

Teacher's Guide

BBC

# Exam Focus



Bachillerato  
Batxillerat  
Batxilergoa  
Bacharelato

2

Preparation for  
**university entrance**



Pearson

Arek Tkacz  
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# 1

## It takes all sorts



### UNIT LANGUAGE AND SKILLS

#### Vocabulary

- Show what you know – compound nouns – family
- family and celebrations
- verb-noun collocations
- common phrases

#### Reading

- a literary extract and a news report about mysterious events
- multiple choice
- synonyms

#### Grammar

- Past Perfect Simple and Continuous
- relative clauses

#### Listening

- an interview with a neuroscientist
- multiple choice

#### Speaking

- telling a personal anecdote

#### Writing

- an article

#### Video

- The worst week of my life



### FOCUS EXTRA

- *Language Focus* – collocations p. 136
- *Grammar Focus Reference and Practice* pp. 122–123

## Vocabulary

Family • celebrations • verb-noun collocations • common phrases

### SHOW WHAT YOU KNOW

1 Decide which family word does not combine with the underlined part-word.

1 ex- wife / boyfriend / nephew 4 single mother / daughter / parent  
2 great- child / uncle / grandson 5 step father / children / husband  
3 half- brother / niece / sister 6 god mother / cousin / son

2 In pairs, form other words with the part-words in Exercise 1. Choose words to describe different people in your family.

My great-grandmother lives in Zamora. She is 92 and ...

3 Read the title and the introduction and look at the photos in the text. What does 'coming of age' mean?

a getting married c having a party  
b becoming an adult

## Coming of Age Ceremonies

Most countries have customs that celebrate young people's journey into adulthood. This is how they do it in two very different cultures.

In Japan, we have a festival called Seijin-no-hi and it takes place on every second Monday of January. Anyone who has

5 their twentieth birthday in that year celebrates on that day.

For the young men and women taking part, it's a once in a lifetime experience. The

10 highlight of everyone's day is seeing all the young people dressed up in formal clothes. Women wear a special kimonos made of brightly coloured silk.

15 Men wear suits.

The day is divided into several stages. First, everyone goes to the town hall to listen to speeches made by government officials. After that, people usually go to a shrine with members of their family. On my coming of age day, there were three generations of my family there, including distant relatives and great-

20 grandparents. I was showered with gifts – I'm an only child, so I was really spoilt.

After the formalities are over, the rest of the day is for fun. I had a meal with my extended family, and then I met up with my friends for a big party. I had the time of my life.



## Exercise 1

- 1 nephew
- 2 child
- 3 niece
- 4 daughter
- 5 husband
- 6 cousin

## Exercise 2

Students' own answers

## Exercise 3

b

# Unit 1

## Exercise 4 (example answers)

**Japan**

**Age:** 20

**Formal part:** kimonos, formal suits, town hall, speeches, shrine

**Informal part:** meal with family then party with friends

**Mexico**

**Age:** 15

**Guests:** family and friends

**Formal part:** church, special mass and blessing

**Informal part:** reception, meal, dance all night

## Exercise 5

a **family:** distant relatives, only child, extended family, immediate family

b **celebrations:** small gathering, reception

## Exercise 6 (example answers)

1 José; only

2 family; Clara; Pablo

3 David; relatives

4 Andrés; reception/mass

5 immediate; Elena, Fernando and Miguel

## Exercise 7 (example answers)

- 1 My cousin wants to put on a big party at the end of term.
- 2 We mustn't lose sight of the real meaning of Christmas.
- 3 I had a lump in my throat when my sister won the prize.
- 4 My father proposed a toast on my eighteenth birthday.
- 5 Nobody ever makes a fuss of me.

## Exercise 8

1 d

2 e

3 a

4 f

5 b

6 c

## Exercise 9

1 really spoilt

2 worth the effort

3 the centre of attention

4 a once in a lifetime experience

5 the time of my life

6 the highlight

## Exercise 10

1 highlight

2 attention

3 spoilt

4 worth

5 lifetime

6 time

## EXTRA ACTIVITIES



- STUDENTS' BOOK, *Language in Focus 'collocations'* p. 136
- TEACHER'S RESOURCE FILE, Mixed-ability Vocabulary Worksheets pp. 66–67

## WORKBOOK



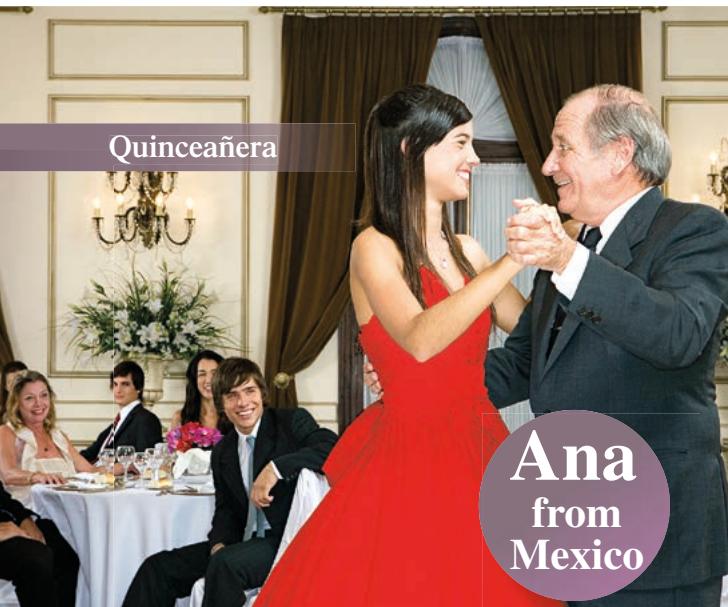
pp. 12–13, including *Show What You've Learnt*

**4** Read the text and make notes about the two ceremonies.

Country	Age	Guests	Formal part	Informal part
Japan		extended family and friends		
Mexico				

**5** Look at the words in red and find words and phrases related to:

- a family
- b celebrations



I'm Mexican and one of our customs is a celebration for 25 young girls on their fifteenth birthday called Quinceañera. In the past, the Quinceañera ceremony signified that girls were ready for marriage. That's definitely not the case today!

My mum had a **small gathering** for her Quinceañera, just the **immediate family** and some close friends. Nowadays there's a 30 lot of pressure to **put on a big party** with DJs and fireworks. So we did, and it was **worth the effort**. It was unforgettable.

My family's very modern but we didn't want to **lose sight** of the spiritual side of the celebration. So first we went to church for a special mass, and I read a letter thanking my 35 parents for everything. It was very moving – I **had a lump in my throat** and my parents had tears in their eyes.

After the mass, we went on to the **reception**. Towards the end of the meal my father **proposed a toast** and he got very emotional when he talked about his hopes for my future. 40 After blowing out the candles on my birthday cake, I danced all night. Everyone **made a fuss of me**, and I enjoyed being the centre of attention all day.

**6** Complete the sentences with a word from Exercise 5 and names of people you know.

- 1 ..... is an ..... child. He/She doesn't have any brothers or sisters.
- 2 In my extended ..... , ..... is the oldest and ..... the youngest.
- 3 ..... is one of my distant ..... .
- 4 I sat next to ..... at the last ..... I went to.
- 5 The people in my ..... family are ..... .

**7** **Verb-noun collocations.** Make sentences which are true for you with the underlined collocations in the text.

I **hope to be showered with gifts** when I get married.

**8** Match the sentence halves. Which statements are true in your culture?

- 1 Parents sometimes have a lump in their ...
- 2 The bride's father always proposes ...
- 3 People have lost ...
- 4 Most families don't put on ...
- 5 Couples are often showered ...
- 6 It's important to make ...

- a sight of what's important in life.
- b with gifts on their engagement.
- c a fuss of people on their 18th birthday.
- d throat when their children leave home.
- e a toast at his daughter's wedding.
- f a big coming of age party.

**9** **Common phrases.** Match the highlighted phrases in the text with the definitions 1–6.

- 1 treated extremely kindly
- 2 a good thing to do
- 3 the most important person
- 4 a unique experience
- 5 an absolutely fantastic time
- 6 the most exciting moment

**10** In pairs, complete the questions with an appropriate word. Then ask and answer the questions.

- 1 What has been the ..... of your day so far today?
- 2 Have you ever been the centre of ..... ?
- 3 Were you really ..... on your last birthday?
- 4 Do you think big parties are ..... the effort?
- 5 Which once in a ..... experience would you most like to have?
- 6 When was the last time you had the ..... of your life?

# Reading

Multiple choice • synonyms • true/false

**1 In pairs, discuss the questions.**

- How often do you read for pleasure?
- What type of things do you read?
- What do you read in English?

**2 Read Texts 1 and 2 and answer the questions in your own words.**

- 1 In what ways are the themes of Texts 1 and 2 similar?
- 2 What are the main differences between the texts?
- 3 Which text do you find more engaging? Why?

**EXAM TASK** **Multiple choice**

**3 Read Texts 1 and 2 again and choose the correct answer, A, B, C or D.**

**Text 1**

- 1 When Mr Trentlake disappeared ...  
A Sam was paying attention to the lesson.  
B Quinn was daydreaming about the beach.  
C Mary was sure she saw him leaving the room.  
D Edilio summed up the situation with a gesture.
- 2 So far, the following people have disappeared:  
A Two teachers and a pupil.  
B Two teachers and three pupils.  
C One teacher and one pupil.  
D Two teachers and no pupils.
- 3 In lines 36–45, the author implies that ...  
A Astrid knows why people are disappearing.  
B Sam is scared by the situation.  
C the situation has become really serious.  
D somebody played a joke.

**Text 2**

- 4 The unexplained incidents in the text all involve ...  
A ships that went missing.  
B people who disappeared.  
C planes that crashed.  
D the US Navy.
- 5 The author claims that disappearances in the Bermuda Triangle are ...  
A still a mystery.  
B due to bad weather.  
C definitely not caused by aliens.  
D no longer happening.

*EXAM FOCUS* » page 114

**EXAM TASK** **Synonyms**

**4 Find words in Text 1 which mean:**

- 1 preparing for something difficult or unpleasant (line 9)
- 2 a small thin piece of something (line 20)
- 3 stretching a part of the body (line 26)
- 4 tensed, forced (line 41)
- 5 recognising or understanding something (line 61)

*EXAM FOCUS* » page 114

**5 Match the words in blue in the texts with the meanings below.**

- 1 an upwards and downwards movement of the shoulders
- 2 laughing quickly and quietly
- 3 a long steady look
- 4 taken by force
- 5 a jump or dive
- 6 shouting
- 7 remains
- 8 boats

**EXAM TASK** **True/False**

**6 Are the statements about Texts 1 and 2 true (T) or false (F)? Check your answers with the texts.**

**Text 1**

- 1 Sam was on the beach, shouting and getting ready to dive into the sea.
- 2 Mary was looking very intently at the place where Mr Trentlake had been standing.
- 3 The kids were trying to see what had happened and laughing nervously.
- 4 The class made a gesture to show that they didn't know where Mr Trentlake was.
- 5 On this occasion, Astrid's look showed that she was afraid.

**Text 2**

- 6 Only small boats such as yachts disappear in the Bermuda Triangle.
- 7 No remains of USS Cyclops were ever found and there was no sign of what had happened.
- 8 Nobody believes that people are taken by aliens in the Bermuda Triangle.

*EXAM FOCUS* » page 114

## Exercise 1

Students' own answers

## Exercise 2

- 1 Both texts have similar themes of mysterious disappearance.
- 2 Text 1 is fiction, Text 2 is a newspaper article. Text 1 has dialogue and characters. Text 2 gives factual information about events.
- 3 Students' own answers

## Exercise 3

- 1 D
- 2 B
- 3 C
- 4 B
- 5 A

## Exercise 4

- 1 bracing
- 2 sliver
- 3 craning
- 4 strained
- 5 discerning

## Exercise 5

- 1 shrug
- 2 giggling
- 3 gaze
- 4 abducted
- 5 plunge
- 6 yelling
- 7 wreckage
- 8 vessels

## Exercise 6

- 1 F
- 2 T
- 3 T
- 4 F
- 5 T
- 6 F
- 7 T
- 8 F

# Unit 1

## REFERENCES

CULTURE NOTES ➞ p. 263

## EXTRA ACTIVITIES

- TEACHER'S RESOURCE FILE, Extra Reading Practice, p. 86

## WORKBOOK

pp. 16–17

- Extra practice Reading, p. 74

## NEXT CLASS

- Ask students to do *Show What You Know* in the WB, p. 14.

TEXT 1

## – ONE –

### 299 hours, 54 minutes

1.6

One minute the teacher was talking about the Civil War. And the next minute he was gone.

There.

Gone.

5 No ‘poof’. No flash of light. No explosion.

Sam Temple was sitting in third-period history class staring blankly at the blackboard, but far away in his head. In his head he was down at the beach, he and Quinn. Down at the beach with their boards, **yelling**, bracing for that first **plunge** 10 into the cold Pacific water.

For a moment he thought he had imagined it, the teacher disappearing. For a moment, he thought he’d slipped into a daydream.

Sam turned to Mary Terafino, who sat just to his left. ‘You 15 saw that, right?’

Mary was staring hard at the place where the teacher had been.

‘Um, where’s Mr Trentlake?’ It was Quinn Gaither, Sam’s best, maybe only, friend. Quinn sat right behind Sam. The two of them favoured window seats because sometimes, if you caught just 20 the right angle, you could actually see a tiny sliver of sparkling water between the school buildings and the homes beyond.

‘He must have left,’ Mary said, not sounding like she believed it.

Edilio, a new kid Sam found potentially interesting, said, ‘No, man. Poof.’ He did a thing with his fingers that was a pretty good 25 illustration of the concept.

Kids were staring at one another, craning their necks this way and that, **giggling** nervously. No one was scared. No one was crying. The whole thing seemed kind of funny.

‘Mr Trentlake poofed?’ said Quinn, with a suppressed giggle 30 in his voice.

‘Hey,’ someone said, ‘where’s Josh?’

Heads turn to look.

‘Was he here today?’

‘Yes, he was here. He was right here next to me.’ Sam 35

recognised the voice. Bette. Bouncing Bette.

‘He just, you know, disappeared,’ Bette said, ‘Just like Mr Trentlake.’

The door to the hallway opened. Every eye locked on it. Mr Trentlake was going to step in, maybe with Josh, and explain 40 how he had pulled off this magic trick, and then get back to talking in his excited, strained voice about the Civil War nobody cared about.

But it wasn’t Mr Trentlake. It was Astrid Ellison, known as Astrid the Genius, because she was ... well, she was a genius. Astrid was 45 in all the AP (Advanced Placement) classes the school had. In some subjects she was taking online courses from the university.

Astrid had shoulder-length blonde hair, and liked to wear starched white short-sleeved blouses that never failed to catch Sam’s eye. Astrid was out of his league, Sam knew that. But 50 there was no law against thinking about her.

‘Where’s your teacher?’ Astrid asked.

There was a collective **shrug**. ‘He poofed,’ Quinn said, like maybe it was funny.

‘Isn’t he out in the hallway?’ Mary asked.

55 Astrid shook her head. ‘Something weird is happening. My math study group ... there were just three of us, plus the teacher. They all just disappeared.’

‘What?’ Sam said.

Astrid looked right at him. He couldn’t look away like he 60 normally would, because her **gaze** wasn’t challenging, sceptical like it usually was: it was scared. Her normally sharp, discerning blue eyes were wide, with way too much white showing. ‘They’re gone. They all just ... disappeared.’

‘What about your teacher?’ Edilio said.

‘She’s gone, too,’ Astrid said.

‘Gone?’

‘Poof,’ Quinn said, not giggling so much now, starting to think maybe it wasn’t a joke after all.

TEXT 2

July 16 • 1997

## YACHT FOUNDADRIFT IN BERMUDA TRIANGLE

1.7

A Royal Navy ship has found an abandoned yacht in the Western Atlantic. Crew from the Navy ship found clothes and personal belongings, including 5 an open book on a bunk. We have learnt that the boat belonged to a German couple hoping to sail around the world.

This incident is another in a catalogue of unexplained events in the area of the 10 Atlantic known as the Bermuda Triangle, where planes, people and all types of 15 vessels seem to go missing in mysterious circumstances. In 1918 the American Naval vessel USS Cyclops disappeared without a trace. No **wreckage** was found,

nor any of the 300 crew. Then there is the case of Flight 19. In December 1945, five US Navy bombers took off from Florida. They made several routine calls to base, but shortly afterwards the planes and 20 fourteen men disappeared and were never seen or heard from again.

There are many theories surrounding the mysteries of the Bermuda Triangle, ranging from strange weather conditions to paranormal events. But whether the ships and planes were destroyed by storms or **abducted** by aliens, it is a fact that numerous ships, planes and people have 25 disappeared without explanation.



[www.history.com/topics/bermuda-triangle](http://www.history.com/topics/bermuda-triangle)

# Grammar

## Past Perfect Simple and Continuous

### GRAMMAR FOCUS

You use the **Past Perfect** to make it clear that an activity took place before the main events in a story.

- 1 You use the **Past Perfect Simple** to describe a completed action.
- 2 You use the **Past Perfect Continuous** to describe an activity in progress.
- 3 You use the **Past Perfect Simple** (NOT **Continuous**) with state verbs (**be, have, know**, etc.).
- 4 You don't have to use the **Past Perfect** if a time expression (i.e. *before* or *after*) makes the order of events clear.

**1** Read the story. Why did Amelie and Steve wait seventeen years to get married?



### IT WAS MEANT TO BE

Amelie was studying English in the UK when she met Steve. It was love at first sight and they spent a wonderful summer together.

5 Amelie returned to France after her course finished. They tried to keep a long-distance relationship going, but they drifted apart.

A few years later, Steve wrote to Amelie but

10 Amelie's mother put the letter on the mantelpiece, forgot to tell Amelie, and it slipped down the back of the fireplace. Many years later, a builder was removing the fireplace when he found the letter. It had been there for ten years.

During that time, Amelie had remained single and had never 15 forgotten the love of her life. Meanwhile, Steve had been working in a factory in his home town. He had been thinking about Amelie too, but he assumed she had got married to somebody else.

When she finally read the letter, Amelie was too nervous to call as 20 so much time had passed. But she finally plucked up courage and they arranged to meet.

They got married seventeen years after they first met.

**2** Read the GRAMMAR FOCUS. Which of the underlined examples in the text in Exercise 1 match the rules 1–4?

**3** Choose the most appropriate verb form in each sentence.

- 1 Amelie didn't know that Steve wrote / had written to her.
- 2 Steve didn't know that Amelie had never received / had never been receiving his letter.
- 3 Steve thought Amelie had got / got married to somebody else.
- 4 Amelie found the letter and realised it was lying / had been lying behind the fireplace for ten years.
- 5 Amelie was nervous about calling Steve because they hadn't seen / didn't see each other for a long time.

**4** **USE OF ENGLISH** Complete the sentences using the words in brackets. Do not change the order of the words given but add any other words as necessary.

- 1 The roads were wet this morning. It had been raining (it/rain) all night.
- 2 Yesterday I was tired. I ..... (have/not/sleep) well the night before.
- 3 I went to the doctor last week because I ..... (have/not/feel) well.
- 4 I ..... (have/same/phone) for ages so I got a new one last month.
- 5 I didn't understand yesterday's homework because I ..... (not/listen/teacher) in class.
- 6 When I arrived, ..... (lesson/already/start).

**5** **USE OF ENGLISH** Complete the story using a Past Perfect form of a verb in the box.

grow hear know live make  
meet move search see work

### ERIC AND VILMA 40 YEARS ON



Vilma was my wife's best friend. They 1.... each other since childhood. When Vilma moved away, we lost touch but she 2.... a big impression on me. So when my wife and I separated, I decided to ask my friends if anyone 3.... from her, but no one had. Vilma was a very compassionate person so I imagined that she 4.... to Tibet and 5.... for a charity for a few years. Finally, my niece called to say she 6.... Vilma's profile on Facebook. I rang her and found that she 7.... in Paris so I 8.... in the wrong place! We met up and when we saw one another it was magical. We 9.... older, but that didn't matter. She was widowed and didn't have children. I proposed immediately. Forty years after we 10.... for the first time, we got married.

**6** Write questions using Past Simple or Past Perfect forms. Then answer.

- 1 How long / Eric's ex-wife / know / Vilma? How long had Eric's ex-wife known Vilma?
- 2 any of Eric's friends / hear / from Vilma / after she / move away?
- 3 Why / Eric / think / Vilma / move / to Tibet?
- 4 Where / Vilma / live / since Eric / lose touch / with her?
- 5 Vilma / have / any children / with her late husband?

Grammar Focus page 122

**Exercise 1**

Because a letter Steve had sent to Amelie had been lost.

**Exercise 2**

- 1 ... he assumed she had got married to somebody else.
- 2 ... Steve had been working in a factory...
- 3 It had been there for ten years.
- 4 Amelie returned to France after her course finished.

**Exercise 3**

- 1 had written
- 2 had never received
- 3 had got
- 4 had been lying
- 5 hadn't seen

**Exercise 4**

- 1 *It had been raining*
- 2 hadn't slept
- 3 hadn't been feeling
- 4 had had the same phone
- 5 hadn't been listening to the teacher
- 6 the lesson had already started

**Exercise 5**

- 1 had known
- 2 had made
- 3 had heard
- 4 had moved
- 5 had been working
- 6 had seen
- 7 had been living
- 8 had been searching
- 9 had grown
- 10 had met

**Exercise 6**

- 1 *How long had Eric's ex-wife known Vilma?*  
She had known Vilma since childhood.
- 2 Had any of Eric's friends heard from Vilma after she moved/had moved away? No, they hadn't.
- 3 Why did Eric think Vilma had moved to Tibet?  
Because he thought that she had been working for a charity there.
- 4 Where had Vilma been living since Eric had lost touch with her? She had been living in Paris.
- 5 Had Vilma had any children with her late husband?  
No, she hadn't.

**EXTRA ACTIVITIES**

- TEACHER'S RESOURCE FILE,  
Mixed-ability Grammar Worksheets  
pp. 54–55

**WORKBOOK**

p. 14, including *Show What You've Learnt*

- Ask students to do *Show What You Know* in the WB, p. 15

# Unit 1

## Exercise 1

Advantages – parents are more attentive and protective, which makes firstborns responsible, reliable and well-behaved.  
Disadvantages – firstborns are over-confident and don't like to admit when they are wrong.

## Exercise 2

- 1 defining relative clause
- 2 reduced relative clause (passive)
- 3 reduced relative clause (active)
- 4 non-defining relative clause
- 5 comment clause

## Exercise 3

- 1 Ø
- 2 whose
- 3 which
- 4 Ø
- 5 which
- 6 who
- 7 who
- 8 which
- 9 who
- 10 which

## Exercise 4

- 1 *Siblings sharing a bedroom tend to be less selfish.*
- 2 Children brought up as the baby of the family are often fussy eaters.
- 3 First-borns, accustomed to accepting rules, are better behaved at school.
- 4 Middle-born children, growing up with a younger and older sibling, can be argumentative.
- 5 Only children spending a lot of time on their own tend to be very creative.

## Exercise 5

- 1 which
- 2 who
- 3 whose
- 4 where
- 5 who

## EXTRA ACTIVITIES

- TEACHER'S RESOURCE FILE,  
Mixed-ability Grammar Worksheets  
pp. 54–55

## WORKBOOK

- p. 15, including *Show What You've Learnt*

## Relative clauses

## GRAMMAR FOCUS

- In **defining relative clauses** you can leave out *who*, *which* or *that* when it is the object of the verb.  
*Olga is the girl who sits next to me.* ('who' is the subject of 'sit')  
*Olga is the girl (who) I sit next to.* ('who' is the object of 'sit next to')
- In **non-defining relative clauses**, which always come after a comma, you cannot leave out *who*, *which*, *where* or *whose*.  
*Eva is friends with Sam, who I can't stand.* (= 'I can't stand Sam')
- In **reduced relative clauses** you use a Present Participle for active verbs and a Past Participle for passive verbs.  
*There's a new teacher teaching year 4.* (= ... who is teaching)  
*The students taught by him are delighted.* (= ... who are taught)
- In **comment clauses** you refer to the whole of the main clause using *which*.  
*Eva is friends with Sam, which I can't stand.*  
(= 'I can't stand the situation')

1 Read Part 1 of a text about birth order. What advantages and disadvantages are mentioned?

## WHAT BIRTH ORDER SAYS ABOUT YOU

## Part 1

Birth order is the key <sup>1</sup>**that can unlock your personality**. Here are some conclusions that have come out of research <sup>2</sup>**carried out over the years**.



### The firstborn

Parents <sup>3</sup>**learning to bring up their first child** tend to be extremely attentive and protective. Firstborn children, <sup>4</sup>**who have their parents' undivided attention**, are responsible, reliable and well-behaved. Firstborns tend to be perfectionists bursting with confidence, <sup>5</sup>**which makes it hard for them to admit when they're wrong**.

2 Read the GRAMMAR FOCUS. What type of clause are the examples 1–5 in blue in Part 1 of the text?

3 Read Part 2 and choose the correct option.

## Part 2

### The middle child

Middle children, <sup>6</sup>*which have been / [Ø]* given less attention by their parents, are more independent. Middle children <sup>7</sup>*which / whose* older siblings boss them around feel life is unfair. They often believe their other siblings get all the attention, <sup>8</sup>*which / that* can make them feel left out.

### The baby of the family

Parents <sup>9</sup>*which are / [Ø]* bringing up their youngest children are more lenient, <sup>10</sup>*which / [Ø]* means that last-borns are rarely told off. Youngest children, <sup>11</sup>*that / who* have fewer responsibilities, are carefree and easy-going. The baby of the family, <sup>12</sup>*whose / who* is used to having things done for them, tends to be bad at making decisions.

### The only child

Only children have many of the same qualities as the oldest child, <sup>13</sup>*that / which* is not surprising. Only children, <sup>14</sup>*which / who* spend more time with adults, will often act older than their age. The typical only child likes being the centre of attention, <sup>15</sup>*which / whose* sometimes makes them appear self-centred.

4 Rewrite the sentences with reduced relative clauses. How many statements do you agree with?

- 1 Siblings who share a bedroom tend to be less selfish.  
*Siblings sharing a bedroom tend to be less selfish.*
- 2 Children who have been brought up as the baby of the family are often fussy eaters.
- 3 Firstborns, who are accustomed to accepting rules, are better behaved at school.
- 4 Middle children, who grow up with a younger and older sibling, can be argumentative.
- 5 Only children who spend a lot of time alone tend to be very creative.

5 Complete the sentences with *who*, *which*, *that*, *where*, *whose* or *Ø* (no pronoun). Which sentences are true for you?

- 1 My sister always leaves her clothes on the floor, .... is very annoying!
- 2 In my family, the person ..... cooks the most delicious food is my grandmother.
- 3 I'm jealous of people ..... parents let them do whatever they want.
- 4 The only place ..... I can get some peace at home is in the bathroom.
- 5 My mother, ..... thinks I'm still a baby, worries when I go out late.

Grammar Focus page 123

# Listening

## Multiple choice

1 In pairs, match the definitions of love (A–C) with the people (1–3). Which do you like best?

- 1 a novelist
- 2 a parent
- 3 a neuroscientist

2  1.8 Listen to an interview with a neuroscientist and answer the questions.

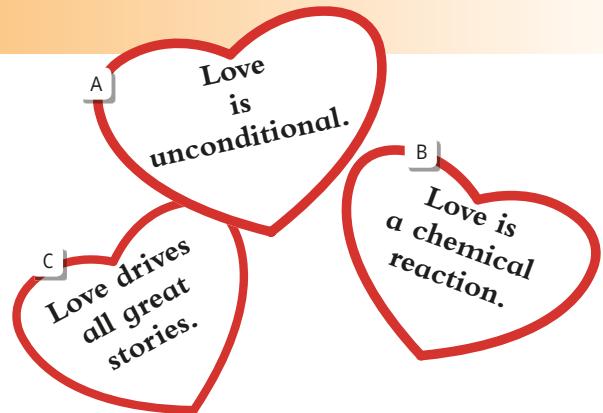
- 1 Who is Dr Ruby Niverton?
- 2 How does she define love?
- 3 Does her job affect her personal feelings about love?

## EXAM TASK Multiple choice

3  1.8 Listen to the interview again. For questions 1–5, choose the correct answer A–D.

- 1 Dr Ruby Niverton studies how ...  
A emotions influence the brain.  
B chemical reactions in the brain affect us.  
C data about the brain can be collected.  
D the brain is linked to the heart.
- 2 According to Dr Niverton, romantic love ...  
A is linked to hunger and thirst.  
B is a permanent condition.  
C is like an addiction.  
D is a characteristic of all addicts.
- 3 The scanner showed that when someone is in love ...  
A there is only activity in one area of the brain.  
B the strength of their passion has no effect on brain activity.  
C there are two parts of the brain that are activated.  
D their brain activity is similar to when they think about chocolate.
- 4 Experiments found that when a person is heartbroken, the love-related activity in their brain ...  
A stops completely.  
B is significantly reduced.  
C continues in a different part of the brain.  
D can be increased.
- 5 Dr Niverton's findings demonstrate that strong emotions can ...  
A be controlled.  
B cause brain damage.  
C be scientifically measured.  
D lead to obsession.

EXAM FOCUS >> page 117

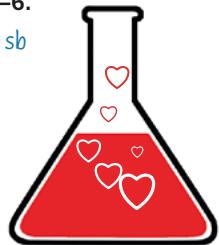


4 Complete the relationship phrases from the interview with an appropriate preposition.

- 1 be attracted .... sb
- 2 be madly .... love .... sb
- 3 be obsessed .... sb
- 4 split .... with sb
- 5 fall .... sb
- 6 go out .... sb

5 In pairs, match each phrase in Exercise 4 with an equivalent phrase 1–6.

- 1 fancy sb = *be attracted to sb*
- 2 adore sb = ....
- 3 end a relationship = ....
- 4 fall in love with sb = ....
- 5 start seeing sb = ....
- 6 worship sb = ....



## PRONUNCIATION FOCUS

6  1.9 Listen and repeat the words in the box. Make pairs of words with the same consonant sound.

**church** **confusion** **courage** **feature**  
**Japan** **measure** **official** **pressure**

*church – feature*

7  1.10 Add the words from Exercise 6 to the table. Then listen, check and repeat.

Sound	Typical spelling	Example
/ʃ/	sh ti + vowel ci + vowel ss	wor <b>sh</b> ip attention <b>emotio</b> nal <b>officia</b> l passio <b>nate</b> <sup>2</sup> ....
/ʒ/	s + -ion s + -ure	<sup>3</sup> .... <b>decisio</b> n <sup>4</sup> .... <b>pleasur</b> e
/tʃ/	ch t + -ure	<sup>5</sup> .... <b>match</b> <sup>6</sup> .... <b>picture</b>
/dʒ/	j g	<sup>7</sup> .... <b>journey</b> <sup>8</sup> .... <b>marriag</b> e

## Exercise 1

- 1 C
- 2 A
- 3 B

## Exercise 2

- 1 A neuroscientist
- 2 as a chemical reaction; as a powerful neurological condition; as an addiction
- 3 No

## Exercise 3

- 1 A
- 2 C
- 3 C
- 4 D
- 5 C

## Exercise 4

- 1 to
- 2 in; with
- 3 with
- 4 up
- 5 for
- 6 with

## Exercise 5

- 1 *be attracted to sb*
- 2 be madly in love with sb
- 3 split up with sb
- 4 fall for sb
- 5 go out with sb
- 6 be obsessed with sb

## Exercise 6

confusion – measure  
courage – Japan  
official – pressure

## Exercise 7

- 1 *official*
- 2 pressure
- 3 confusion
- 4 measure
- 5 church
- 6 feature
- 7 Japan
- 8 courage

## REFERENCES

AUDIO SCRIPT ➤ p. 267

## WORKBOOK

- Extra practice Listening p. 86

## EXTRA ACTIVITIES

- TEACHER'S RESOURCE FILE, Extra Listening Practice, p. 94

# Unit 1

## Exercises 1 and 2

Students' own answers

## Exercise 3 (example answers)

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

## Exercises 4

Students' own answers

## Exercise 5

- 1 place
- 2 As soon as
- 3 Initially
- 4 All
- 5 As
- 6 blue
- 7 doubt
- 8 Funnily

## Exercise 6 (example answer)

**A:** Right, so, I'm going to tell you about a very unusual day I will never forget. This took place about two months ago. I was walking in the park when suddenly an old lady asked me to help her. She was sitting on a bench and holding a small black bag. To begin with, I was suspicious, but for some reason I trusted her, in the end. She asked me to take the bag away and bring it back in six hours. She said she'd be sitting at the same bench. When I returned with her bag, the old lady told me I had done something very good. Then, she walked away with her black bag! Without a doubt, it was one of the weirdest things that have ever happened to me. Although I didn't really understand how I had helped the old lady, strangely, I felt very good about it.

**B:** What do you think there was in the bag?

**A:** I've no idea. Perhaps jewellery she was hiding from her relatives. Whatever it was, it remains a mystery to me to this day.

## REFERENCES

AUDIO SCRIPT ➤ p. 267

## WORKBOOK

- Extra practice Speaking p. 92

## EXTRA ACTIVITIES

- TEACHER'S RESOURCE FILE, Extra Speaking Practice, p. 102

# Speaking

Unit 1

## Telling a personal anecdote

1 Look at the website. Which days out would you most and least like to go on? Why?

memorableday.com

Are you tired of doing the same old things with your friends? Why not try something different with one of our alternative days out?

- Go mountain biking
- Visit a gallery or photo exhibition
- Sing karaoke
- Rent a rowing boat or kayak
- Attend a workshop (e.g. dancing or DJing)
- Go go-kart racing



2 In pairs, describe the photo in Exercise 1 and answer the questions.

- 1 What might the people be thinking and feeling?
- 2 In your opinion, what factors make a memorable day out?

3 Put the parts of an anecdote about a memorable day out in a logical order.

- a Where and when the day took place, and other background information
- b Who was involved in the day
- c Why the day was so memorable
- d What the anecdote is going to be about
- e What happened step by step

4 1.11 Listen to someone describing a memorable day out and check your ideas in Exercise 3. In pairs, try to retell the anecdote.

5 1.11 Complete the SPEAKING FOCUS with the words in the box. Then listen again and check.

All As As soon as blue doubt Funnily Initially place

### SPEAKING FOCUS

#### Introducing the anecdote

(Right, so) I'm going to tell you about (a great day out ...)

(OK, so) this is a story about (a day I'll never forget).

This took <sup>1</sup> ..... about (a month ago ...)

#### Sequencing events in the anecdote

<sup>2</sup> ..... /When/Just after (we got there, the sun came out).

<sup>3</sup> ..... /To begin with, (we were the only people there ...)

As/While (we were sitting there ...)

Suddenly/<sup>4</sup> ..... of a sudden, (the weather changed).

#### Describing events vividly

Predictably/<sup>5</sup> ..... expected, (other people soon started ...)

Unexpectedly/Out of the <sup>6</sup> ..... , (it started pouring with rain).

Luckily/Fortunately, (after it stopped raining, the sun came out again).

#### Finishing the anecdote

Without a <sup>7</sup> ..... , it was (one of the best days I've had in ages).

When I look back (on that day) now, I feel ...

It turned out to be (an unforgettable day out).

Strangely/<sup>8</sup> ..... enough, (the best days are often the ones you don't really plan).

6 In pairs, follow the instructions below. Take turns to be A and B.

Student A: Tell a personal anecdote about a memorable day out. Use the SPEAKING FOCUS to help you.

Student B: Listen to your partner's anecdote and think of a question to ask them when they have finished.

# Writing

## An article

**1 In pairs, discuss the questions.**

- 1 Why is adolescence described as a 'roller coaster ride'?
- 2 What are the best things about being a young adult?
- 3 What new challenges do you face as a young adult?

**2 Read the article and answer the questions.**

- 1 Did the author mention any of your ideas from Exercise 1?
- 2 What is the author's conclusion? Do you agree?

## Adolescence: Pain and Pleasure in Equal Measure

by Josh Payne

Remember when you were little and school summer holidays seemed to go on forever? Being children, most of us lived carefree and happy lives. Sadly, this does not last and we must all grow up. I can reliably report that the process brings pain and pleasure in equal measure.

First, there is the pain. Adolescence is a time of huge physical and emotional change. For many of us this change is accompanied by feelings of self-doubt, envy and embarrassment. Apparently, we are neither children nor adults; asked to act like 'grown-ups' in certain situations, but not in others. 'Be responsible and act your age ... but be home by 9 p.m.!' These mixed messages can be hard to deal with. Add to this the pressure of schoolwork, and it is no wonder we sometimes feel unable to cope.

Thankfully, alongside the pain, there is also pleasure. Though we have to study, few of us need to worry about bills or housework. As a result, whether it is playing sport or online games, we have time to enjoy ourselves. On top of this, we have our friends. Pleasure and pain alike, can be shared with those who know exactly how we feel.

Despite the challenges, as far as I am concerned, the pleasure of being a young adult outweighs the pain. Although it may not always seem so now, perhaps in the future we will look back on adolescence as 'the best days of our lives'.



## Exercise 1

- 1 Because it can bring joy and pain, success and failure, friendship and heartbreak.
- 2 Students' own answers
- 3 Students' own answers

## Exercise 2

- 1 Students' own answers
- 2 The pleasure of being a young adult outweighs the pain.

# Unit 1

## Exercise 3

Techniques 3, 4, 5, 10 and 12

## Exercise 4

- a 7 and 6
- b 8 and 5
- c 12 and 11
- d 9 and 10

## Exercise 5

- 1 Wanting to look stylish
- 2 Attending mixed schools
- 3 Being stereotypes
- 4 Having always got on well with boys

### Writing task (example answer)

Is it true to say that teenage boys like gadgets and sport while teenage girls don't? Let's look at these two questions separately.

First of all, as regards sport, adolescents in general are physically active and so it's not surprising that many of us like sport. But is it mainly the boys who do sport? Having spoken to a number of male and female classmates, I can say that both the boys and the girls in my class seem to like sport. Some sports are more popular with boys (for example, football) and some with girls (for instance, Zumba). But almost everyone does some kind of sport or other.

Secondly, there is the issue of whether it is principally boys who are interested in gadgets. I can't say that I think this is true. I mean, do you know any teenagers that don't have a tablet or mobile phone these days? Both girls and boys manage their daily lives and friendships with apps and gadgets.

To conclude, from my own personal experience, common gender-based stereotypes about sport and gadgets are not true. Hopefully, in the future we will recognise that everyone is different and that stereotypes do not serve any useful purpose.

#### REFERENCES

CULTURE NOTES ➞ p. 263

#### WORKBOOK

pp. 18–19, including *Show What You've Learnt* and *Show That You've Checked*

#### EXTRA ACTIVITIES

- TEACHER'S RESOURCE FILE, Writing Worksheet 'An article' p. 78

3 Read the WRITING FOCUS. Then find the techniques described in the article.

## WRITING FOCUS

### An article

#### Title

Attract the reader's attention from the start:

- 1 ask a question (*Are These the Best Days of Our Lives?*)
- 2 use vivid adjectives (*Adolescence: Thrilling and Terrifying*)
- 3 summarise the topic (*The Pains and Pleasures of Adolescent Life*)
- 4 use rhyme/wordplay (*Ten Top Tips for Troubled Teens*)

#### Introduction

Define the topic and hold the reader's attention:

- 5 ask a question
- 6 tell a short anecdote
- 7 give an interesting or surprising fact or figure
- 8 give a quotation

#### Main paragraphs

Develop the topic and discuss all the issues mentioned in the question.

#### Conclusion

Give your personal opinion and leave the reader with something to think about:

- 9 ask a question
- 10 refer to the future
- 11 make an appeal or suggestion
- 12 return to the idea in your title or introduction

**Note:** Articles tend to be written in a formal or semi-formal style.

4 Match the introductions and conclusions with techniques 5–12 in the WRITING FOCUS.

#### Introductions

- a It's easy to forget that all adults were once teenagers like us. As a young man, my father was a real rebel. He rode a motorbike and got a tattoo at the age of sixteen.
- b In his famous book, American author John Gray said that 'Men are from Mars, women are from Venus'. Does this also apply to adolescents?

#### Conclusions

- c As I began by saying, men and women differ in many ways, but individuals also differ regardless of their gender. We should be careful of stereotyping and cooperate for a common good.
- d So, as a regular teenage girl, am I really that different from the boy sitting opposite me in class? Perhaps not. Whether we will become more or less alike in later life remains to be seen.

## LANGUAGE FOCUS

### Participle Clauses to express reason

You can use **Participle Clauses** in formal writing to express the **reason** for a statement made in the main clause.

- Use a **Present Participle (verb + -ing)** when states or actions occur at the same time.  
**Being children**, most of us lived carefree and happy lives.  
= *Because we were children (past)*, most of us *lived carefree and happy lives. (past)*
- Use a **Perfect Participle (having + Past Participle)** when one state or action occurs before another.  
**Having grown physically**, many adolescents expect to be treated as adults. = *Because they have grown physically (past)*, many adolescents expect to be treated as adults. (present)

5 Read the LANGUAGE FOCUS. Then rewrite the underlined parts of the sentences using participle clauses.

- 1 Because they want to look stylish, many adolescent boys also enjoy shopping for clothes.
- 2 Because they attend mixed schools, most adolescent boys and girls receive the same education.
- 3 Because they are stereotypes, such statements do contain an element of truth, of course.
- 4 Because I have always got on well with boys, I think I understand some of their attitudes.

## WRITING TASK

### Write an article of 200–250 words.

There are many unfair stereotypes about adolescents. Write an article in which you describe and challenge some of these.

A Choose two or three gender-based stereotypes you think are untrue or unfair from the list:

- ✓ Adolescents find it difficult to talk about their feelings.
- ✓ They love fashion and shopping.
- ✓ They are always gossiping.
- ✓ They love sport and gadgets.
- ✓ They are kind and considerate.
- ✓ They are rude and aggressive.

B Note down ideas to support your views.

C Use the FOCUS boxes, the model and the checklist on page 154 to help you write your article.

# QUICK REVIEW 1

## VOCABULARY

### 1 Complete the sentences with the correct word. The first letter has been given.

- 1 He's a distant **r**...., so I hardly know him.
- 2 I have lots of uncles, aunts and cousins, but my **i**.... family is rather small. I've just got one brother.
- 3 We all **s**.... my sister's daughter with gifts on her first birthday.
- 4 We had a small family **g**.... to celebrate my grandfather's eightieth birthday.
- 5 The wedding **r**.... took place at a hotel outside Barcelona.
- 6 The fireworks display was definitely the **h**.... of the summer party.



### 2 Complete the sentences with the correct form of the verbs in the box.

be have have involve lose  
make propose put

- 1 We stood at the shore waving goodbye to the newlyweds until we ..... sight of their yacht.
- 2 My older sister has just bought her own flat and is planning to ..... on a housewarming party.
- 3 It's great that Jane wants to get ..... in organising a party for her younger sister. She always has loads of ideas.
- 4 I'd like to ..... a toast to the bride and groom. May they have a long life together.
- 5 When I got home after travelling for a year, my family ..... a fuss of me. Everyone was super nice to me.
- 6 The bride's father ..... a lump in his throat when he walked his daughter down the aisle on her wedding day.
- 7 It sounds like she ..... the time of her life when she was living in New York.
- 8 It's his party, so he should ..... the centre of attention.

## GRAMMAR

### 3 Complete the sentences with the Past Perfect Simple or Past Perfect Continuous.

- 1 Joshua ..... (already/be) married twice before he met Carol.
- 2 I asked Martha and Sue to organise my wedding because they ..... (prepare) quite a few before.
- 3 Stewart was really exhausted because he ..... (look) after the twins the whole afternoon.
- 4 Dad, how long ..... (you/date) Mum before you got engaged?
- 5 I split up with my girlfriend because we ..... (have) a serious quarrel for the third time that week.
- 6 My legs were tired because I ..... (stand) up all day.
- 7 It was the first time that I ..... (fly) in a helicopter and I really enjoyed it!
- 8 They ..... (already/clean up) the party by the time we arrived.

### 4 Choose the correct option.

- 1 Maria accepted Niko's invitation to a candlelit dinner, *which / that / what* made him really happy.
- 2 Last week I bumped into the Smiths, *who / that / whose* son used to be my boyfriend.
- 3 Would you like to meet the cousin *which / that / whose* I told you about yesterday?
- 4 Here are some lovely photos from Greece, *which / where / that* we went on our honeymoon.
- 5 I can't find my engagement ring, *that / which / whose* is a complete disaster!
- 6 My uncle Nick, *that / who / whose* is my mum's brother, used to be a professional footballer.
- 7 At work is *why / where / that* many people meet their future partner.
- 8 My sister never cleans up after herself, *which / that / what* is really annoying.

## Exercise 1

- 1 relative
- 2 immediate
- 3 showered
- 4 gathering
- 5 reception
- 6 highlight

## Exercise 2

- 1 lost
- 2 put
- 3 involved
- 4 propose
- 5 made
- 6 had
- 7 had
- 8 be

## Exercise 3

- 1 had already been
- 2 had prepared
- 3 had been looking
- 4 had you been dating
- 5 had had
- 6 had been standing
- 7 had flown
- 8 had already cleaned up

## Exercise 4

- 1 which
- 2 whose
- 3 that
- 4 where
- 5 which
- 6 who
- 7 where
- 8 which

## WORKBOOK



- Ask students to do Self check, WB pp. 20–21 as homework

# Unit 1

## Exercise 1

- 1 married
- 2 wedding ring
- 3 jeweller's
- 4 keen
- 5 wrong

It's a TV sitcom.

## Exercise 2

- 1 plumber
- 2 stuck
- 3 get (sth) off
- 4 fit snugly
- 5 try (sth) on

Students' own answers

## Exercise 3

Students' own answers

## Exercise 4

- 1 For 150 years
- 2 She always wanted a fairy tale wedding of her own.
- 3 To get the ring reduced/made smaller in size.
- 4 Mel's grandmother
- 5 Five

## Exercise 5

- 1 I just wondered if
- 2 What is it
- 3 Come on
- 4 I'll see you later
- 5 say a few words

## Exercise 6

- A 2
- B 3
- C 4
- D 5
- E 1

## Exercise 7

Students' own answers

## REFERENCES

VIDEO SCRIPT ➤ p. 276



## The worst week of my life

1 Complete the extract from a TV guide with the words in the box. What kind of programme do you think it is?

jeweller's wrong married keen wedding ring

## The Worst Week Of My Life

Episode 1: Monday



Howard, a publishing executive, is about to get <sup>1</sup>.... He's just returned to the office after picking up his fiancée's <sup>2</sup>.... from the <sup>3</sup>.... His secretary, Eve, is <sup>4</sup>.... to see it. What could possibly go <sup>5</sup>.... ?

2 Complete the definitions with these words and phrases from the video. What do you think will happen?

fit snugly get (sth) off plumber  
stuck try (sth) on

- 1 someone whose job is to repair water pipes, toilets, etc.
- 2 impossible to be moved
- 3 remove (sth)
- 4 be exactly the right size
- 5 put (sth) on to see how it looks

3 Watch the video and check your predictions from Exercise 2. If you were writing the next part of the script, what would happen next?

4 Answer the questions in your own words. Then watch again to 02:23 and check your answers.

- 1 How long has the wedding ring been in Mel's family?
- 2 Why does Eve cry when she sees the ring?
- 3 Why had Howard taken the ring to the jeweller's?
- 4 Who are Howard and Mel seeing that evening?
- 5 How many days are there until the wedding?

5 Watch again and complete the missing words in the conversations.

- 1 Eve: ..... I could have a little look at it.
- 2 Howard: Eve? ..... ?  
Eve: Oh, I'm sorry. I always get like this about weddings.
- 3 Eve: Oh! I can't do that! It's bad luck!  
Howard: ..... !
- 4 Howard: Um, look, I've gotta dash, so ..... .
- 5 Colleague: Can I just ..... ? [...] So we'd like to wish you and Mel every happiness and hope you have a great day on Saturday!

6 Match the missing phrases in Exercise 5 to the functions (A–E). Then practise saying them with appropriate intonation.

- A Asking what's wrong
- B Encouraging someone to do something
- C Ending a conversation
- D Introducing a speech
- E Making a request

7 Share funny anecdotes with your partner. Follow the instructions. Then swap roles.

**Student A:** Think of a funny anecdote from your life or invent one. Don't tell your partner whether it's true or false. Use the steps below to help you:

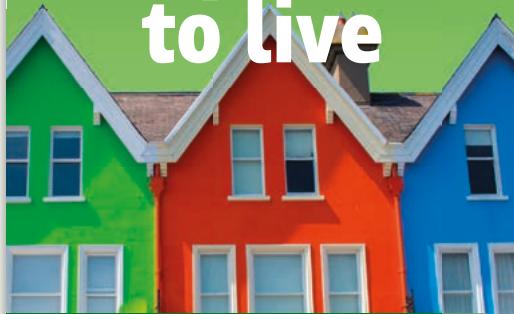
- background
- what happened first
- what went wrong
- how you felt

You won't believe what happened!  
It was Monday morning and ...

**Student B:** Listen to your partner's anecdote. Do you think it's true or false? Ask your partner two or three questions at the end to help you decide.

# 2

## A place to live



### UNIT LANGUAGE AND SKILLS

#### Vocabulary

- Show what you know – landscapes and cityscapes
- dependent prepositions
- adjective-noun collocations
- useful phrases to describe cities

#### Reading

- a text about the International Space Station
- true/false
- sentence completion

#### Grammar

- future forms including the Future Perfect Continuous
- quantifiers

#### Listening

- news reports and a conversation about places to live
- multiple choice

#### Speaking

- suggesting, objecting to and agreeing to a course of action

#### Writing

- a 'for and against' essay

#### Video

- Co-living: the accommodation of the future?



#### FOCUS EXTRA

- *Language Focus* – determiners – special cases p. 136
- Grammar Focus Reference and Practice pp. 124–126

## Vocabulary

Dependent prepositions • collocations • useful phrases to describe cities

### SHOW WHAT YOU KNOW

1 Which of the townscape and landscape features can you find near your home? Discuss with a partner.

a river bank	a ruined castle	a housing estate
a dense forest	a busy harbour	a steep hill
an industrial area	a famous monument	
a market square	a breathtaking view	

2 1.12 Listen to four teenagers talking about what makes a city a good place for young people. Which things are important to them?

1 Lisa

- open spaces and cheap sports facilities
- great nightlife
- affordable things to do

3 Liang

- gleaming skyscrapers
- clean air
- job opportunities

2 Gudrun

- street art and fashion
- expensive designer shops
- cheap public transport and safe cycle lanes

4 Josh

- quaint little backstreets and leafy neighbourhoods
- a run-down, inner-city area with lots going on
- a young, multi-cultural population

3 In pairs, discuss the five most important things for you in a city. Choose things in Exercise 2 and add your own ideas.

4 Read *The Youthful Cities Index*. In pairs, decide which city is most suitable for you and explain why.



## Exercise 1

Students' own answers

## Exercise 2

1 Lisa

- open spaces and cheap sports facilities
- great nightlife
- affordable things to do

2 Gudrun

- street art and fashion
- cheap public transport
- safe cycle lanes

3 Liang

- clean air
- job opportunities

4 Josh

- a run-down, inner-city area with lots going on
- a young, multicultural population

## Exercises 3 and 4

Students' own answers

## REFERENCES



CULTURE NOTES ➞ p. 263

AUDIO SCRIPT ➞ p. 267

# Unit 2

## Exercise 5

- 1 benefit from
- 2 offset by
- 3 packed with
- 4 prides itself on
- 5 renowned for
- 6 steeped in

## Exercise 6

- 1 from; vibrant nightlife
- 2 on; wide range of cultures, languages and art
- 3 with; partygoers
- 4 in; history
- 5 for; traffic jams
- 6 by; high salaries and good youth employment

## Exercise 7

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

## Exercise 8

At the moment I'm living in a leafy neighbourhood of a picturesque town with quaint little backstreets. It's so boring! I dream of a bustling city with a multicultural population and an iconic skyline of gleaming skyscrapers. I'd live in an inner city area where I could enjoy mouth-watering food, modern art, good music and vibrant nightlife. I'll go mad if I stay here!

## Exercise 9

- 1 Berlin's best kept secrets
- 2 New York is located at the mouth of
- 3 In Berlin it is easy to get around
- 4 Toronto has a reliable network of
- 5 The historical heart of Berlin
- 6 Toronto's most famous landmark

## Exercise 10

Students' own answers

## EXTRA ACTIVITIES



- TEACHER'S RESOURCE FILE, Mixed-ability Vocabulary Worksheets pp. 68–69

## WORKBOOK



pp. 22–23, including *Show What You've Learnt*

# The Youthful CITIES INDEX

The Youthful Cities Index have ranked the biggest cities in the world according to how **youth-friendly** they are. 'Youth' is defined as people aged 15 to 29, and over 1,500 participants from around the world helped to compile the list.

## 1 Toronto

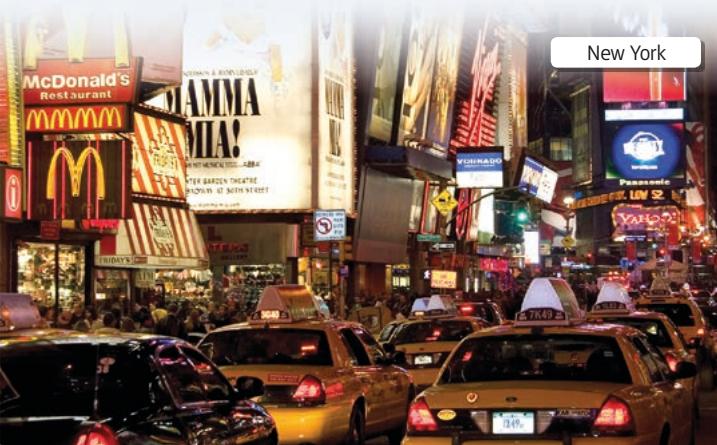
In first place is Canada's largest city with a population of 2.7 million. The city's **most famous landmark** is the CN Tower, which is one of the world's tallest buildings. In Toronto there's a large student population who **benefit** from the **vibrant nightlife**. Toronto **prides itself on** its wide range of cultures, languages and arts. And you can find world-class restaurants serving **mouth-watering food** from every country you can think of. Public transport is great, with a reliable **network of** buses, streetcars (trams) and an underground.

## 2 Berlin

Berlin could be the coolest city in the world! People are open-minded and easy-going, and welcome visitors with open arms. The city boasts an incredible arts and music scene. There are hundreds of nightclubs, **packed with** partygoers every night of the week. Nightlife is affordable, as is accommodation and transport. The city is flat and **easy to get around** by bike. But there is also a state-of-the-art public transport system. Berlin is **steeped in** history, and the **historical heart** of the city is the area called Mitte. Most of the main sights are within walking distance of the centre. Finally, Berlin's **best kept secrets** are the beautiful lakes, canals and parks.

## 3 New York

Located at the mouth of the Hudson River, there is no place like New York with its **iconic skyline**. There's a first-class music scene and a huge number of theatres: more than 400 in total. In summer, this cosmopolitan city is full of free cultural activities like public art installations, museum nights and live music. The **bustling city** of New York is **renowned for** its traffic jams, but the NY subway runs 24 hours a day. New York isn't the cheapest place to live, but this is **offset by** high salaries and good youth employment.



5 **Dependent prepositions.** Match the words in red in the text with the definitions 1–6.

- 1 get help or an advantage from
- 2 balanced by
- 3 extremely crowded with
- 4 feels happy about its special quality
- 5 well-known for
- 6 have a lot of a particular quality

6 **Complete the comprehension questions with the correct preposition.** Then answer the questions.

- 1 What do Toronto students benefit .... ?
- 2 What does Toronto pride itself .... ?
- 3 Who are Berlin nightclubs packed .... ?
- 4 What is Berlin steeped .... ?
- 5 What problem is New York renowned .... ?
- 6 What are New York's living costs offset .... ?

7 **Adjective-noun collocations.** Match the adjective-noun collocations (underlined in the text) with their meanings a–f.

1 vibrant nightlife	a famous
2 mouth-watering food	b busy
3 bustling city	c green
4 quaint backstreets	d lively
5 iconic skyline	e delicious
6 leafy neighbourhood	f charming

8 **1.13** In pairs, put the lines of a teenager's views into the correct order. Then listen and check.

At the moment I'm living in a **leafy** 1  
**skyline** of gleaming skyscrapers. I'd live in an **inner-city** ....  
**city** with a multi-cultural population and an **iconic** ....  
**food**, modern art, good music and **vibrant** ....  
**neighbourhood** of a picturesque town with **quaint** 2  
**little backstreets**. It's so boring! I dream of a **bustling** ....  
**area** where I could enjoy **mouth-watering** ....  
**nightlife**. I'll go mad if I stay here! ....

9 **Useful phrases to describe cities.** Complete the sentences with the highlighted phrases from the text and the name of the city.

1 .... are the lakes.	4 .... buses.
2 .... the Hudson River.	5 .... is called Mitte.
3 .... by bike.	6 .... is the CN Tower.

10 Use the useful phrases in Exercise 9 to describe a place in your country.

# Reading

## True/False • sentence completion

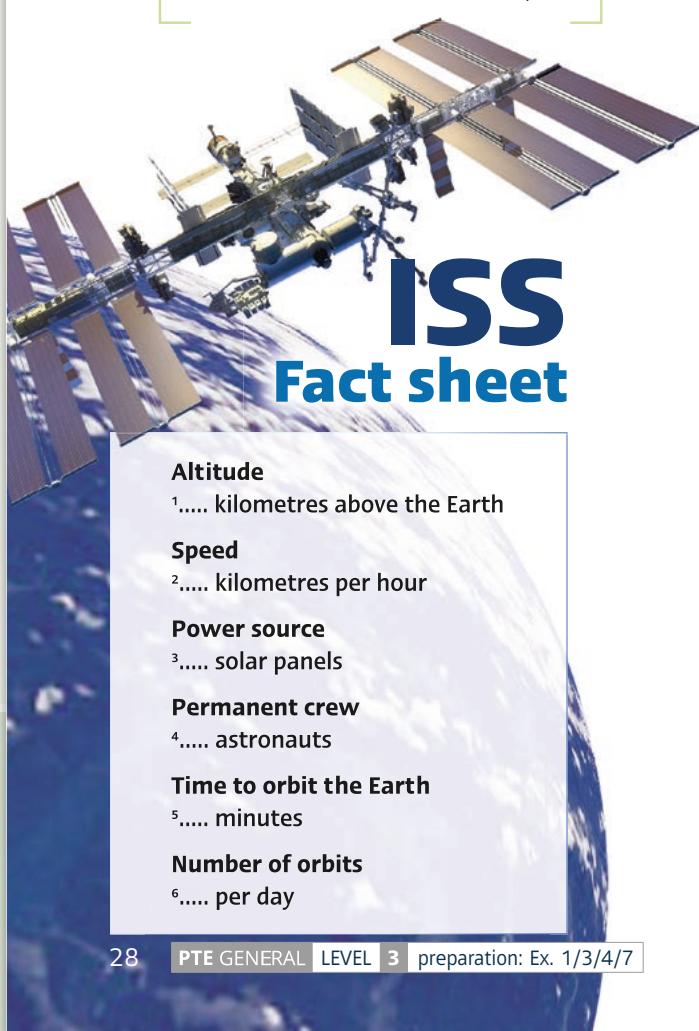
1 In pairs, read some facts about living on the International Space Station (ISS) and discuss the questions.

- 1 Which facts do you find most surprising?
- 2 What would you like about living on board the ISS?
- 3 What would you find most difficult about it?

- Astronauts change their clothes every day – they don't wash them, they throw them away.
- Astronauts often lose their sense of smell and taste so that everything tastes like cardboard.
- To use the computer, astronauts have to sit in midair, holding onto a wall-strap with their toe.
- In space, astronauts lose muscle power quickly so they have to exercise at least two hours a day.
- When repairs are necessary on the outside of the ISS, astronauts have to do spacewalks.
- Astronauts' urine is recycled as drinking water.

2 In pairs, guess which numbers in the box complete the fact sheet about the International Space Station.

6 16 16 90 350 28,000



## ISS Fact sheet

<b>Altitude</b>	1..... kilometres above the Earth
<b>Speed</b>	2..... kilometres per hour
<b>Power source</b>	3..... solar panels
<b>Permanent crew</b>	4..... astronauts
<b>Time to orbit the Earth</b>	5..... minutes
<b>Number of orbits</b>	6..... per day

3 Read the article about the International Space Station and check your ideas in Exercise 2.

### EXAM TASK True/False

4 Read the text again. Are statements 1–6 true (T) or false (F)?

- 1 Hardly anybody bothers to look out for the International Space Station (ISS).
- 2 Astronauts get used to weightless conditions before they go on the ISS.
- 3 Lack of gravity prevents astronauts from using fresh water to wash themselves.
- 4 The transition from daytime to nighttime lasts a few minutes.
- 5 Attaching sleeping bags to the wall solves the problem of falling asleep.
- 6 Spacewalkers can't sense the speed at which the space station is flying around the world.

EXAM FOCUS » page 114

5 Look the words and phrases in blue in the text and put them in the correct column of the table.

Light	Water	Sleep
reflecting		

6 Complete the comprehension questions with the appropriate form of a word or phrase in Exercise 5.

- 1 What does it look like when the sunlight's ..... off the ISS?
- 2 What do the astronauts use ..... wipes for?
- 3 How do the astronauts ..... the water and shampoo after washing their hair?
- 4 What do the astronauts wear when the light is ..... ?
- 5 What colour light is the ISS ..... in when day turns into night?
- 6 How do the astronauts feel as they are ..... ?

7 Answer the questions in Exercise 6.

### EXAM TASK Sentence completion

8 Complete the sentences according to the meaning of the text.

- 1 The space ..... by sixteen solar panels. (lines 12 to 14)
- 2 Because of a lack of gravity, crew ..... few days on the station. (lines 15 to 20)
- 3 Special care is needed ..... liquids going all over the place. (lines 24 to 28)
- 4 Mission control make ..... body-clock disorders caused by short days. (lines 40 to 44)
- 5 For stunning views of ..... (lines 52 to 55)

EXAM FOCUS » page 114

## Exercise 1

Students' own answers

## Exercises 2 and 3

- 1 350
- 2 28,000
- 3 16
- 4 6
- 5 90
- 6 16

## Exercise 4

- 1 T
- 2 F
- 3 F
- 4 F
- 5 F
- 6 T

## Exercise 5

**Light:** reflecting, blinding, bathed in light

**Water:** moist, splashing, soak up

**Sleep:** settle down, nodding off

## Exercise 6

- 1 reflecting
- 2 moist
- 3 soak up
- 4 blinding
- 5 bathed
- 6 nodding off

## Exercise 7

- 1 A wandering star in the heavens
- 2 Washing
- 3 With a wet towel
- 4 Sunglasses
- 5 Coppery
- 6 As though they've fallen off a ten-storey building

## Exercise 8 (example answers)

- 1 station is powered
- 2 members crash into things during their first
- 3 when washing your hair to avoid
- 4 crew members go to bed to prevent
- 5 Earth, you have to take a spacewalk outside of the station.