: Predictions for the Future</p> <p><b>W</b>: Commenting on Homes</p> <p><b>W</b>: Environmentally Friendly Housemates</p> <p><b>W</b>: <i>Writing Guide</i>: SMART Plan</p>
<p><b>Lesson 2</b> Zero, first, second, and third conditional</p> <p><b>Lesson 3</b> Modals of concession; countable and uncountable nouns</p> <p><b>Lesson 4</b> The unreal past</p>	<p><b>1</b>: Self-Driving Cars</p> <p><b>1</b>: Travel Tip: Try Home Sharing with SecondHome</p> <p><b>1</b>: Power from the Sun</p> <p><b>1</b>: Q&amp;A website: What if you had to give up your mobile phone for a year?</p> <p><b>1</b>: Smart Machines</p>	<p><b>W&amp;S</b>: High-Tech Transport</p> <p><b>S</b>: Helpful Online Services</p> <p><b>S</b>: Debating pros and cons: Renewable Energy</p> <p><b>W&amp;S</b>: Addicted</p> <p><b>S</b>: Tough Choices</p> <p><b>W</b>: <i>Writing Guide</i>: Informative Article</p>

# Contents

	Module Goals and CEFR Level	Summary	Lessons	Vocabulary*
Module 5: Entertainment Pages 66 to 79	<p><b>B1+</b> I can describe an incident or an accident, making the main points clear.</p> <p><b>B1+</b> I can look quickly through simple, factual text in magazines, brochures, or a website, and identify information that might be of practical use to me.</p> <p><b>B1+</b> I can follow TV programmes on topics of personal interest when people speak clearly.</p> <p><b>B1+</b> I can express my feelings about something that I have experienced and explain why I felt that way.</p> <p><b>B1+</b> I can write a detailed description of an experience, dream, or imaginary event, including my feelings and reactions.</p>	This module helps students talk about what they find entertaining. They will learn how to talk about thrilling activities, a night out, special festivals and celebrations, and other adventures they wish to go on.	<ol style="list-style-type: none"> <li>1 Thrill-Seekers</li> <li>2 Nightlife</li> <li>3 Celebrations</li> <li>4 Life's an Adventure</li> <li>5 Someday I'm going to...</li> </ol>	<p>Extreme sports</p> <p>Nightlife</p> <p>Festivals</p> <p>Adventure</p> <p>Ambitions</p>
Module 6: Media Pages 80 to 95	<p><b>B1+</b> I can look quickly through simple, factual texts in magazines, brochures, or on a website, and identify information that might be of practical use to me.</p> <p><b>B1+</b> I can understand information in announcements and other recorded factual texts if they are delivered in clear standard speech.</p> <p><b>B1+</b> I can follow clear speech directed at me in everyday conversation in an accent that is familiar to me.</p> <p><b>B1+</b> I can express my opinions on abstract topics like films and music, describe my reactions to them, and ask other people what they think.</p> <p><b>B1+</b> I can write about familiar topics, comparing and contrasting different opinions.</p>	This module helps students talk about what they enjoy playing and watching. They will learn to talk about films, TV shows, the news, and video games.	<ol style="list-style-type: none"> <li>1 What are you watching?</li> <li>2 Crime Report</li> <li>3 Did you see last night's episode?</li> <li>4 Must-See Films</li> <li>5 I recommend it.</li> </ol>	<p>Media</p> <p>Crime</p> <p>Television</p> <p>Film</p> <p>Video Games</p>
Module 7: Finances Pages 96 to 109	<p><b>B1+</b> I can understand the main points in straightforward texts on subjects of personal or professional interest.</p> <p><b>B1+</b> I can understand the main points in short, clear, formal letters relating to my personal and professional interests, provided I can use a dictionary.</p> <p><b>B1+</b> I can follow a lecture or talk within my own field if the subject matter is familiar and the presentation clearly structured.</p> <p><b>B1+</b> I can compare and contrast alternatives, discuss what to do, where to go, etc.</p> <p><b>B1+</b> I can write a detailed description of an experience, dream, or imaginary event, including my feelings and reactions.</p>	This module helps students talk about spending and savings. They will learn to talk about the things they want or need to buy, how they save money, and other financial topics.	<ol style="list-style-type: none"> <li>1 Spending Habits</li> <li>2 Credit Cards</li> <li>3 Can money buy happiness?</li> <li>4 What if you won the lottery?</li> <li>5 Financial Advice</li> </ol>	<p>Shopping</p> <p>Banking</p> <p>Finances</p> <p>Necessities</p> <p>Savings</p>
Module 8: Health & Safety Pages 110 to 125	<p><b>B1+</b> I can read with a large degree of independence, using dictionaries and other reference sources selectively when necessary.</p> <p><b>B1+</b> I can understand clear instructions—for example, for a game, for the use of medicine, or for installing computer software.</p> <p><b>B1+</b> I can understand straightforward information about everyday study- or work-related topics, identifying both general messages and specific details, provided people speak clearly in a familiar accent.</p> <p><b>B1+</b> I can give practical instructions on how to do something—for example, cooking, buying a ticket from a machine, or using software.</p> <p><b>B1+</b> I can write about familiar topics, comparing and contrasting different opinions.</p>	This module helps students talk about their health. They will learn to talk about common illnesses, doctor visits, good nutrition, and exercise habits.	<ol style="list-style-type: none"> <li>1 Insomnia</li> <li>2 Flu Season</li> <li>3 Fear of Doctors</li> <li>4 Eating Well</li> <li>5 Fitness</li> </ol>	<p>Sleep</p> <p>Illness</p> <p>Hospital</p> <p>Nutrition</p> <p>Fitness</p>

Grammar and Structures	Listening / Reading	Writing / Speaking
<p><b>Lesson 2</b> to-infinitives vs. gerunds; bare infinitives</p> <p><b>Lesson 3</b> Passive voice</p> <p><b>Lesson 4</b> Phrasal verbs with <i>run</i></p>	<p><b>1</b>: Thrill-Seekers</p> <p><b>1</b>: A Night Out in Tokyo</p> <p><b>1</b>: Festivals Around the World</p> <p><b>1</b>: Personal essay: Life's an adventure.</p> <p><b>1</b>: Why Make a Bucket List?</p>	<p><b>W&amp;S</b>: Celebrity Interview</p> <p><b>W&amp;S</b>: A Night Out</p> <p><b>S</b>: Talk About Festivals</p> <p><b>S</b>: Brave enough to...</p> <p><b>W&amp;S</b>: My Most Adventurous Experience</p> <p><b>W</b>: Writing Guide: Top-Ten Bucket List</p>
<p><b>Lesson 2</b> Comparative adjectives and adverbs; superlative adjectives and adverbs; comparison to a lesser degree; intensifiers</p> <p><b>Lesson 3</b> Tag questions</p> <p><b>Lesson 4</b> Impersonal passive</p>	<p><b>1</b>: What are you watching?</p> <p><b>1&amp;2</b>: Crime Report</p> <p><b>1</b>: Did you catch last night's episode?</p> <p><b>1</b>: Must-See Films</p> <p><b>1</b>: Online review: I recommend it.</p>	<p><b>S</b>: Talk About Film and TV</p> <p><b>S</b>: Talk About the News</p> <p><b>W&amp;S</b>: Interview with a Police Officer</p> <p><b>S</b>: Crime Shows</p> <p><b>W&amp;S</b>: You've got to see it!</p> <p><b>W</b>: Writing Guide: Giving your Opinion</p>
<p><b>Lesson 2</b> <i>each, every, either, neither</i></p> <p><b>Lesson 3</b> Subject and object questions; reported speech</p> <p><b>Lesson 4</b> Conjunctive adverbs</p>	<p><b>1</b>: Spending Habits</p> <p><b>1</b>: Application: Bank Today Silver Card</p> <p><b>1&amp;2</b>: Studies: Can money buy happiness?</p> <p><b>1</b>: RSS board: What if you won the lottery?</p> <p><b>1</b>: Money Tips for Young People</p>	<p><b>S</b>: What do you enjoy buying?</p> <p><b>S</b>: Comparing Cards</p> <p><b>W&amp;S</b>: Spending Survey</p> <p><b>W&amp;S</b>: What would you do?</p> <p><b>W</b>: Writing Guide: Giving Financial Advice</p>
<p><b>Lesson 2</b> <i>too and enough</i>; more conjunctive adverbs</p> <p><b>Lesson 3</b> Correlative conjunctions; <i>all and none</i></p> <p><b>Lesson 4</b> Adjective order</p>	<p><b>1</b>: Medical information website: Insomnia and Young Adults</p> <p><b>1</b>: Brochure: Flu Season: What You Need to Know</p> <p><b>1</b>: Fear of Doctors</p> <p><b>1</b>: Article: Eat Well, Easily</p> <p><b>1</b>: Article: Importance of Exercise for Weight Loss</p>	<p><b>W&amp;S</b>: Are you a morning person?</p> <p><b>S</b>: The Flu and You</p> <p><b>W&amp;S</b>: The Right Medicine</p> <p><b>S</b>: No more excuses!</p> <p><b>W&amp;S</b>: My Favourite Recipe</p> <p><b>W</b>: Writing Guide: Diet or Exercise?</p>

# About Me

**Warm-up**

1. Write five words that describe you.

\_\_\_\_\_

2. Write five interests that you have.

\_\_\_\_\_

3. What goals and dreams do you have?

\_\_\_\_\_

4. Where are people most likely to find you in your free time?

\_\_\_\_\_

5. What kind of people do you enjoy being around most?

\_\_\_\_\_



Scan for Audio

## Vocabulary

Read the words and put a tick (✓) by the ones you know.

Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
<input type="checkbox"/> personality	<input type="checkbox"/> camping	<input type="checkbox"/> path	<input type="checkbox"/> affordable	<input type="checkbox"/> active
<input type="checkbox"/> lively	<input type="checkbox"/> campsite	<input type="checkbox"/> honest	<input type="checkbox"/> suggestion	<input type="checkbox"/> speciality
<input type="checkbox"/> social	<input type="checkbox"/> artwork	<input type="checkbox"/> talent	<input type="checkbox"/> tower	<input type="checkbox"/> old-fashioned
<input type="checkbox"/> shy	<input type="checkbox"/> blog	<input type="checkbox"/> suitable	<input type="checkbox"/> traditional	<input type="checkbox"/> bright
<input type="checkbox"/> quiet	<input type="checkbox"/> electronics	<input type="checkbox"/> ambition	<input type="checkbox"/> well-known	<input type="checkbox"/> independent
<input type="checkbox"/> introvert	<input type="checkbox"/> scenery	<input type="checkbox"/> realistic	<input type="checkbox"/> area	<input type="checkbox"/> humour
<input type="checkbox"/> extrovert	<input type="checkbox"/> wildlife	<input type="checkbox"/> salary	<input type="checkbox"/> spot	<input type="checkbox"/> joke
<input type="checkbox"/> confident	<input type="checkbox"/> decorate	<input type="checkbox"/> profession	<input type="checkbox"/> indoors	<input type="checkbox"/> plus

## Grammar

Answer the questions.

1. What tense is this sentence written in?

Scientists describe people who love being in groups as extroverted.

- a. present simple      b. present continuous      c. present perfect

2. Underline the action verb(s).

I told her I've never been camping before, so I'm a little bit nervous.

3. Underline the stative verb with an active meaning.

Michelle and Kenji met at a party, and now they are seeing each other.

4. Fill in the gap.

When the weather is good, I like to \_\_\_\_\_ cycling along the river.

## Write

Write a short self-introduction.

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Module 1

Scan the QR code to watch a preview video.



### A Warm-up

Talk about the questions as a class.

1. Do you know anyone who is an extrovert?
2. Do you know anyone who is an introvert?
3. Do you know anyone who is an ambivert?
4. Which word best describes your personality?

### B Authentic Text

- 1 Read and circle the words that can be used to describe someone's personality. Then answer the questions. Track 02

#### Paragraph 1

Everyone has a different personality. Some people are lively and social, while others are shy and quiet. Scientists describe people who love being in groups as extroverted. They describe people who prefer to be alone as introverted.

#### Paragraph 2

Extroverts like being the **centre of attention** and do well in most social situations. They are comfortable at parties and become bored when they are alone. Extroverts communicate well and appear to be friendly, charming, and approachable. These qualities make extroverts excellent salespeople, event planners, financial advisers, and even hairdressers.

#### Paragraph 3

Often described as loners, introverts prefer spending time engaged in their own interests. Some people believe introverts are never confident, but that is not true. Many introverts are more comfortable listening than speaking. Introverts have many other good qualities. They are often more creative than extroverts, and they appear to be calmer and more thoughtful. Suitable careers for introverted people include scientific researchers, artists, photographers, programmers, and accountants.

#### Paragraph 4

Not everyone's character can be clearly defined as introverted or extroverted. Most people can be one or the other, depending on the situation. For this reason, many scientists argue for a third personality type: ambiverts. Ambiverts are people who can change between introversion and extroversion. They don't hate attention, but they also don't seek it out.

#### Brief note

The **centre of attention** is someone who attracts the attention or interest of everyone in a group.

- 2 Choose the best title for each paragraph.

\_\_\_\_\_ I'm a Listener, Not a Talker

\_\_\_\_\_ Who I Am

\_\_\_\_\_ A Little Bit of Both

\_\_\_\_\_ Look at Me!

- 3 Choose the four statements below that are true according to the information in the reading.

1.  People who feel more comfortable in social situations are extroverts.
2.  Introverts are not very friendly.
3.  Extroverts are not creative.
4.  Extroverts make good salespeople.
5.  Introverts are often called loners.
6.  Introverts do not always lack confidence.



## C Vocabulary

Put the words in the columns you think they belong in. You can use the words more than once. Discuss your answers as a class.

lively confident	social creative	shy calm	quiet thoughtful	charming loner
Introvert	Ambivert	Extrovert		

## D Use the Language

Who would you like to go travelling with?

- 1 You have won a free trip to one of the following destinations. Pick a location and two friends to take along. Then write a short description of your friends.



Edinburgh



Cornwall



London

	Friend #1
	Name: _____
	Hobbies/Interests: _____
	Personality: _____

	Friend #2
	Name: _____
	Hobbies/Interests: _____
	Personality: _____

- 2 Answer the questions. Discuss them as a class.

1. Why would you bring Friend #1?

\_\_\_\_\_

2. Why would you bring Friend #2?

\_\_\_\_\_

3. Why did you choose \_\_\_\_\_ as your destination?

\_\_\_\_\_

4. Do you think that your friends will like the destination? Why?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Lesson 2 My Hobbies



### A Authentic Text

Read the email. Underline the present perfect and present perfect continuous verbs.

TO: rjwesley@nmail.com  
FROM: cwesley@ubs.edu  
SUBJECT: Update  
DATE: 15 August

Hi, Mum and Dad.

How have you been doing? Sorry I haven't written for a few days. I've been **decorating** my room, exploring the campus, and getting to know my roommate. Lucia is really cool—she's into photography. She goes **camping** a lot in the mountains, where she takes photos of the **scenery** and **wildlife**. She also paints. I've seen some of her pictures, and they're beautiful!

We've made plans to go to her favourite **campsite** this Saturday. Two of her friends are coming, too. I told her that I've never been camping before, so she'll have to teach me everything. **In exchange**, I'm going to teach her about computers. Except for cameras, she knows nothing about **electronics**! I'm going to help her set up a **blog** so she can **upload** her nature photos and other **artwork**.

This afternoon, Lucia and I are going shopping for some new camping **equipment**. I'll tell you all about the trip on Monday.

Love,  
Christine

#### Brief note

The phrase **in exchange** means that "one thing is given for another," or "one favour is done for another."

### B Vocabulary

Write the words in bold from the reading next to the correct definition. Some words will not be used.

- \_\_\_\_\_ making (something) more attractive by putting something on it
- \_\_\_\_\_ the activity of sleeping outdoors in a tent, usually for fun
- \_\_\_\_\_ to move or copy (a file, program, etc.) from a storage device to a larger computer or network
- \_\_\_\_\_ a website on which a person or group posts new information regularly
- \_\_\_\_\_ a view of natural surroundings that is pleasing to look at
- \_\_\_\_\_ supplies or tools needed for a special purpose

### C In Your World

#### Types of Hobbies

Look over the categories. Each student will take turns naming a hobby or thing that fits in each category. When students run out of ideas (or when someone repeats an idea), move on to the next category. Take notes on new vocabulary on a separate sheet of paper.

1. The Arts	2. Musical Instruments	3. Nature/The Outdoors	4. Sports/Physical Activities	5. Games
<i>painting,</i>	<i>guitar,</i>	<i>camping,</i>	<i>jogging,</i>	<i>chess,</i>

## D Grammar

### Present tenses

simple present vs. present continuous			
simple present		present continuous	
routine actions or habits	She <b>paints</b> .	actions now	They're <b>sitting</b> in class.
facts	Electronics <b>are</b> expensive.	temporary facts	I'm <b>living</b> in halls this year.
		future plans	We're <b>going</b> shopping later.
present perfect			
past states/actions continuing to the present	I've <b>been</b> a teacher since 2015. How long <b>have</b> you <b>worked</b> here?	completed actions	I've <b>finished</b> my homework, so now I can relax.
experiences	Has he ever <b>been</b> camping?	recent events; news	We've <b>made</b> plans for the weekend.
present perfect continuous			
ongoing actions, not finished		They've <b>been living</b> in this building for a year. (They still do.)	
actions that were ongoing and have finished		I've <b>been exploring</b> the campus all day. (I'm tired. I'm going to bed.)	

#### 1 Match the sentences with their correct tenses and functions.

- |  |   |  |
|--|---|--|
| 1. I've been jogging for an hour. Now I need a shower.           | • | a. present perfect continuous: finished action |
| 2. There is interesting wildlife in these mountains.             | • | b. simple present: fact                        |
| 3. We're taking a photography class this term.                   | • | c. present continuous: temporary facts         |
| 4. Ellen's been sleeping for a long time. Should we wake her up? | • | d. present perfect continuous: not finished    |

#### 2 Underline the mistake and write the corrections on the line. If the sentence is correct, write OK.

action verbs vs. stative verbs	
Action verbs describe actions and can be used in continuous tenses.	eat, play, watch, drive, work, tell, sleep, shop, write, go, laugh, etc.
Stative verbs describe states and are not usually used in continuous tenses.	be, seem, remember, understand, know, own, like, love, hate, forget, etc.

- I'm sorry, but I'm not understanding. \_\_\_\_\_
- We're staying in a hotel until July 15. \_\_\_\_\_
- Julia has been liking chess since she was a kid. \_\_\_\_\_
- You've been working too hard lately. \_\_\_\_\_

## E Use the Language

### Hobby Guessing Game

1 Fill out the chart. Choose a partner. Take turns guessing each other's hobbies. Do not show your partner your chart.

	My Responses	My Partner's Responses (Guess!)
A hobby I've done for a long time		
A hobby I tried but didn't enjoy		
A hobby I'd like to try in the future		
A hobby I will never try		

2 Share your table with your partner. How good were your guesses? Discuss the reasons for your choices.

# Lesson 3

# My Dreams



## A Warm-up

Talk about the questions as a class.

1. What should people consider before choosing a career?
2. What considerations are most important to you?
3. What career are you considering?

## B Audio

1 Listen and answer the questions below. Track 03

1. What is the main topic of the talk?
  - a. changing careers
  - b. following your dreams
  - c. deciding on a profession
2. What is the main purpose of the talk?
  - a. to persuade listeners to choose a certain career path
  - b. to advise listeners on career decisions
  - c. to inform listeners about the job market
3. Which is true about the speaker?
  - a. She no longer sings.
  - b. She used to dream of being a singer.
  - c. She is now a professional singer.
4. What does the speaker say about the job market?
  - a. It is always changing nowadays.
  - b. It is currently bad for lawyers.
  - c. It is not good for young people.
5. Why does the speaker say this?
 

"Now I'm not saying you shouldn't have big dreams and ambitions—you should."

  - a. to correct a mistake she had made earlier
  - b. to suggest that listeners change their goals
  - c. to express support for listeners' dreams
6. What did Joy do after losing her job?
  - a. She started her own law firm.
  - b. She looked for another law job.
  - c. She studied for a new career.

2 Discuss the following questions as a class.

1. Who is probably the audience for the talk?
2. Why does the speaker talk about her friend Joy?
3. Do you think that the speaker gives good advice?



## C Vocabulary

1 Write the words from the box under the correct pictures.

salary

various

profession

path

honest



1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

## 2 Match the words and phrases with the correct definitions.

- |                  |   |  |
|------------------|---|--|
| 1. obvious       | • | a. having the qualities that are right, needed, or appropriate |
| 2. talent        | • | b. able to see things as they actually are; sensible           |
| 3. make a living | • | c. a plan to follow if the original one does not work          |
| 4. suitable      | • | d. a special ability that allows someone to do something well  |
| 5. ambition      | • | e. easy to see, notice, or understand                          |
| 6. realistic     | • | f. a desire to be successful; a particular goal or aim         |
| 7. plan B        | • | g. to earn enough money to pay for your needs                  |

## D Grammar

### Stative and continuous verb meanings

	stative	continuous
be	That's <b>not</b> a realistic film. (fact)	You're <b>not being</b> realistic. (current behaviour/attitude)
feel	I <b>feel</b> that everything will be okay. (belief/opinion)	I'm <b>feeling</b> optimistic. (current feeling /attitude)
have	Brian <b>has</b> two fish and a cat. (possession)	Brian is <b>having</b> a great time. (current action)
like/love*	I <b>like/love</b> to work with people. (likes/tastes)	I'm <b>liking/loving</b> my new job! (current enjoyment)
see	<b>Do you see</b> someone at the door? (sight)	<b>Have you been seeing</b> anyone? (dating)
think	Irina <b>thinks</b> we should celebrate. (belief/opinion)	Irina is <b>thinking</b> about having a party. (subject of current thoughts)
want**	I always <b>wanted</b> to visit Europe. (past, long-lasting, or permanent wish)	I've <b>been wanting</b> a holiday lately. (recent, temporary wish)

\*The continuous use of *like* and *love* is informal. It is most common in the present continuous.

\*\*The continuous use of *want* is most common in the present perfect continuous.

### Fill in the gaps with the correct words from the box. Use the present continuous.

feel                      love                      be                      see                      think

- I \_\_\_\_\_ my classes this term. They're really interesting.
- Michelle and Kenji met at a party, and now they \_\_\_\_\_ each other.
- You've been quiet for a while. What \_\_\_\_\_ you \_\_\_\_\_ about?
- I was ill yesterday, but now I \_\_\_\_\_ much better.
- What's the matter with Adam? He \_\_\_\_\_ kind of cold and rude today.

## E Use the Language

### Career Aspirations

Think about your interests, talents, and personality. Then fill in the table below. Explain your choices to a partner.

My Dream Job

My Plan B

Other Suitable Jobs for Me  
(at least 3)