

Teacher's Guide

BBC

Exam Focus



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Bacharelato

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Preparation for
university entrance



Pearson

Patricia Reilly

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Introduction

Dear Teacher,

We are writing to you to introduce *Exam Focus*, our new course for upper secondary students. This course is the fruit of our many years' teaching, writing and developing materials. Our aim has been to produce a set of materials that will help you to be the best teacher you can be. In other words, we want to help you to create the optimum conditions for your students to learn English.

But first, a reality check!

We all know that learning a language is a messy, non-linear business: one step forward, two steps back, three steps forward and so on. Students learn at their own speed and in an order that suits them. Sometimes, despite your best efforts (fifty-seven lessons on the Present Perfect, for example!), things remain 'unlearnt'. Other times, students seem to learn things that you haven't even taught yet. How do they do that? It can be very frustrating.

It follows that writing language learning materials is not an exact science. A 'one size fits all' set of materials just doesn't exist. It can't. There are too many variables:

- The students – number, age, personality, attitude, life and learning experience, home support, class dynamic ...
- The school – syllabus, timetable, policies, ministry reforms, classroom environment, equipment ...

And most importantly, you:

- The teacher – your experience, your training, your beliefs, your motivation ...

So we accept that everybody's teaching context is unique and the perfect English course is an unattainable dream. That said, our own experience in the classroom has taught us to value three things above all when using teaching and learning materials: reliability, flexibility and credibility.

Reliability

Quite simply, we want the materials to work. We don't want the course to let you down in the classroom. So we've gone for a clean design, clear, easy-to-understand instructions and a wide variety of engaging topics, texts and tasks that have been combined in a logical way that will make sense to you and to your students. We are pragmatic. We've made it clear when a lesson starts and when a lesson ends. We don't want to give you any nasty surprises. We don't want to over-complicate things. The less time you spend setting activities up, the more time your students spend practising the language. And maximising language practice time is key – particularly for the core skills. Students learn by doing. They learn reading by reading more; listening by listening more; writing by writing more; and speaking by speaking more. Let's give them more time to 'do'.

Needless to say, the course covers all the necessary language work appropriate for the level and follows ministry guidelines and the Common European Framework of Reference (CEFR). We hope you will appreciate the stimulating and memorable way in which each carefully selected grammar structure and vocabulary item is presented. But we are well aware that presenting language is not even half the story. We have designed these materials so that they systematically recycle the language that has been presented. 'Use it or lose it' is our motto. You will discover that this course, with all its supporting print-based and digital materials, provides your students with the repeated exposure and practice they require. Reliability = trust. We are confident you will be able to trust *Exam Focus*.

Flexibility

One of the things we learnt early on in our careers is that you teach the students, not the lesson plan. There is no point in slavishly following a prescribed 'teaching path' through a set of materials if the students are not with you. Your ability to react to emerging classroom situations and adapt your lesson accordingly is a vital teaching skill. So while a course might provide you with a reliable framework that you feel comfortable with, you will always need options, you will always need variety, you will always need alternative ways of presenting and practising language. We strongly believe that a rigid unit structure does NOT have to be a teaching strait-jacket. The lessons themselves are brimful of different ideas, task-types and interesting information. Then the supplementary material we have developed, both print-based and digital, offers you almost limitless flexibility. You can give extra multiple choice grammar exercises, do a communicative A/B information-gap activity or watch a specially selected YouTube clip. Flexibility = choice. We think you will appreciate the range of choice in *Exam Focus*.

Credibility

So, while we are sure that a reliable and flexible course will help you, it's this third characteristic that really counts. You have to believe in the materials. You have to understand and assess the broad educational and methodological principles that underpin our materials and decide: Are the ideas and the approach credible? Do they reflect your own views of how languages are learned? We'd like to take this opportunity to summarise our thinking on this and explain what lies at the heart of *Exam Focus*. We can do this by grouping our thoughts under three words beginning with 'M': Motivation, Memory and Meaning.

Motivation

The American linguist and philosopher Noam Chomsky once said: *The truth of the matter is that about ninety-nine percent of teaching is making the students feel interested in the material. Then the other one percent has to do with your methods.* This is our starting point: students learn best when they are interested in the material. It's as simple as that. We may not have got it right every time for your particular teaching context, but our over-riding concern has been to select topics, texts and tasks that engage students both emotionally and intellectually. You need to organise the learning around things your students can relate to – things that are part of their life experience or things that they aspire to. An engaged learner is a more successful learner. We think course materials can play a big part in this key area of engagement.

Memory

'Learning is remembering', or so the adage goes. With the pressure all teachers are under to cover the syllabus, complete the course and finish the book we worry that not enough time is spent on recycling. Too much presentation, not enough practice. Systematic recycling of new language is a core feature of *Exam Focus*. There is a particular emphasis on vocabulary. *Without grammar little can be conveyed; without vocabulary nothing can be conveyed*, noted the linguist David Wilkins back in the 1970s. Words are the basic building blocks of any language but how many times do you need to see a new word before you truly acquire it? Ten? Twenty? Thirty times? It's definitely more than once! In the process of building their own personal lexicon, students using *Exam Focus* will devote valuable time to new vocabulary as well as learning a variety of ways of recording it.

Meaning

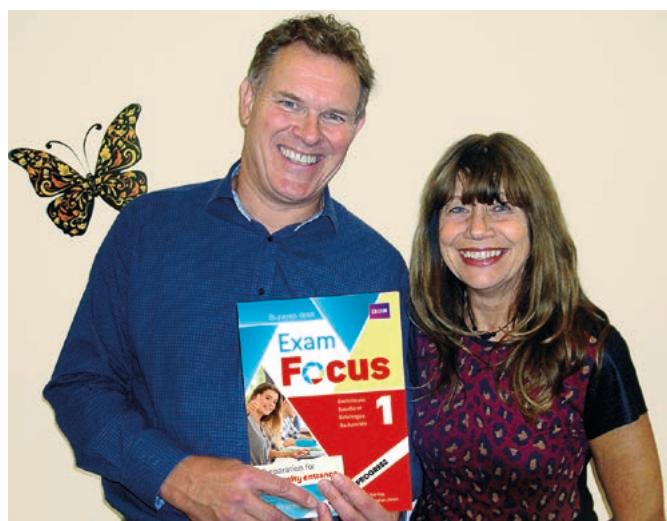
As the linguist and academic Rod Ellis reminds us: *It is the need to get meanings across and the pleasure experienced when this is achieved that motivates second language acquisition.* We are strongly opposed to mechanistic practice and drills where form dominates and meaning is irrelevant. If you ask your students to choose the correct quantifier in the question: *How much/many petrol is there in the car?* We're sure most of them will correctly choose 'much'. But they might also legitimately wonder whose car we are talking about. And then think, 'But I don't have a car. I've never bought petrol in my life. I can't even drive ...' Why not ask them to choose the correct quantifier in this question: *How much/many water do you drink?* Then, when they have chosen the correct quantifier, they can at least ask their partner the question. Information is exchanged; students practise their speaking; the exercise is meaningful, not meaningless. This is one tiny approach to learning that we passionately believe in. Don't practise language for the sake of it. Language exists to make meanings and our learning materials should reflect this.

These are some of the more important ideas that we hold dear. Over the years, they have influenced our teaching and our writing. Credibility = belief. We want you to believe in *Exam Focus*.

So now it's over to you. We'd like to take this opportunity to wish you and your students every success.

Our warmest regards,
Sue and Vaughan

Sue Kay
Vaughan Evans



Exam Focus unit walkthrough

Vocabulary lessons

+ corresponding lessons in *Exam Focus* Workbook with extra practice

SHOW WHAT YOU KNOW revises vocabulary students should already know thus enabling all the students in the class to start on the same level

1 People

Vocabulary
Clothes and accessories • verb phrases • adjectives of appearance and personality

SHOW WHAT YOU KNOW

1 Put the words in the box under an appropriate heading.
blond caring curly hair hard-working
outgoing selfish suit tall top trainers
Personality Appearance Clothes

2 Add more words to each list. Which words can you use to describe your partner?
Julia is tall with dark hair. She's hard-working and she usually wears ...

3 Read the text about Facebook profile photos. Match photos 1–4 with descriptions A–F. There are two descriptions that you do not need.

Facebook profile photos and what they mean

Unit 1

A the pretty portrait
Did you know that you reveal something about your personality each time you choose a new profile photo? Here are some of the most common photos, and what they say about you.
You put on your good clothes, maybe some sunglasses, and then you look straight into the camera, and 'click'.
What it means: Look at me – I'm **gorgeous**, fascinating and **mesmerising**!

B the strange close-up
You can just see one eye, or a mouth, or part of the face.
What it means: Hey, I'm **creative** and **imaginative**, but I'm also cool, sophisticated and **stylish**.

C the party shot
A group of friends at a party, laughing with their arms in the air.
What it means: I'm **charming**, I'm really popular. I'm the **party animal**!

D doing something interesting
You're mountain climbing, scuba diving, bungee jumping or riding a camel in the desert.
What it means: Look at me – I'm **adventurous** and **adrenaline junkie**! And I'm a **couple**. Are you jealous?

E you as a small child
You're in your late teens, but you post a cute photo of yourself as a toddler.
What it means: Look, I used to be **cute** and **adorable**, and still **adorable**. People I'm a bit **immature**, and I think I don't want to grow up.

F you as a teenager
You're in your late teens, but you post a cute photo of yourself as a toddler.
What it means: Look, I used to be **cute** and **adorable**, and still **adorable**. People I'm a bit **immature**, and I think I don't want to grow up.

7 Adjectives of appearance and personality
Match the adjectives in red in the text with the synonyms 1–6.

1 good-looking, attractive, cute
2 cool, good-looking
3 cool, elegant, sophisticated
4 childish, stupid
5 very nice, popular, adorable
6 cheeky, naughty

8 Choose the best alternative to complete the sentence
Match the adjectives in red in the text with the synonyms 1–6.

1 Asia knows a lot about art and fashion. She's very **adventurous** / **sophisticated**.
2 Greg's really **childish**. I think boys are more **popcorn** than girls. Girls are more **grilled**.
3 He's a very nice young man. But he can be **cheeky** / **cheating** sometimes.
4 Maria is **cool** and she's **absolutely adorable** / **imaginative**.
5 The two older children are quite **naughty**, but the younger ones are **absolutely adorable** / **imaginative**.
6 Fiona doesn't ever go on holidays abroad. She's not very **stylish** / **adventurous**.

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+ corresponding lessons in *Exam Focus* Workbook with extra practice

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Real exam tasks

Reading
Multiple choice: statements

EXAM FOCUS Multiple choice: statements

1 Match past-words in box A to make at least ten more family words.
A ex- grand great- great-
half- in-law second step
B aunt brother daughter father
grandfather grandmother mother
mother nephew niece sister son
uncle wife

2 Use different family words from Exercise 1 to describe yourself. Draw a diagram.
I'm Adam's great-grandson.
I'm Esha's son.
I'm Monica's brother.
I'm Simon's nephew.

3 In pairs, describe three people from your family. Who do you look like most?
4 Read the article. Which things 1–7 can you inherit from your parents and/or ancestors?
1 your height
2 your eye, hair and skin colour
3 your facial features
4 your lifestyle
5 your hobbies
6 badness
7 left-handedness

5 Read the EXAM FOCUS above. Then choose the correct answer A–D.
1 Your genes ...
A come mainly from your mother.
B are always very similar to one of your parents.
C determine what you look like.
D are always unique to you.
2 Two blue-eyed parents with a brown-eyed child is
A brown.
B common.
C impossible.
D extremely rare.
3 Some children are very tall because ...
A their parents are very healthy.
B they have short pants.
C they enjoy their lifestyle.
D they eat well and live well.
4 Babies ...
A always lose their hair due to their father's genes.
B nearly always have sons who go bald.
C are more likely to have the same hair colour as their mother's side.
D never go baldness through their daughters.
5 Black and white twins are only possible when ...
A a black parent has white-skinned ancestors.
B a black parent has black-skinned ancestors in the family.
C the parents are both black.
D the parents are both white.
6 The most appropriate title for the text is
A The importance of your genes.
B A family tradition.
C Where are you from?
D It's all in the genes.

6 Match the words and phrases in blue in the text
1 small brown spots on the skin
2 small areas on your cheek or chin that go upwards
3 looks exactly like
4 has the same skin colour as your mother
5 look like
6 family members who lived a very long time ago

TEEN SCIENCE

1.1.2

Who do you look like? You are good-looking like your mum, well-built like your dad, fair-haired like your brother or sister, red-headed like your great-great-grandparents? Do people say you just like your father, or just like your mother, or that you take after your mother in every way? Or do people say where you come from because you look so different from the rest of your family?

Your genes are responsible for your appearance and your health. Half your genes are from your mother, the other half from your father. You are not identical to your mother or father. You are a mix of both of them. You ...
... or, you may inherit one of your ancestors, for example a great-grandparent. But even if you are like other members of your family, you are unique. Your genes are not identical to anyone else's. The people who have exactly the same genes are identical twins.
Some of the features you inherit from your parents are not visible skin colour and facial features like the size and shape of your nose.
You probably have the same hair colour as one of your parents, but this is not always true. Two dark-haired parents can have a blond or red-headed child. This happens because of a gene that is called a 'recessive' gene. It is common for red-headed children to have freckles, even if the parents don't have them.
The strongest, or dominant gene in eye colour is brown. If both parents have brown eyes, their children usually have brown eyes too. It's possible for two blue-eyed parents to have a blue-eyed child, but unusual for two blue-eyed parents to have a brown-eyed child. As well as eye colour you can inherit poor eyesight from your parents. So if you're short-sighted you're probably not the only person in your family who wears glasses.
Tall parents usually have tall children and short parents usually have short children, but this isn't always true – in fact, tall parents are getting taller thanks to improved diets and healthier lifestyles.
50% of men with bald fathers will lose their hair. But the gene for baldness can come from the mother's family too – boys should look at their mother's father. They may take after him.
There are many different skin colours: from black, dark brown, brown, light brown to white. Most families share the same skin colour, but black parents can give birth to a lighter-skinned child if they have pale-skinned parents.
Usually, a black and white couple have dark-skinned children because black is a dominant gene. But twin sisters Hayleigh and Lauren are exceptions. One twin is black, and the other is white. Hayleigh looks exactly like her mother, but Lauren looks exactly like her father, the mother. This was only possible because her father had a white relative in his past.
Finally, if you are left-handed, or if you have dimples in your cheeks or chin, you can thank your genes.

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Grammar lessons

+ corresponding lessons in Exam Focus Workbook with extra practice

GRAMMAR FOCUS with rules and structures

Grammar

Dynamic and state verbs

GRAMMAR FOCUS

- Most verbs have **dynamic** meanings. They describe actions: *open*, *run*, *eat*, *work* etc. They can be used in the simple or continuous forms.
- A few verbs have **stative** meanings. They describe static, ongoing situations. You **have** a job, **like** a colour, **know** a name. *I believe* the temperature is 32°. (NOT *believeing*)
- A few verbs (e.g. *think*, *hope*, *look*) have both dynamic and stative meanings. *I think* I have the best job in the world. (dynamic) *I think* it's going to rain. (stative)
- I'm thinking* about going to see them. (think + -ing = dynamic)

1 Read and listen to the text. Then answer the questions.

- Who does Jo Mack work for?
- Where is she now?
- What is she doing?

2 Listen to the text. Then listen and check.

3 Listen to the text. Then listen and check.

4 Complete the interview with Tom. Then listen and check.

5 Write true sentences about you in an appropriate tense.

- I ... (wear) a new t-shirt.
- I ... (wear) my favourite t-shirt today.
- I ... (buy) all my clothes online.
- I ... (like) shopping.
- I ... (think) most clothes are no expensive.
- I ... (think) of going shopping later.

6 Look at the verbs in blue in the text in Exercise 1. Which verbs describe an action and which describe a state?

Grammar rules with extra practice at the back of the book

Present Perfect Simple and Continuous

GRAMMAR FOCUS

- You use the **Present Perfect Simple** to talk about actions which started in the past and continue in **time up-to-now**. Use for or since to say how long. *I've been waiting for the Louvre museum in Paris for twenty years.*
- You use the **Present Perfect Simple** to talk about feelings and experiences in **time up-to-now**. You can say **how many** but not **what**. *She's had many visitors to the Louvre over the years.*

1 Read the text. Why does Henri Dubois think that the Mona Lisa is smelling?

2 Listen to the text. Then read and check.

3 Complete the dialogue with the Present Perfect Continuous.

4 Complete the sentences with the Present Perfect Simple or Continuous. Then add a time expression. Make them true for you.

5 Write questions for the sentences in Exercise 4. Then ask your partner. Ask your partner.

6 How long have you had the same computer?

7 Choose the correct form. Which sentences are true for you?

8 Write true sentences. Then ask your partner. Use the Present Perfect Simple or Continuous and **How long/many ...**

9 Write true sentences. Then ask your partner. Use the Present Perfect Simple or Continuous and **How long/many ...**

10 How long have you had / been having this painting by van Gogh?

11 Complete the sentences about you. Use the Present Perfect Simple or Continuous.

Listening lessons

Audio scripts from the lesson are used in the Workbook to practise vocabulary

Listening

True/false statements

1 In pairs, read the sayings and discuss the questions.

- Which saying do you like best? Why?
- What qualities should a close friend have?
- How can you complete the sentence: *A true friend ...*

2 Listen to a radio programme and choose the correct numbers. Which numbers would be best for you?

- Jenny has 2 / 5 or 6 / more than 10 close friends.
- Jenny's got 313 / 330 / 333 online friends.
- Foster has no / 2 / 3 or 4 close friends in the computer programme.

3 Listen to the radio programme again. Are statements 1-6 true (T) or false (F)?

- Jenny has a good relationship with all her online friends.
- Jenny thinks it takes time to become close friends.
- Jenny says friends sometimes stop seeing each other when they've had a break.
- Foster has lots of friends in all his close friends.
- Foster doesn't think a good friend **is always** **there** in a crisis.
- Foster **hangs out** with both boys and girls.

4 Listen to the radio programme again. Are statements 1-6 true (T) or false (F)?

- Jenny has a good relationship with all her online friends.
- Jenny thinks it takes time to become close friends.
- Jenny says friends sometimes stop seeing each other when they've had a break.
- Foster has lots of friends in all his close friends.
- Foster doesn't think a good friend **is always** **there** in a crisis.
- Foster **hangs out** with both boys and girls.

5 Listen to the numbers in full. Then listen, and repeat.

- 515 - five hundred ... fifteen
- 214 - two hundred ... fourteen
- 3,330 - three thousand, hundred ... thirty
- 987 - nine hundred ... eighty-seven
- 4,416 - four ... sixteen

6 Write down three long numbers. Dictate the numbers to your partner. Check that your partner has written the numbers as you.

1 Listening language practice

REMEMBER THIS

Adverbs of manner tell us how we do activities. They are regular (except well): **often** + **adverb**. **Adverbs of manner are often used with adjectives.** Sometimes the spelling changes, e.g. **cheerfully** (cheerful + -ly). **Adverbs of time** (high, low, long and now) have the same form as the adjective.

2 Read REMEMBER THIS. Complete each pair of sentences with the adverb and the adjective form of a word from the box. Show which form it is: **adv** or **adj**.

3 Complete the sentences with the correct form of a phrase in bold from the extract above.

4 Complete the sentences with the correct form of a phrase in bold from the extract above.

5 Complete the sentences with the correct form of a phrase in bold from the extract above.

6 Complete the sentences with the correct form of a phrase in bold from the extract above.

Tips and strategies in EXAM FOCUS

Pronunciation practice in PRONUNCIATION FOCUS

REMEMBER BETTER boxes with tips for learning and remembering new language

Extra practice in the Workbook

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Word lists

Downloadable
recordings of
the word lists

Glossary of vocabulary items from the unit with pronunciation at the back of the Students' Book

Review

Revision of vocabulary and grammar from the unit

QUICK REVIEW 1

VOCABULARY

1 Use the word in capitals to form a word that fits the gap.

- 1 John is very naughty. He is the most MISCHIEVous person I know.
- 2 I expect she's 20 years old but she's still very MATURE. She often does silly things.
- 3 Jason is not particularly ADVENTURE. Every summer he goes to the same beach resort.
- 4 All Yvonne's stories are full of surprises. She's a very IMAGINATION writer.
- 5 Charles is a really CHARM young man.
- 6 Rachel looks very STYLE in her new boots and winter coat.



GRAMMA

3 Choose the correct form of the verbs.

- 1 Why do you look / are looking at me like that? Is there something wrong with my hair?
- 2 I think missing most of the clothes in this shop are too expensive.
- 3 Pam remembers / is remembering when her mother let her put on make-up for the first time.
- 4 Tom has / is having lunch so we have to wait a few more minutes.
- 5 Stuart wears / is wearing a long, black, winter coat today.
- 6 Jane doesn't understand / isn't understanding why people always speak to each other.
- 7 My size / is working in a department store to help pay for her college fees.
- 8 Dan loves / is loving tennis. He never wears / is never wearing the same pair twice!

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The Workbook contains additional vocabulary practice for students to check what they remember from the unit

Vocabulary practice

Appearance and personality

1 Fill in the gaps with words from the box.

- beard
- curly
- freckles
- leather
- silver ring
- sunglasses
- sweater

BEACH VACATION

12a

1. Summers, sunglasses, are a must in sunny weather. Don't leave home without them!

2. A pale complexion is not stay out of the sun. A few sunburns are better than skin cancer.

3. Sunglasses are essential to wear them with sandals or high heels in the evening.

4. Stylish, handmade jewellery is – go for a statement or a pair of earrings to look original.

12b

5. Don't forget a camera – they're out and you don't want to look like your dad this summer.

6. Summer clothes are definitely out, we are not going to kill for the sale this weekend.

7. Flannel shirts are out when doing sports. Mind you – they should be close-fitting not baggy!

8. Heavy gold jewellery is out – if you want to look trendy, wear a delicate ...

2 Choose the correct answer A-D.

She is easily shy by what other people say. She's ...
A shy B bold C polite D intimate

1. Tom is isolated ...
A friendly B easy-going C outgoing D optimistic

2. Wholesome cannot be used to describe a bad student.
A immoral B honest C hard-working D lazy

3. Andy has never been afraid of trying new things or taking risks, so he is definitely ...
A adventurous B shy C nervous D calm

4. It's incredible how my grandparents have been so loving and ... towards each other for over fifty years!
A mean B kind C caring D dynamic

5. As a successful businessman, he is an ... role model for all of us.
A sophisticated B inspiring C modest D loyal

6. Matt always complains about everything – he is so ...
A grumpy B cheerful C angry D cheery

Home

1 Match the words with definitions.

1 surrounds

2 neighbourhood

3 suburb

4 local community

a the area on the edge of a city where most people live

b an area with factories rather than houses and flats

c an area of a town/city

d a place where people live in the moment

2 Complete the texts with words from the box.

suburb suburban suburban suburb suburban suburb suburban suburb suburban suburb

They say to have a suburban or suburb. In fact, they haven't got anywhere as they had spent all their money on buying their first house.

After a suburban wedding reception was over, the immediately got into their new home and the suburban, leaving behind the noise of the city.

Although the house didn't have any problems, the night, they had to move in the suburb apartment at a building with a tiny lift.

They had to move in the suburb apartment at a building with a tiny lift.

They were both excited, because they had rented it in the suburb.

They had to move in the suburb apartment at a building with a tiny lift.

There was only one problem – they had brought the key to the suburb!

bit burgle cut gardening gate
make model makeover moisture wall

1. Moisture on the wall can cause problems in the bathroom.

2. Water in the bathroom can cause problems in the bathroom.

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85. Water in the bathroom can cause problems in the bathroom.

86. Water in the bathroom can cause problems in the bathroom.

87. Water in the bathroom can cause problems in the bathroom.

88. Water in</u

Video

BOOK VIDEO

Unit 1

Distressed jeans

1 In pairs, describe the jeans in the photos. Then discuss the questions.

- 1 What are 'distressed jeans'?
- 2 Who do you think buy them?
- 3 Why do you think some people prefer distressed denim?

2 Watch the video and check your answers to the questions in Exercise 1.

3 Watch the video again until 01:50. Are the statements true (T) or false (F)? Correct the false ones.

- 1 The factory Alex visits is in Mexico.
- 2 The factory produces 100,000 to 150,000 pairs of jeans a week.
- 3 One of the workers describes his job as a 'holiday'.
- 4 People will pay more for things which look older.
- 5 Older people prefer their jeans to look older.

4 In pairs, discuss the meaning of the words in the box. Use a dictionary if necessary.

bleach (n.)	criticise (n.)	garment (n.)
grind (v.)	sand (v.)	sandpaper (n.)

5 Complete Steps 1-5 with the words in the box. Then watch the video from 01:50 to the end and check your answers.

bleach	criticise	edges	holes	lines
--------	-----------	-------	-------	-------





How jeans are distressed

- STEP 1 Sandpaper is used to produce white on the jeans.
- STEP 2 A grinding machine is used to grind the of the garment, including the pockets.
- STEP 3 The jeans are sanded again to produce
- STEP 4 The jeans are washed with stones and
- STEP 5 Finally, the in the jeans are adjusted by hand.

1. Would you pay more for a pair of jeans that had

been distressed?

yes no

2. How often do you buy second-hand clothes?
often sometimes never

3. How important are these factors to you when buying jeans or other garments? Rate each factor from 1 to 5 (1 = not important; 5 = very important).

colour	<input type="checkbox"/>	versatility	<input type="checkbox"/>
style	<input type="checkbox"/>	comfort	<input type="checkbox"/>
material	<input type="checkbox"/>	price	<input type="checkbox"/>
brand name	<input type="checkbox"/>		

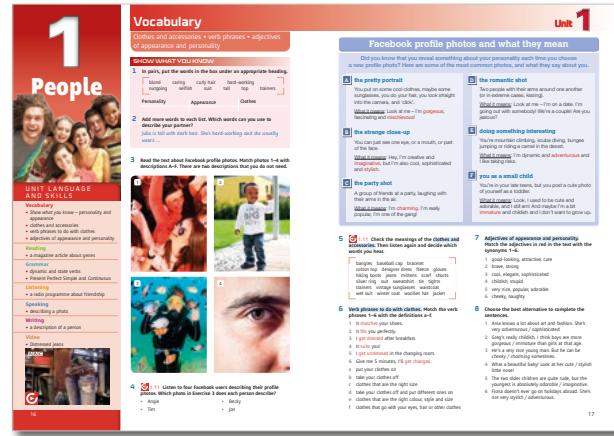
PTE GENERAL LEVEL 2 preparation Ex.

Motivating clips from authentic BBC programmes

Overview of the components

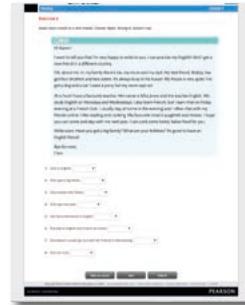
Students' Book with Online Area

- 8 topic-based units divided into six main lessons: Vocabulary, Reading, Grammar, Listening, Speaking and Writing
- Starter unit consisting of 8 optional lessons for revision and consolidation
- Clear learning objectives for each lesson
- Quick Review to consolidate key vocabulary and grammar from the unit
- BBC video page which features clips from authentic BBC programmes
- Grammar reference and additional practice at the back of the Students' Book
- A word list for each unit at the back of the book with phonetic transcriptions
- Writing reference with tips for writing tasks, and a list of common errors in writing



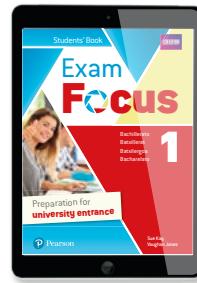
Online Area (powered by MyEnglishLab)

- Extra online activities to review and recycle the language from each unit
- BBC culture videos, Live Tutor grammar lessons plus additional practice exams
- Students enter the Online Area using the access code printed on the inside front cover of their Students' Book



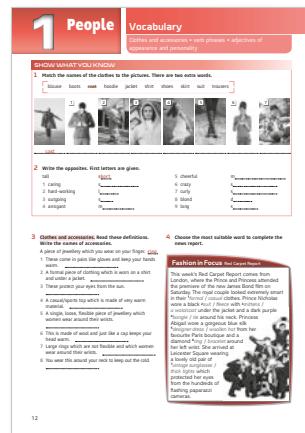
eText Premium

- The full Students' Book and Workbook in digital format
- All audio and video embedded within the exercises



Workbook

- Mirrors the Students' Book's unit structure and pagination
- Show What You Know – catch-up exercises that ensure that all students start with the same input
- Show What You've Learnt – test-format exercises that help students assess if they have mastered the material adequately
- Writing sections include a model text which students follow in their homework assignments. They also contain a Show That You've Checked box that helps students check their written assignments before handing them in to the teacher
- Self-check section to help students prepare for the Exam Focus tests
- A wealth of extra practice material including speaking practice, listening language practice, vocabulary practice and useful phrases for speaking and writing



MyEnglishLab

- Interactive Workbook with instant feedback; tips and remediation activities with grammar exercises
- All the Students' Book videos
- Downloadable Workbook audio and Self-assessment pages
- Review and End-of-Year tests assigned and released by the teacher
- Downloadable resources for teachers (Tests package, Exam Practice audio and answer key, Teacher's Resources)

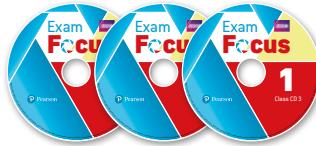


Teacher's Guide

- Students' Book pages interleaved with answer keys, additional activities, culture notes and audio and video scripts
- Workbook answer key and audio scripts also included
- Access code for Online Area and MyEnglishLab printed on the inside front cover of this Teacher's Guide

Class CDs

- Audio material for use in class including dialogues and listening activities from the Students' Book



- All the words and phrases from the word lists, and all audio material can be downloaded from: www.pearsonELT.es/examfocus

Teacher's Resource File

- The Teacher's Resource File includes a complete range of tests which can be used at different points in the course
- Each level has diagnostic, End-of-Unit, End-of-Term and End-of-Year tests
- All tests are available at two levels of difficulty to cater for mixed-ability
- The Teacher's Resource File also includes a wealth of extra practice worksheets for grammar and vocabulary and the four skills
- All tests are provided in PDF and editable formats

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Key concepts behind *Exam Focus*

The Global Scale of English

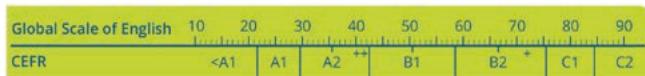
The Global Scale of English (GSE) is a standardised, granular scale that measures English language proficiency. Using the Global Scale of English, students and teachers can now answer three questions accurately:

- 1 Exactly how good is my English?
- 2 What progress have I made towards my learning goal?
- 3 What do I need to do next if I want to improve?

Unlike some other frameworks that measure English proficiency in broad bands, the Global Scale of English identifies what a learner can do at each point on a scale from 10 to 90, across each of the four skills (listening, reading, speaking and writing) as well as the enabling skills of grammar and vocabulary. This allows learners and teachers to understand a learner's exact level of proficiency, what progress they have made and what they need to learn next.

The badging on the back of your coursebook shows the range of objectives that are covered within the content. Knowing this range helps you select course materials with the right level of support and challenge for your students to help them progress. It does not mean that students need to have mastered all the objectives below the range before starting the course, or that they will all be 'at' the top of the range by the end.

For more information about how using the GSE can support your planning and teaching, the assessment of your learners, and selecting or creating additional materials to supplement your core programme, please go to www.english.com/gse



Assessment for learning

With the GSE as the solid framework for syllabus design and assessment, *Exam Focus* offers a uniquely sound and comprehensive Assessment for learning package.

The aim is to enhance learning by supporting students in understanding what they know and what they need to do next, making them active in their own learning. At the same time, using Assessment for learning helps teachers to understand where their students are in their learning and make decisions about how to help students improve. When we talk about Assessment for learning, we're really talking about assessing students formatively, watching and listening to our students to see how much they understand and using this to help decide what we need to do next. This can be done during any activity in class or using a test from the Teacher's Resource File.



In *Exam Focus*, Assessment for learning techniques and activities have been integrated into each unit to give students an awareness of what and how they are learning and to give you, the teacher, lots of opportunities to assess how each student is doing. Each unit starts with the *Show what you know* section that encourages students to recall what they already know and instills confidence right from the beginning. Throughout the unit, you can use class activities and/or the tests in the Teacher's Resource File to check students' progress and deal with any issues as they arise. Consider using the tests in alternative ways: have students work on them together or mark each other's papers. Ask them to highlight areas for revision or further work. Rather than simply marking test questions right or wrong, indicate which answers are wrong and then ask students to work together to correct them, using their classmates' feedback, the Internet, or reference books to help them make the corrections.

The Workbook units finish with a Self check – a review of the grammar and vocabulary from the unit. The key to these exercises is at the end of the Workbook so that students can check their own answers.

Pearson Test of English General

The *Exam Focus* course can be used as part of the preparation for the Pearson Test of English General (PTE).

PTE General is the English language certificate that proves learners' English Language ability at any level. The test reflects the type of language that learners will encounter in a native speaking environment, using activities that students are familiar with from their classes. It integrates all four skills (listening, reading, speaking and writing) and focuses on assessing the ability of communicating in English, rather than test-taking skills.

In every unit of the Students' Book there are exercises flagged which help students to prepare for the exam.

PTE GENERAL LEVEL 2 preparation: Ex. 3/5

To find out more about PTE General, visit:

www.pearsonpte.com/pte-general

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1 People	pp. 16–17 Clothes and accessories; verb phrases to do with clothes; adjectives of appearance and personality Reading: Facebook profile photos and what they mean	pp. 18–19 An article about genes Exam Focus: Multiple choice: statements	p. 20 Dynamic and state verbs p. 21 Present Perfect Simple and Continuous
2 Sports	pp. 28–29 Sport; compound nouns and sport collocations; people in sport Reading and listening: Sports Quiz	pp. 30–31 An article about a Paralympic athlete Exam Focus: True/False statements	p. 32 Narrative tenses p. 33 Verb patterns
3 Let's go!	pp. 40–41 Travel; means of transport; travel collocations; compound nouns; phrasal verbs Reading: Travelling for a living	pp. 42–43 Stories about memorable holidays Exam Focus: Open questions	p. 44 Present and past speculation p. 45 <i>used to</i> and <i>would</i>
4 Eat up	pp. 52–53 Food; food categories; adjectives and antonyms for describing food; word families Reading: Fussy Eaters	pp. 54–55 Texts about food consumption Exam Focus: Multiple choice: questions	p. 56 Future time clauses p. 57 Future Continuous and Future Perfect
5 One world	pp. 64–65 Geography; geographical features; verb collocations, word families Reading: Living with natural disasters	pp. 66–67 An article about satellite technology and the environment Exam Focus: Sentence completion	p. 68 Defining relative clauses p. 69 Non-defining relative clauses
6 Good health	pp. 76–77 Parts of the body; word families – injuries; body idioms Reading and listening: How much are they worth?	pp. 78–79 A story about a disease Exam Focus: Finding synonyms and antonyms	p. 80 Second Conditional; <i>wish/if only</i> p. 81 Third Conditional
7 In the spotlight	pp. 88–89 TV; reality shows; modifiers with base and extreme adjectives; word families Reading: Reality television	pp. 90–91 A text about vlogging Exam Focus: Matching headings with paragraphs	p. 92 Reported Speech – statements; reporting verbs p. 93 Reported Speech – questions and imperatives
8 Good citizens	pp. 100–101 Human qualities; suffixes – forming nouns and adjectives; verb phrases Reading: And here is the good news ...	pp. 102–103 An extract from a novel Exam Focus: Gapped text	p. 104 The Passive p. 105 <i>have something done</i>
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4 Money, money, money p.11 Grammar: Comparative and superlative adjectives; <i>too</i> and <i>enough</i> Vocabulary: Clothes	5 At the movies p.12 Grammar: Future forms Vocabulary: Books and films	6 City life p.13 Grammar: Articles, <i>a/an</i> or <i>the</i> , no article Vocabulary: City life	7 Growing up p.14 Grammar: Modal verbs for obligation and permission Vocabulary: Education	8 My technology p.15 Grammar: First and Second Conditionals Vocabulary: Science and technology
Listening	Speaking	Writing	Quick Review	BBC Video
p.22 A radio programme about friendship Exam Focus: True/False: statements Pronunciation: numbers	p.23 Describing a photo	pp.24–25 A description of a person	p.26	pp.27 Distressed jeans
p.34 Interviews about role models Exam Focus: Matching Pronunciation: long vowel sounds	p.35 Asking for and giving an opinion; agreeing and disagreeing	pp.36–37 A blog entry Vocabulary: linkers	p.38	p.39 Andy Murray: The man behind the racquet
p.46 People talking about different holiday experiences Exam Focus: Multiple choice Pronunciation: word stress	p.47 Asking for and giving advice	pp.48–49 A personal email	p.50	p.51 A local's guide to Rio de Janeiro
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Starter

1 Home sweet home

Grammar: Present tenses – review

Vocabulary: Houses

SHOW WHAT YOU KNOW

1 In pairs, complete the table with more words. Then describe your house to your partner.

Locations	Types of house	Types of room
in the suburbs	a flat	a kitchen
I live in a modern flat in the suburbs of ...		

2  1.2 Look at the photographs and listen to three teenagers talking about their unusual homes. What advantages or disadvantages do they mention?



3  1.2 Answer the questions with a name from Exercise 2. Then listen again and check.

- 1 's father is a teacher.
- 2 often meets interesting people.
- 3 has never been late for class.
- 4 has lived in the same place since he/she was born.
- 5 is living on a boat at the moment.
- 6 doesn't have to make his/her bed.

4 Read REMEMBER THIS. Then complete the dialogue with the correct verb forms.

REMEMBER THIS

- The **Present Simple** describes facts, habits and routines.
- The **Present Continuous** describes activities in progress.
- The **Present Perfect** describes 1) finished actions in time 'up-to-now' or 2) unfinished situations that started in the past and continue now.

Note: **been** is the Past Participle of **go** as well as **be**.



Reporter: ¹Do you live (you/live) here?

Man: Yes, I do.

Reporter: How long ².... (you/be) here?

Man: I ³.... (live) here for five years.

Reporter: ⁴.... (you/ever/live) in a real house?

Man: Yes, but I ⁵.... (prefer) my tree-house. My grandma ⁶.... (stay) with me at the moment.

Grammar Focus pages 112–113 

5 Complete the questions with the most appropriate tense: Present Simple, Present Continuous or Present Perfect.

- 1 Where **do your parents come from** (your parents/come from)?
- 2 Who (live) in your house, apart from you?
- 3 Who usually (do) the cooking in your family?
- 4 How long (you/be) at your current address?
- 5 (your family/ever/move) house?
- 6 How long (it/take) to get to school?
- 7 (you/ever/go) to a really good house party?
- 8 Why (you/learn) English?

6 In pairs, ask and answer the questions in Exercise 5.

Exercise 1

- Locations: in the city centre, in a slum, by the sea, in a village, in a town, on a housing estate, in the countryside
- Types of home: cottage, semi-detached house, detached house, eco house, terraced house, bungalow
- Types of room: bedroom, bathroom, living room, toilet, dining room

Exercise 2Jason

- Advantages: meets lots of interesting people, uses the swimming pool, doesn't have to make the bed
- Disadvantages: it's hard when guests who have become friends leave

Ellie

- Advantages: can move around
- Disadvantages: it's too cold in winter

Michael

- Advantages: lives near friends, is never late
- Disadvantages: –

Exercise 3

1 Michael	4 Jason
2 Jason	5 Ellie
3 Michael	6 Jason

Exercise 4

1 Do you live	4 Have you ever lived
2 have you been	5 prefer
3 've lived	6 is staying

Exercise 5

- 1 *do your parents come from*
- 2 *lives*
- 3 *does*
- 4 *have you been*
- 5 *Has your family ever moved*
- 6 *does it take*
- 7 *Have you ever been*
- 8 *are you learning*

Exercise 6 (example answers)

- 1 My parents are from Galicia.
- 2 My parents, my sister and my grandfather.
- 3 In my family my mother usually does the cooking.
- 4 I've been here since 2006.
- 5 Yes, my family has moved house twice.
- 6 It takes me 20 minutes to get to school.
- 7 Yes, I have. I went to a great party at my friend's house last month.
- 8 I'm learning English because I want to get a good job.

REFERENCES

AUDIO SCRIPT ➤ p. 273

EXTRA ACTIVITIES

- Students write six sentences about themselves, two using the Present Simple, two using the Present Continuous and two using the Present Perfect (four of them

should be true and two false), e.g. *I often go to the cinema. I'm reading a great book at the moment. I have lived here for three years.* Then, students work in pairs. They try to find out which of their partner's sentences are false by asking more questions, e.g. *What book are you reading? Why is it great?*

WORKBOOK

p. 8

NEXT CLASS

- Ask students to do Show What You Know, National dishes in the WB, p. 8.

Exercise 1 (example answers)

dates, egg, fish, grape, honey, ice cream, juice, kiwi, lemon, meat, nuts, orange, pasta, quail, rice, salad, tea, unpasteurised milk, vegetables, water, Xmas cake, yoghurt, zucchini

Exercise 2 (example answers)

Countable nouns	Uncountable nouns
date – dates, egg – eggs, grape – grapes, kiwi – kiwis, lemon – lemons, nut – nuts, orange – oranges, quail – quails, vegetable – vegetables, X-mas cake – X-mas cakes, zucchini – zucchinis	fish, honey, ice cream, juice, meat, pasta, rice, salad, tea, unpasteurised milk, water, X-mas cake, yoghurt

Exercise 3

- 1 B
- 2 A
- 3 C

Exercise 4

1 some	6 most
2 a lot of	7 much
3 a few	8 many
4 Some	9 few
5 any	10 lots of

Exercise 5

1 much	5 some
2 few	6 any
3 little	7 any
4 many	

REFERENCES

CULTURE NOTES ➞ p. 264

AUDIO SCRIPT ➞ p. 273

EXTRA ACTIVITIES

- After doing ex. 3, students cover the texts and look at the pictures.

Exercise 6

- 1 I don't eat much pasta.
- 2 I don't eat much meat.
- 3 There aren't any good restaurants near my house.
- 4 I drink very little cola.
- 5 My mother doesn't bake many cakes.
- 6 I didn't have any cereal for breakfast.
- 7 I used to eat very few vegetables.
- 8 I don't do much cooking at home.

Then, in pairs they try to say as much as they can about each of the national dishes. If you like, they can note down key words and try to reconstruct the texts from them. Then, they compare to the originals. Discuss any problems or doubts with the class.

WORKBOOK

p. 8

NEXT CLASS

- Ask students to do Show What You Know, Flashmob in the WB, p. 9.

Starter

2 National dishes

Grammar: Quantifiers

Vocabulary: Food

SHOW WHAT YOU KNOW

1 In pairs, list a type of food or drink for each letter of the alphabet. Tell your partner about the food you like.

apple bread carrot

2 Complete the table with your words from Exercise 1 and write the plural form of the countable nouns.

Countable nouns	Uncountable nouns
apple – apples	bread
carrot – carrots	

3 Test your knowledge of national dishes in three English-speaking countries. Match descriptions A–C with countries 1–3.

1 England 2 Ireland 3 the USA

NATIONAL DISHES



A

It's a simple dish: you cook ¹any / ^{some} lamb, ²a lot of / ³a few / ⁴a little onions together. ⁴Much / ⁵Some people add carrots and other vegetables, but experts say that the real stew doesn't have ⁵any / ⁶some other vegetables.



B

Roast beef and Yorkshire pudding is a popular dish for Sunday lunchtime, but ⁶much / ⁷most people say that fish and chips is the national dish. Unfortunately, it's been so popular that there isn't ⁷much / ⁸many cod left in the sea!



C

It's hard to choose one national dish for this huge country because there are so ⁸many / ⁹much regional dishes. But ⁹few / ¹⁰little people can resist the most popular dish in this country: a big hamburger with ¹⁰any / ¹¹lots of chips and tomato sauce.

4  1.3 Read the descriptions again and choose the correct quantifier. Then listen and check.

5 Read REMEMBER THIS. Then complete the dialogue with *any*, *some*, *many*, *much*, *few* or *little*.

REMEMBER THIS

- You use *a few/many* with countable nouns.
- You use *a little/much* with uncountable nouns.
- You use *any/some/a lot of/lots of* with both.

Note: *a little hope* and *a few friends* is more positive than *little hope* and *few friends*.



Reporter: How ¹much food do you have for breakfast?

Man: Just a ².... pancakes with a ³.... honey on.

Reporter: How ⁴.... cups of tea do you drink?

Man: Not many. I have one cup with ⁵.... milk.

Reporter: Do you put ⁶.... sugar in your tea?

Man: No, I don't have ⁷.... sugar – I'm on a diet.

Grammar Focus page 114

6 Write sentences with the opposite meaning using one of the quantifiers in brackets.

- I eat a lot of pasta. (much / many)
I don't eat much pasta.
- I eat lots of meat. (many / much)
- There are some good restaurants near my house. (some / any)
- I drink a lot of cola. (very little / very few)
- My mother bakes a lot of cakes. (much / many)
- I had some cereal for breakfast. (any / many)
- I used to eat lots of vegetables. (very little / very few)
- I do lots of cooking at home. (much / many)

Starter

3 Flashmob

Grammar: Present Perfect and Past Simple
Vocabulary: Shops

SHOW WHAT YOU KNOW

- 1 In pairs, list the different types of shops in a main street or shopping mall you both know.
a supermarket, a shoe shop, a jeweller's, ...
- 2 Use your list from Exercise 1 to discuss which shops you go into regularly, sometimes or never.
- 3 Read the blog and choose the most appropriate tense. What is a 'flashmob'?

www.jackiesblog.eu



1 *Have you ever seen* Did you ever see a flashmob? I've just seen one for the first time. I was in the Central shopping mall this morning with my mum. When we **2've come out of / came out of** a clothes shop, we **3've heard / heard** loud music and **4've seen / saw** a woman who was dancing on her own. Then a few more people **5've started / started** dancing. In the end, there were about forty people dancing. It **6's been / was** really professional. After about ten minutes the music **7've stopped / stopped** and they **8've walked / walked** away. It's one of the most exciting things I **9've ever seen / ever saw**.

Comments

I **10've just arrived / just arrived** at the Central mall now and I **11've already heard / already heard** about the flashmob – everybody's talking about it. I'm sorry I missed it.

Tina17, 13th July 1:15 p.m.

I **12'saw / 've seen** the flashmob at the mall this morning – it was really exciting. I **13've just watched / just watched** a few more online. There are some really good ones!

Happydancer, 13th July 7:03 p.m.

I **14'ven't seen / didn't see** a flashmob yet, but my friends **15've seen / saw** one when they were on holiday in Spain last summer.

S@lly, 14 July 11:42 a.m.

4 Read REMEMBER THIS. Then complete the conversation with the Present Perfect or the Past Simple.

REMEMBER THIS

- You use the **Present Perfect** to talk about finished actions in time 'up-to-now'. You never say exactly 'when' they happened. You can use time expressions such as: **ever, never, just, already, (not) yet**.
- You use the **Past Simple** to talk about finished actions in past time. You usually say 'when' they happened. You can use time expressions such as: **yesterday, last Sunday, two weeks ago, in 1974**, etc.

I'm in the new mall. I **1've just bought** (just/buy) a really nice pullover. I **2.....** (see) it in a magazine last week.



I **3.....** (not buy) anything at the new mall yet, but I **4.....** (buy) a nice pullover online last weekend. I **5.....** (already/wear) it a lot.

Grammar Focus page 115

5 1.4 Complete the conversation with the Present Perfect or the Past Simple. Then listen and check.

R: Hi Simon. How are you doing?

S: Really well! I **1've just finished** (just/finish) my exams.

R: Oh great. Lucky you. I **2.....** (not finish/yet) – three more to go.

S: Oh well, good luck. Listen, **3.....** (you/ever/see) a flashmob?

R: Yes, I **4.....** (see) one on YouTube® yesterday. It **5.....** (be) fantastic. But I **6.....** (not see) a live one.

S: Well, I want to organise a flashmob for my sister's birthday. Will you help me? You have to learn a dance.

R: OK, sure. **7.....** (you/ask) anybody else yet?

S: Yes, I **8.....** (already/ask) lots of people. I **9.....** (speak) to Sally five minutes ago and she said yes.

R: What music are we going to dance to?

S: Oh, we **10.....** (not decide) yet, but there's plenty of time.

Exercise 1 (example answers)

clothes shop, bookshop, department store, toy shop, café, newsagent, sports shop

Exercise 2 (example answer)

I regularly go into clothes shops, shoe shops, bookshops and department stores. I sometimes go into cafés and sports shops. I never go into toy shops or newsagents.

Exercise 3

- 1 *Have you ever seen*
- 2 *came out of*
- 3 *heard*
- 4 *saw*
- 5 *started*
- 6 *was*
- 7 *stopped*
- 8 *walked*
- 9 *'ve ever seen*
- 10 *'ve just arrived*
- 11 *'ve already heard*
- 12 *saw*
- 13 *'ve just watched*
- 14 *haven't seen*
- 15 *saw*

A flashmob is a sudden and planned gathering of many people at a particular place that has been arranged earlier on an Internet website. They then separate and leave quickly.

Exercise 4

- 1 *'ve just bought*
- 2 *saw*
- 3 *haven't bought*
- 4 *bought*
- 5 *'ve already worn*

Exercise 5

- 1 *'ve just finished*
- 2 *haven't finished yet*
- 3 *have you ever seen*
- 4 *saw*
- 5 *was*
- 6 *haven't seen*
- 7 *Have you asked*
- 8 *'ve already asked*
- 9 *spoke*
- 10 *haven't decided*

REFERENCES

CULTURE NOTES ➤ p. 264

EXTRA ACTIVITIES

- In pairs, students write questions about the text and comments in ex. 3, e.g. *What has Jackie just seen*

for the first time? Where was she? Where was she before she heard the music? Etc. Pairs swap questions with another pair and answer them. Check the questions with the class.

NEXT CLASS

- Ask students to do *Show What You Know; Money, money, money* in the WB, p. 9.

WORKBOOK

p. 9

Exercise 1 (example answers)

trousers, jeans, skirt, shirt, suit, coat, hat, gloves, scarf, shorts, T-shirt, jumper, tracksuit, boots, trainers, shoes, high-heeled shoes, sandals, socks, tights, jacket, hoodie, blouse, sweatshirt

Exercise 2 (example answers)

- 1 Items usually worn by women only: skirt, blouse, tights
- 2 Items usually worn by men only: shirt, boxer shorts
- 3 Outdoor items: coat, hat, gloves, scarf, jacket
- 4 Formal items: suit, high-heeled shoes
- 5 Items I would never wear: sweatshirt, stockings

Exercise 3

1 more	8 too
2 than	9 than
3 richer	10 the
4 most	11 than
5 as	12 the
6 enough	13 as
7 more	

Exercise 4 (example answer)

Tom is more like me than Zoey.

Exercise 5

- 1 too expensive
- 2 not old enough
- 3 not big enough
- 4 too mean
- 5 too dangerous

EXTRA ACTIVITIES ➤➤➤➤

- Students write comparative and superlative sentences and sentences with *enough* about themselves and their family and friends, e.g. *My dad is the tallest person in my family. My friend wears more fashionable*

clothes than most other people I know. My brother isn't old enough to go to secondary school. Give them five minutes to write as many as they can. Students share their sentences in pairs or small groups.

Exercise 6 (example answers)

- 1 What is the best item of clothing you have?
It's a vintage dress.
- 2 Who is the funniest person you know?
My friend Luke is the funniest person I know.
- 3 Where is the cheapest clothes shop in your town?
It's next to the department store in the town centre.
- 4 What is the most valuable possession you have?
It's an old record from the 1950. My grandad gave it to me.
- 5 Who is the most stylish celebrity you know?
I think Angelina Jolie is the most stylish celebrity. She always looks great.

WORKBOOK ➤➤➤➤

p. 9

NEXT CLASS ➤➤➤➤

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

Starter

4 Money, money, money

Grammar: Comparative and superlative adjectives

- too and enough

Vocabulary: Clothes**SHOW WHAT YOU KNOW**

- 1 In pairs, list all the clothes you can think of.
a tie, a dress, ...
- 2 Put the words from Exercise 1 into the different groups 1–5. Some items can go into more than one group.
 - 1 Items usually worn by women only: *a dress, ...*
 - 2 Items usually worn by men only: *a tie, ...*
 - 3 Outdoor items:
 - 4 Formal items: *a tie, ...*
 - 5 Items you would never wear: *a tie, ...*

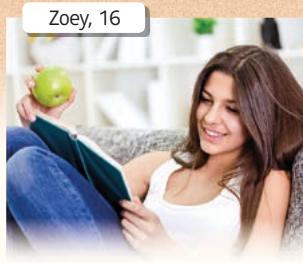
- 3 Complete these interviews using the words in the box.

as (x2)	enough	more (x2)	most	richer
than (x3)	the (x2)	too		

TEEN ATTITUDES TO MONEY

We ask brother and sister Tom and Zoey about their attitudes to money and shopping

I think I'm very good with money. I don't have much money though because I'm still at school, but I'm ¹**more** careful than my brother. For example, he spends his birthday money as soon as he gets it. Also he's older ².... me and has a weekend job, so he's ³.... than I am. To be honest, I think he's stupid with his money. The ⁴.... expensive thing I've ever bought is a leather jacket, and that was second-hand, so it wasn't ⁵.... expensive as a new one. I don't go out much – Tom says I'm not sociable ⁶...., but I just like staying at home.



I'm ⁷.... generous than Zoey.

In fact, I'm probably ⁸.... generous! If I have money, I spend it. I'm richer than Zoey because I work at the weekend but she's more careful ⁹.... me, so she always has money and I never have any. Actually, I think Zoey's ¹⁰.... meanest person I know! My clothes are more expensive ¹¹.... Zoey's, but I buy expensive clothes because people who make cheap clothes have ¹².... worst working conditions in the world. I spend a lot of money on going out. Zoey isn't ¹³.... popular as I am so she stays at home more!

**REMEMBER THIS**

You use comparative and superlative adjectives to compare things.

- Short adjectives: add **-er/the -est**, e.g. *shorter/the shortest*
- Long adjectives: add **more/the most**, e.g. *more fashionable/the most fashionable*
- Irregular adjectives:
good/better/the best
bad/worse/the worst
far/further/the furthest

Note: You use *too + adjective* or *not + adjective + enough* to show there is a problem with something.

Grammar Focus page 116 ➤➤➤➤➤

- 5 Read REMEMBER THIS. Then complete the sentences with *too* or *not enough* and the adjective in brackets.

- 1 I'd like to buy designer clothes, but they are *too expensive*. (expensive)
- 2 I want to learn to drive but I'm (old)
- 3 I'd like a larger bed, but my room is (big)
- 4 My brother never lends me money because he is (mean)
- 5 My parents won't let me have a motorbike. They say it is (dangerous)

- 6 Complete the questions with superlative forms using the adjectives in the box. Then ask a partner your questions.

bad	cheap	funny	good	intelligent
interesting	stylish	valuable		

- 1 What is item of clothing you have?
- 2 Who is person you know?
- 3 Where is clothes shop in your town?
- 4 What is possession you have?
- 5 Who is celebrity you know?

- 4 1.5 Listen and check your answers in Exercise 3. Who is more like you: Zoey or Tom?

Exercise 1 (example answers)

Things you watched

films, TV series, the news, cartoons, comedy shows, quiz shows, reality shows, sports programmes, football matches

Things you read

romantic novels, comics, recipe books, travel guides, instructions, adventure stories, fairy tales

Exercise 2

The film is coming out on Friday.
They arrange to see it on Sunday evening.

Exercise 3

- 1 7.00 Babysitting
- 2 Wedding
- 3 9.30 Dentist
- 4 Football

Exercise 4

- *Emma can't go to the cinema on Friday evening because she is babysitting.*
- They cannot go on Saturday afternoon or evening because she is going to a wedding.
- They cannot go on Sunday afternoon because Luke is playing football.
- The Present Continuous

Exercise 5

- 1 *I'm going to*
- 2 *I'm going to*
- 3 *I'm going to*
- 4 *We'll*
- 5 *I'll*

Exercise 6

- 1 *'m seeing*
- 2 *'ll come*
- 3 *'m going to read*

Exercise 7

- 1 *'m going*
- 2 *'s going to snow*
- 3 *'ll probably watch*
- 4 *is having*
- 5 *will win*
- 6 *'m not going to get married*

REFERENCES

CULTURE NOTES ➤ p. 264

AUDIO SCRIPT ➤ p. 273

EXTRA ACTIVITIES

- After doing ex. 7, students work in pairs. They interview their partner

to find out the information about them, e.g. *Are you going to go to the cinema on Sunday? Do you think it will snow? Have you got any plans for this evening? If not, will you watch TV? Etc.*

WORKBOOK

p. 10

NEXT CLASS

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

Exercise 1

1 healthcare	4 economic growth
2 life expectancy	5 public transport
3 food production	6 traffic congestion

Exercise 2 (example answers)

- healthcare
- urban planning, social justice, rubbish collection, property tax, road works, air pollution

Exercise 3

Jack Ng has invented a vertical farm because there is a lack of space in his city to grow food.

Exercise 4

1 The	7 The
2 Ø	8 Ø
3 Ø	9 a
4 a	10 a
5 a	11 the
6 Ø	12 Ø

Exercise 5

1 Ø	4 a
2 Ø	5 a
3 the	6 a

Exercise 6

- 1 Food is mainly produced in the countryside.
- 2 The cheapest form of public transport is the bus.
- 3 Education and healthcare are free.
- 4 My grandfather was a farmer, but my parents moved to the city.
- 5 Life expectancy grew in the twentieth century.
- 6 A city can have a population of millions these days.

Exercise 7

1 the
2 the
3 a
4 a
5 the; the
6 a; a; the

REFERENCES

CULTURE NOTES ➞ p. 264

EXTRA ACTIVITIES

- Before beginning the lesson, students brainstorm nouns, related

to life in cities, e.g. *public transport, traffic, fast food*, etc. The team with the most words writes them on the board, and the other teams add any others. Teams get one point for each correct answer and the team with the most points wins.

WORKBOOK

p. 10

NEXT CLASS

- Ask students to do *Show What You Know, Growing up* in the WB, p. 11.

Starter

6 City life

Grammar: Articles, *a/an* or *the*, no article
Vocabulary: City life

SHOW WHAT YOU KNOW

1 In pairs, match the words to make common compound nouns related to life in cities.

1 health	a transport
2 life	b congestion
3 food	c growth
4 economic	d expectancy
5 public	e production
6 traffic	f care

2 Which words join to make one word? Add more words.

3  1.8 Listen to the information about a city project. What has Jack Ng invented and why?

Vertical farms in Singapore

¹ The biggest problem that megacities have is how to provide ²Ø food, ³.... water and other basic necessities for their inhabitants. One small country may have found ⁴.... solution: Singapore, made up of 63 islands, is ⁵.... country which is famous for ⁶.... innovation.

⁷.... tiny country in Southeast Asia has very little space to grow ⁸.... food as it has very little space for green areas or agriculture. But Jack Ng, ⁹.... farmer, has invented ¹⁰.... vertical farm. It only produces a few different kinds of vegetable at the moment, but there are plans to expand ¹¹.... vertical farm to include ¹².... more plants.



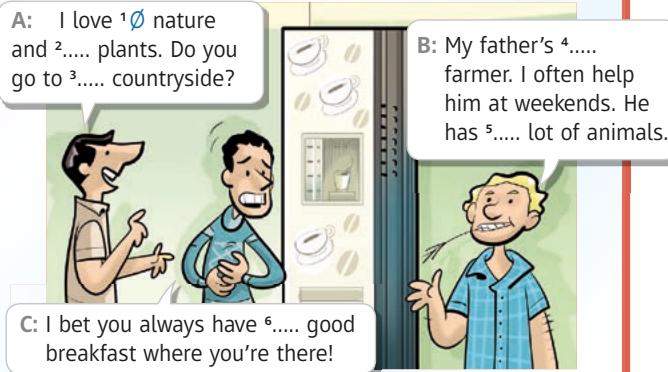
<http://www.newscientist.com>

4  1.8 Read and decide which articles to use in the text. Then listen again and check.

5 Read REMEMBER THIS. Then complete the cartoon captions with an appropriate article.

REMEMBER THIS

- You use the indefinite article *a/an* to talk about something for the first time when it means 'one of many'. You also use it with jobs.
- You use the definite article *the* with special periods, with superlatives and with ordinal numbers. You also use it when talking about something that is unique, such as the *country*, or known or already mentioned to the other speaker.
- You don't use articles when you talk about things in general or with abstract nouns. You also don't use articles with continents, countries or cities. Exceptions: the Netherlands, the USA, the UK.



Grammar Focus page 117 

6 Choose the correct article *a*, *the* or *Ø* (no article).

- (The/A/Ø) food is mainly produced in (the/a/Ø) countryside.
- (The/A/Ø) cheapest form of public transport is (the/a/Ø) bus.
- (The/A/Ø) education and (the/a/Ø) healthcare are free.
- My grandfather was (the/a/Ø) farmer but my parents moved to (the/a/Ø) city.
- Life expectancy grew in (the/a/Ø) twentieth century.
- (The/A/Ø) city can have a population of millions these days.

7 Complete the questions with *a/an* or *the*. Then ask a partner the questions.

- Do you live in *the* countryside?
- Have you ever been to UK?
- Did you have big breakfast this morning?
- Would you like to be farmer?
- Are you oldest student in class?
- Are you using pen or pencil to do exercise?

Starter

7 Growing up

Grammar: Modal verbs for obligation and permission

Vocabulary: Education

SHOW WHAT YOU KNOW

- 1 In pairs, list school and university subjects you can think of.
English, Maths, Music, ...
- 2 Categorise your list according to 1) interest, 2) difficulty and 3) usefulness.
- 3 Read about different types of parents. Choose the correct modal verb or verb phrase.

Tiger parents



are strict and say their children ...

- 1 *needn't / must* be the No 1 student in every subject except PE and Drama.
- 2 *have to / aren't allowed to* play the piano or violin only and *must / mustn't* play any other instrument.
- 3 *need to / don't have to* show respect for them.
- 4 *can / are not allowed to* play computer games or watch television.

Helicopter parents



are overprotective and say their children ...

- 1 *can't / must* do anything dangerous.
- 2 *can't / need to* find their own strengths and weaknesses.
- 3 *have to / aren't allowed to* discuss their problems and worries with them.
- 4 *must / can't* call them regularly when they are not at home.

Hipster parents



are non-traditional and say their children ...

- 1 *mustn't / are allowed to* do more or less whatever they want.
- 2 *have to / needn't* be top of the class.
- 3 *don't have to / mustn't* follow many rules – they can usually make their own decisions.
- 4 *can / must* call them by their first names instead of 'Mum' and 'Dad'.

- 4 Read REMEMBER THIS. Then complete the cartoon captions with *to* if necessary.

REMEMBER THIS

You use *must, need to, have to, can* and *be allowed to* to talk about obligation and permission.

Necessary	<i>have to/need to/must</i>
Not necessary	<i>don't have to/don't need to</i>
Permitted	<i>can/be allowed to</i>
Not permitted	<i>can't/mustn't/not be allowed to</i>

Note: You usually use *have to* (NOT *must*) and *can't* (NOT *mustn't*) to talk about rules or arrangements.



Grammar Focus pages 117–118

- 5 Complete the questions with words from the box. Then ask a partner the questions.

be allowed to can have to

- 1 *Do you have to* learn the violin?
- 2 watch TV in your room?
- 3 keep your phone on overnight?
- 4 have regular house parties with your friends?
- 5 arrive home before midnight?
- 6 keep your bedroom clean and tidy?

- 6 1.9 In pairs, guess the missing words. Then listen and check.

THE STRICT TEACHER: She stands at the front of the class and you ¹*have* to listen to her. When she asks a question, you're not ².... to call out the answer. You have to put your hand in the air. You ³.... talk in class and you have to do your homework on time, no excuses.

THE RELAXED TEACHER: The opposite of the strict teacher. You are allowed ⁴.... call out answers and sometimes, you ⁵.... call him by his first name. You have ⁶.... do your homework, but you ⁷.... need to do it exactly on time. But there are rules. You ⁸.... use your phone in class, and when you talk to your classmates, it ⁹.... to be about the subject of the lesson.

Exercise 1 (example answers)

French, Spanish, IT, PE, Geography, History, Science, Medicine, Law, Engineering, Architecture, Teacher training, Psychology, Philosophy, Biology

Exercise 2

Students' own answers

Exercise 3

Tiger parents

- 1 must
- 2 have to; mustn't
- 3 need to
- 4 are not allowed to

Helicopter parents

- 1 can't
- 2 can't
- 3 aren't allowed to
- 4 must

Hipster parents

- 1 are allowed to
- 2 needn't
- 3 don't have to
- 4 can

Exercise 4

- 1 Ø
- 2 Ø
- 3 to
- 4 Ø
- 5 to

Exercise 5

- 1 Do you have to
- 2 Can you/Are you allowed to
- 3 Can you/Are you allowed to
- 4 Can you/Are you allowed to
- 5 Do you have to
- 6 Do you have to

Exercise 6

1 have	6 to
2 allowed	7 don't
3 mustn't	8 can't/mustn't
4 to	9 has
5 can	

REFERENCES

CULTURE NOTES ➞ p. 264

EXTRA ACTIVITIES

- In pairs or small groups, students make a list of ideal rules for school using all the different modal verbs,

e.g. *You can arrive at school when you want each day. You don't have to do any homework. Teachers must make the lessons interesting. etc.*
 They compare their lists. If you want, they can vote on the best rules or you can make a set of class rules.

WORKBOOK

p. 11

NEXT CLASS

- Ask students to do Show What You Know, My technology in the WB, p. 11.

Exercise 1

- 1 download music
- 2 log on to Facebook
- 3 print a document
- 4 chat online
- 5 follow somebody on Twitter
- 6 switch on your desktop computer
- 7 click on an app
- 8 type in your password
- 9 visit a website
- 10 change your profile photo

Exercise 2

1 play	4 use
2 'll get	5 won't sleep
3 won't have	

Exercise 3

1 would; buy	3 were; spent
2 had to	5 would; travel

Exercise 4

The Second Conditional

Exercise 5

- 1 had; would buy
- 2 had to; wouldn't be able to
- 3 wouldn't care; texted
- 4 had; would blog
- 5 would go back; could

Exercise 6 (example answers)

- 1 If I get some money for my next birthday, I'll save it.
- 2 If I found £1,000 in the street, I'd take it to the police station.
- 3 If I don't have any homework this evening, I'll go to my friend's house.
- 4 If I could drive, I'd visit my cousins.
- 5 If my parents won the lottery, they would be very happy.
- 6 If I lived to be 150, I would travel all over the world.

REFERENCES

CULTURE NOTES ➤ p. 264

AUDIO SCRIPT ➤ p. 273

EXTRA ACTIVITIES

- Before beginning the lesson, students brainstorm technology nouns, verbs or expressions in

teams, e.g. *laptop, mobile phone, chat online, download, etc.*

- Then, in pairs, students write as many sentences as they can using these words and first and second conditionals: *If I had a blog ...*, *If you use social networking ...*

WORKBOOK

p. 11

NEXT CLASS

- Ask students to do *Show What You Know* in the WB, p. 12.

Starter

8 My technology

Grammar: First and Second Conditionals
Vocabulary: Science and technology

SHOW WHAT YOU KNOW

1 In pairs, match words and phrases to make common collocations.

1 download	a to Facebook
2 log on	b your desktop computer
3 print a	c your password
4 chat	d profile photo
5 follow	e somebody on Twitter
6 switch on	f music
7 click	g on an app
8 type in	h online
9 visit a	i document
10 change your	j website

2 Complete the First Conditional statements with the correct form of the verbs. Which statements do you agree with?

- If you *play* (play) video games all the time, you won't be a happy, healthy person.
- You (get) bad marks at school if you don't stop spending so much time online.
- You (not have) any real friends if you use social networking.
- If you (use) social networking, you'll lose your privacy.
- You (not sleep) very well if you go online just before you go to bed.

3 Complete the Second Conditional questions in the questionnaire with the correct form of a verb in the box.

[be **buy** have to spend travel]



- What *would* you *buy* if you had €500 to spend on technology?
- If you give up one of your devices (laptop, phone, etc.), which one could you live without?
- If you with a friend and the friend the whole time texting someone else, how would you feel?
- If you had a blog, what would you blog about?
- If you could time travel, what time you to?

4 Read REMEMBER THIS. Which conditional structure do you use to show that something is not real, or not probable now?

REMEMBER THIS

- You use the **First Conditional** to predict the future result of an action.
- You use the **Second Conditional** to talk about the likely present or future result of an imaginary action.

If you get me a new computer, I'll do the dishes every night.



If we got you a new computer, we'd never see you!

Grammar Focus page 118 ➤➤➤➤➤

5 **C 1.10** Complete the extracts from the conversation. Then listen and check.

- If I *had* (have) €500 to spend, I (buy) new speakers.
- If I (have to) give up my phone, I (not able to) go online.
- I (not care) if my friend (text) someone else the whole time.
- If I (have) time to blog, I (blog) about music.
- I think I (go) to 1970 if I (can).

6 Complete the sentences with an appropriate conditional form. Make them true for you.

- If I *get* (get) some money for my next birthday, I'll *save it*.
- If I (find) £1,000 in the street, ...
- If I (not have) any homework this evening, ...
- If I (can) drive, ...
- If my parents (win) the lottery, ...
- If I (live) to be 150, ...

1

People



UNIT LANGUAGE AND SKILLS

Vocabulary

- Show what you know – personality and appearance
- clothes and accessories
- verb phrases to do with clothes
- adjectives of appearance and personality

Reading

- a magazine article about genes

Grammar

- dynamic and state verbs
- Present Perfect Simple and Continuous

Listening

- a radio programme about friendship

Speaking

- describing a photo

Writing

- a description of a person

Video

- Distressed jeans



Vocabulary

Clothes and accessories • verb phrases • adjectives of appearance and personality

SHOW WHAT YOU KNOW

1 In pairs, put the words in the box under an appropriate heading.

blond	caring	curly hair	hard-working
outgoing	selfish	suit	tall
Personality		Appearance	
Clothes			

Personality Appearance Clothes

2 Add more words to each list. Which words can you use to describe your partner?

Julia is tall with dark hair. She's hard-working and she usually wears ...

3 Read the text about Facebook profile photos. Match photos 1–4 with descriptions A–F. There are two descriptions that you do not need.



4 1.11 Listen to four Facebook users describing their profile photos. Which photo in Exercise 3 does each person describe?

- Angie
- Tim
- Becky
- Jon

Exercise 1

Personality	Appearance	Clothes
caring	blond	suit
hard-working	curly hair	top
outgoing	tall	trainers
selfish		

Exercise 2 (example answers)

- Personality: shy, understanding, sarcastic, spontaneous, boring, introverted, extroverted, carefree, nervous, thoughtful
- Appearance: short, medium height, slim, medium build, pretty, handsome, attractive
- Clothes: T-shirt, dress, skirt, hiking boots, sandals, anorak, jumper, jacket, cardigan, jeans, hat

Exercise 3

1 C
2 F
3 E
4 B

Exercise 4

- Tim – 4
- Angie – 1
- Jon – 2
- Becky – 3

REFERENCES

CULTURE NOTES ➞ p. 264

AUDIO SCRIPT ➞ p. 273

EXTRA ACTIVITIES

- Students discuss and classify all the personality adjectives from ex. 1,

e.g. Positive: *hard-working*; Negative: *selfish*; Neutral: *shy*.

- Students describe famous people for their partner to guess, e.g. He's got straight dark hair, it's usually long. He's tall and he's got brown eyes. He doesn't usually wear designer clothes, he prefers casual ones. He's funny and outgoing. He's

a film star. I think his Facebook profile would be a strange close-up. (Johnny Depp)

- TEACHER'S RESOURCE FILE, Mixed-ability Vocabulary Worksheets pp. 82–83

Unit 1

Exercise 5

- Tim: baseball cap, suit, tie
- Angie: vintage sunglasses, jacket, cotton top
- Jon: sweatshirt, jeans, trainers
- Becky: wet suit

Exercise 6

- 1 f
- 2 c
- 3 a
- 4 e
- 5 b
- 6 d

Exercise 7

1 gorgeous	4 immature
2 adventurous	5 charming
3 stylish	6 mischievous

Exercise 8

1 sophisticated	4 cute
2 immature	5 adorable
3 cheeky	6 adventurous

WORKBOOK

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

NEXT CLASS

- Students bring in photos of other members of their family.