

1

Different Lives

- Grammar** Past simple vs Past continuous; *used to* for past habits
- Vocabulary** Compound nouns; Phrasal verbs 1
- Speaking** Expressing extremes
- Writing** Telling a story

Vocabulary Compound nouns

1 1.3 Match these words to the correct headings. Copy and complete the table. Then listen, check and repeat.

babysitter	businessperson	caretaker
classmate	homework	lighthouse
skyscraper	snowmobile	spaceship
speedboat	whiteboard	windmill

jobs	<i>babysitter</i>	...	...
transport	...	...	...
school	...	...	...
building	...	...	...

Word list page 43 Workbook page 104

2 Match the words in Exercise 1 to the pictures.
babysitter 10

3 Match the clues to the correct words in Exercise 1.

- 1 This sends out a light across the sea. *lighthouse*
- 2 This person works in an office and wears smart clothes.
- 3 This person looks after a building.
- 4 You make flour in this building.
- 5 Your teacher uses this every day.
- 6 You can travel fast in this when it's very cold.
- 7 Some people believe that aliens travel in this.
- 8 You use this on the water.
- 9 You are probably sitting next to one now!
- 10 You do this after school.
- 11 Most big cities have these. They are very tall.
- 12 This person looks after very young children.



1.4 Pronunciation Unit 1 page 121

Brain Trainer Unit 1
Activities 1 and 2 Go to page 112

Reading

1 Read the article quickly. Match the people (1–3) to the photos (a–c).

2  1.5  Read the article again. Answer the questions.

- 1 Who was helping his/her family? *Florá and Tom*
- 2 Who uses a phone?
- 3 Who spent a long time at school?
- 4 Who was studying?
- 5 Who works in summer?

3 In pairs, ask and answer.

- 1 Whose life is most like yours?
- 2 Which facts did you find interesting/unusual/surprising in the article?
- 3 Imagine you can live another person's life for one day. Whose life would you choose?



A day in a life

What did you do yesterday?
Tell us about your life.



1

I am a Sami Norwegian and I live 200 miles north of the Arctic Circle. In winter, I go to school with my friends in Tromsø. But in summer the Sami people work with reindeer, so my life is very different. Yesterday, I helped my family with calf marking. We were checking our herd of reindeer and then making special marks in their ears to show that they belong to our family. In the past, my family followed our herd of reindeer on wooden skis, but now we travel by snowmobile! While I was helping with the calf marking, I sent two texts to my friends in Tromsø.

Florá Turi, 15, Norway

2

Yesterday was the same as every other day. I got up at 6.00 a.m., ate a very quick breakfast and then I took the bus to school. When I got to school, at half past seven, my classmates were sweeping the classroom. I helped them and then we all sang our national song. Between 8 a.m. and midday I was studying, studying, studying and then, after lunch, I had more classes, until 4.30 p.m. Did I go home at 4.30 p.m.? No, I didn't! I stayed at school for an extra study class. And then I went to another school for more lessons. When I finally got home it was 10.00 p.m. I had some supper and then I did my homework. Life is all about study for Taiwanese teenagers!

Tao Chen, 16, Taiwan

3

I live with my family in a beautiful part of Canada. We live 'off grid' – that means that we have no electricity in our house. We don't have the internet and we don't have phones, but we do have a radio in case of emergencies. I don't go to school – I'm homeschooled, but I learn a lot from my off-grid life. Yesterday, I worked with my dad. We were looking at his designs for a new windmill. Then in the afternoon I did some homework. I was researching some facts for a History project with other homeschooled kids. Of course, we didn't use the internet for our research, we used an encyclopedia and other books from the local library.

Tom Renwood, 15, Canada

Grammar Past simple vs Past continuous

Past simple	Past continuous
I got up at 6 a.m. We didn't use the internet for my project.	We were checking our herd of reindeer. Between 8 a.m. and midday I was studying .

Past simple and Past continuous
When I got to school, my classmates were sweeping the classroom. While I was helping , I sent some texts to my friends in Tromsø.

Grammar reference Workbook page 86



Watch Out!

Some verbs, for example: *know, understand, like, love, want, have, hear* are stative verbs. They don't usually take the continuous tense. (For a full list, see page 43.)

1 Study the grammar table. Choose the correct options to complete the rules.

- We use the *Past simple / Past continuous* for completed actions in the past.
- We use the *Past simple / Past continuous* to describe a continuing situation in the past.
- We usually use the *Past simple / Past continuous* after *when* and the *Past simple / Past continuous* after *while*.

2 Complete the text with the correct form of the verbs.

Hi Ted

I ¹ *didn't have* (not have) a good day yesterday. First, I ² (not hear) my alarm clock and so I ³ (sleep) until 8 o'clock. Then, while I ⁴ (eat) breakfast, I ⁵ (drop) my plate on the floor and ⁶ (break) it. I was very late for my first class. When I ⁷ (go) into the classroom the teacher ⁸ (talk) to everyone about their homework. My classmates ⁹ (write) lots of notes, but I ¹⁰ (not have) my notebook. It was in my bag – and my bag was still at home. So the teacher ¹¹ ... (shout) at me because I was late and he ¹² (give) me extra homework.

What about you? ¹³ (you/have) a good day yesterday?

Sam

3 Choose the correct options, Past simple or Past continuous.



Last weekend my brother and I ¹ *went / were going* for a bike ride. We ² *took / were taking* a train to Oxford and then we ³ *rode / were riding* our bikes to Woodstock. While we ⁴ *rode / were riding* along the road, we ⁵ *saw / were seeing* a car crash. We ⁶ *stopped / were stopping* and ⁷ *called / were calling* for an ambulance. When the ambulance ⁸ *arrived / was arriving*, the drivers ⁹ *sat / were sitting* on the pavement and they ¹⁰ *argued / were arguing* about the accident.

4 Make sentences.

- While we / watch / TV / we / hear / a strange sound
While we were watching TV, we heard a strange sound.
- When you / phone / I / do my homework
- I / not hear / the doorbell / because / I / listen / to my MP3 player
- I / see / a strange cat in the garden / while / I / clean / the car
- She / drop / a plate / while / she / do / the washing-up
- They / play football / when / a helicopter / land / on the pitch

5 What about you? In pairs, ask and answer the questions.

- What did you do the day before yesterday?
- What were you doing between 2 p.m. and 5 p.m. last Saturday?
- Where did you go last weekend?
- What did you see on your way to school today?
- When did you last use a phone? Who were you talking to?

Vocabulary Phrasal verbs 1

1 1.6 Read the text and complete these phrasal verbs with the correct preposition. Then listen, check and repeat.

- | | |
|------------------|---------------|
| 1 fill <i>in</i> | 6 hang |
| 2 find | 7 look a |
| 3 get | 8 look f |
| 4 give | 9 run |
| 5 go | 10 set |

Word list page 43 Workbook page 104



I usually hang out with my friends during the holidays and often feel bored. But last year, I set up a pet-minding service with my sister. We looked after people's pets when they went away. Our favourite pet was a dog called Tyson. On his first walk, he ran away. We looked for him for several hours, but finally we gave up. We went to the police station and filled in a 'missing pet' form. 'What will the owner say when he finds out?' my sister said. When we got back to the owner's house, we saw Tyson. He was waiting for us by the front door!

2 Match the phrasal verbs to these definitions.

- 1 to take care of someone *look after*
- 2 to complete a form
- 3 to spend time in a place doing nothing
- 4 to escape
- 5 to discover or learn new information
- 6 to start a new business or organisation
- 7 to stop doing something
- 8 to return
- 9 to search
- 10 to go on holiday

3 1.7 Match the pictures (a–e) to the conversations (1–5). Then use the correct form of the phrasal verbs to complete the conversations. Listen and check your answers.



- 1 **A** Can you ¹ *look after* your little sister this afternoon? I've got a meeting in London.
B OK, but please don't ² late because I've got a party in the evening.
- 2 **A** What did you do yesterday? Did you ³ with your friends in the park?
B No, I didn't. I went online and ⁴ a Facebook page for my new band.
- 3 **A** I'm trying to ⁵ this form online, but my computer isn't working. I can't do it!
B Don't ⁶ ! Print out the form and post it.
- 4 **A** My cat ⁷ yesterday. He got onto the local bus and travelled into town.
B How did you ⁸ where he was?
A The bus driver saw the tag on his collar and phoned me.
- 5 **A** Are you ⁹ something?
B Yes, I am. I can't find my holiday photos.
A Oh! Did you ¹⁰ to somewhere nice?
B Yes, we did. We went to Portugal.

4 Work in pairs. Choose at least four phrasal verbs from Exercise 1 and write a short conversation.



Brain Trainer Unit 1
Activity 3 Go to page 112

Chatroom

Expressing extremes

Speaking and Listening

- 1 Look at the photo. Can you remember how the girls know each other?
- 2  1.8 Listen and read the conversation. Check your answer.
- 3  1.8 Listen and read again. Answer the questions.
 - 1 Why is Yasmin in Freston? *She lives there now.*
 - 2 What does she think of the village?
 - 3 What does Archie think of the village?
 - 4 What does Yasmin's mum do?
 - 5 Does Yasmin's house have an amazing garden?
- 4 Act out the conversation in groups of four.

Holly Hi, Fraser! Hi, Archie! This is my cousin, Yasmin.

Archie Hey, Yasmin. We met last summer, remember?

Yasmin Yes, of course. And now I live here! I love Freston. *It's such a cool village!*

Archie Cool! I don't think so. *It's really boring. It's so small* and there's nothing to do in the evening.

Yasmin Well, *I used to live in a really busy city* and I hated it. *It was so noisy.*

Fraser Why did your family move here?

Yasmin My mum wanted to get out of the city. *She used to have such a stressful job,* but she gave it up and set up her own business as a garden designer.

Fraser Do you now live in a house with an amazing garden?

Yasmin As if! It's a junkyard. But Mum's got lots of plans.

Say it in your language ...

I don't think so!
As if!



5 Find and complete these sentences with *so* or *such*. Which word comes before an adjective without a noun?

- It's *such* a cool village.
- It's small and there's nothing to do in the evening.
- It was noisy.
- She used to have a stressful job.

6 Read the phrases for expressing extremes.

Expressing extremes	
so	It was so noisy. The skyscrapers are so tall. I'm so hungry.
such	It's such a cool village! He's such a nice man. It's such a hot day today.
really	It's really boring. I used to live in a really busy city.

7  1.9 **Listen to the conversations. Act out the conversations in pairs.**

- Holly** I love this ¹ *film*. It's so ² *funny*!
- Yasmin** I agree. And ³ *Carey Mulligan* is such a ⁴ *great actress*.
- Archie** You've got such a ⁵ *big house*, Fraser.
- Fraser** It is ⁶ *big*, but ⁷ *it's so cold in winter*.

8 Work in pairs. Replace the words in purple in Exercise 7. Use these words and/or your own ideas. Act out the conversations.

- band / book
- talented / exciting
- Gerard Frost / the author
- good singer / wonderful writer
- lovely bedroom / small phone
- lovely / small
- hot in summer / difficult to use

Grammar *used to*

Affirmative		
I/He/She/We/ You/They	<i>used to</i>	live in a big city.
Negative		
I/He/She/We/ You/They	<i>didn't use to</i>	have a car.
Questions and short answers		
Did I/he/she/we/you/ they <i>use to read</i> comics when I/he/she/we/you/they was/were younger?	Yes, I/he/she/we/you/ they did.	No, I/he/she/we/you/ they didn't.
Wh- questions		
Who <i>used to teach</i> English at this school?		

Grammar reference Workbook page 86

1 Study the grammar table. Complete the rules with *used to* or *use to* and choose the correct option.

- We use to talk about *habits / completed actions* in the past.
- We form the positive with + infinitive.
- We form the negative with *didn't* and + infinitive.
- We form questions with *Did* + subject + + infinitive.

2 Complete the sentences with the correct form of *used to* and the verbs in brackets.

- My sister *used to love* (love) chocolate but now she hates it.
- I (not walk) to school but now I walk there every day.
- Where did you (go) on holiday?
- A** (you be) in the football team?
B Yes, I did. But I (not enjoy) it.
- We (not spend) much time in the park.
- What (you do) after school when you lived in London?

3 Complete these sentences with your own ideas.

- When I was five, I didn't use to ...
- I always used to like ... , but now ...
- My family used to ... , but now ...

Reading

- 1 Read the article quickly. Which sentence is the best summary of the article?
- 1 Ezekiel Barzey started The Golden Company because he was scared of bees.
 - 2 Ezekiel Barzey's experience of beekeeping changed his life.
 - 3 Ezekiel Barzey used to work for a bank but now he makes honey.



Ezekiel, the Bee Guardian

'I used to be a completely different person,' says Ezekiel Barzey, aged 19. 'A few years ago, I used to hang out with my friends and we got into trouble with the police. I felt excluded and I only saw the negative things in my community.' But when Ezekiel was 17 years old, he got involved in a project run by Zoe Palmer and his life began to change.

Zoe used to be a filmmaker for a TV nature channel and she spent some time in Albania, filming bees and beekeepers. She was impressed by the relaxed and calm atmosphere around the beekeepers. When she got back to Britain she set up 'The Golden Company'. It teaches young people in London about beekeeping and gives them the opportunity to connect with nature and to find out how to develop, market and sell honey products.

Ezekiel is now a 'Bee Guardian' and he looks after a hive on the roof garden of the Nomura Investment Bank, in the heart

of the City of London. The bank buys all the honey and uses it at meetings and business breakfasts. There are several other hives in London and they all have special 'Bee Guardians' from The Golden Company. Ezekiel also helps to run a stall at a local market in the city. He and other 'Bee Guardians' make beauty products from honey and sell them on the stall.

Ezekiel was scared of the bees when he started his training, but he learnt to calm down and not to panic. 'I'm more in touch with nature now,' he explains, 'I understand how bees operate!' He is also much more confident about himself and his role in society. 'Now I've got a chance in life to become successful,' he says. 'I'm glad the company was there for me when I needed it.'

Key Words

excluded	get involved
beekeeping/beekeeper	honey
hive	stall

- 2 1.10 Read the article again. Answer the questions.

- 1 Why did Ezekiel's life change when he was 17 years old?
Because he got involved in a project run by Zoe Palmer.
- 2 What impressed Zoe Palmer in Albania?
- 3 What is The Golden Company?
- 4 Where is the hive that Ezekiel looks after?
- 5 How does the bank use the honey?
- 6 What do Ezekiel and the other Bee Guardians make from the honey?
- 7 How did Ezekiel's feelings about bees change?
- 8 How did Ezekiel's feelings about himself change?

Listening

- 1 1.11 Listen to the radio programme and choose the correct summary.

- 1 Laura taught the trumpet and changed someone's life.
- 2 Laura heard the trumpet and it changed her life.
- 3 Laura found a trumpet on the street and it changed her life.

Listening Bank Unit 1 page 118

- 2 Think about a famous person, for example, a sports star, a musician or an actor and imagine how they chose their career.

- 1 What important moment do you imagine changed their life? Why was it important?
- 2 Was there an important moment in your life that changed you? How? What happened?

Writing Telling a story

1 Read the Writing File.

Writing File Using different tenses

We often use a mix of tenses when we tell a story in the past.

- We use the **Past simple** to describe a series of events.
I **jumped** out of bed, **got** dressed and **went** down to the kitchen.
- We use the **Past continuous** for descriptions and continuous actions.
It **was raining** and a dog **was barking**.
- We use the **Present simple** in dialogues and to describe states and things that don't change.
'I **don't feel** well today,' she said.
My family **lives** in a small house by the sea.

2 Make sentences. Choose the correct tense from Exercise 1.

- 1 Last weekend / I / visit / my aunt / and then / go / to the cinema
Last weekend I visited my aunt and then went to the cinema.
- 2 I / usually / get up / at 7.00
- 3 Yesterday afternoon / my sister / read / a magazine / when / the doorbell / ring
- 4 'you / like / chocolate?' asked my teacher

3 Read the story on the right. Find these tenses.

- Present simple
- Present continuous
- Past simple
- Past continuous

4 Read the story again. Answer the questions.

- 1 What did Gina do after she got up?
She had breakfast and helped her dad in the garden.
- 2 Was the weather good or bad?
- 3 Why was Gina not happy?
- 4 What is Gina always doing?
- 5 What prize did Gina win?
- 6 Where does Gina's family usually go on holiday?



An Amazing Day

by Gina Bett

Yesterday was an amazing day. It began as usual – a typical boring Saturday. I got up, had breakfast and helped my dad in the garden. The sun was shining and the birds were singing in the sky, but I was in a bad mood because I had a lot of homework and I wanted to go out with my friends. Then my mum came outside. She was holding a letter.

'It's for you,' she said.

I read the letter quickly and shouted 'I don't believe it!'

'What is it?' asked my mum.

'I entered a competition last week,' I said. 'Do you remember?'

Well, of course she didn't remember. I'm always entering competitions and I never win anything. But this time it was different.

'I won the first prize,' I said. 'A family holiday to Florida!'

We all shouted and laughed. Then we ran inside and started to plan our holiday. We usually go camping in the rain – but not this year!

5 You are going to write a short story with the title *An Unusual Day*. Plan your story. Think about these things.

- Who are the main characters in the story?
- What happens to them?
- How do they feel?
- What happens at the end of the story?

6 Now write your story. Use your ideas from Exercise 5.



Remember!

- Use a mix of tenses.
- Use the vocabulary in this unit.
- Check your grammar, spelling and punctuation.

Refresh Your Memory!

Grammar Review

- 1 Match the sentence beginnings (1–5) to the endings (a–e).**
- 1 The sun was shining brightly *b*
 - 2 When I got to the bus stop,
 - 3 I sat down
 - 4 I was waiting for the bus
 - 5 While I was running towards the child,
- a I dropped my bag.
 - b and the birds were singing.
 - c and waited for the bus.
 - d the bus was already disappearing down the road.
 - e when I saw a child in the middle of the road.
- 2 Complete the text with the correct form of the verbs, Past simple or Past continuous.**
- I ¹ *was eating* (eat) my lunch when the phone ² (ring). I ³ (stand) up quickly and ⁴ (run) towards the phone. While I ⁵ (run), I ⁶ (fall) over the dog and ⁷ (hurt) my leg. I ⁸ (try) to stand up again when I ⁹ (hear) the doorbell. I ¹⁰ (walk) slowly to the door and ¹¹ (open) it. It was my friend, Kate. 'Are you OK?' she asked. 'You ¹² (not/answer) the phone.'
- 3 Make sentences with *used to* and *didn't use to* and the information in the chart.**

When John was five ...

play football	✗
be scared of the dark	✓
believe in ghosts	✓
have lots of homework	✗
ride a bike to school	✗
like chocolate	✓
climb trees in the park	✓

When John was five he didn't use to play football.

Vocabulary Review

- 4 Match the words in box a to the words in box b to make compound nouns.**

a babysitter	business	care	class
home	light	sky	snow
space	speed	white	wind

b board	boat	house	mate	mill
mobile	person	scraper	ship	sitter
taker	work			

- 5 Complete the sentences with the correct form of these phrasal verbs.**

fill in	get back	give up	go away
hang out	look after	look for	set up

- 1 My mother *set up* her own travel company when she was 20 years old.
- 2 I know that the homework is difficult, but don't !
- 3 Please this form to apply for the job.
- 4 I my jacket in my bedroom, but I couldn't find it.
- 5 Last year we to France on holiday.
- 6 Can you our cat while we're on holiday?
- 7 I usually with my friends at the weekend.
- 8 I usually from school at 4 o'clock.

Speaking Review

- 6**  1.12 **Complete the conversation with the correct words. Then listen and check.**
- A I don't like this town. It's ¹ *so* / *such* boring!
- B I don't agree. I think it's ² *such* / *really* great. It's got ³ *such* / *really* a fantastic park and the sports centre is ⁴ *so* / *such* cheap.
- A Well, that's true. But we live ⁵ *so* / *such* a long way from the town centre. And the buses are ⁶ *so* / *such* expensive.
- B Yes, but you have a ⁷ *so* / *really* big house with a lovely garden. You're ⁸ *so* / *such* lucky!

Dictation

- 7**  1.13 **Listen and write in your notebook.**

Where are all the bees?



1 **.C.** All around the world, there are reports that bees are flying away from their hives and not returning. Farmers, scientists and environmental groups are very worried and they are trying to find out why it's happening.

2 Are they so important to our environment? The short answer is, yes, it does matter and yes, they are important. Bees fly around from flower to flower, looking for nectar and pollen. They use these to produce honey, which is food for their colonies. But at the same time, the bees help to move pollen from one flower to another. This process is called 'pollination'. Pollination means that the flowers can create seeds and new flowers. Without bees, many flowers can't make seeds or fruit. In fact, bees are responsible for the pollination of one-third of all the plants which we eat. A single hive with 50,000 honeybees can pollinate 500,000 plants in one day! Imagine a world with no apples, carrots, onions, raspberries, strawberries or, of course, honey. That's a world with no bees.

3 Scientists think that there are several possible reasons, including climate change, disease and pesticides (chemicals which kill insects).

4 Beekeeping was popular two or three hundred years ago, when many families kept their own hives for honey. Now beekeeping is becoming popular again in towns and cities, as well as in the country. In fact, towns are actually good places for hives because they have gardens and parks with lots of different types of flowers. Primary schools, businesses, universities and community centres are now setting up their own hives. They enjoy the delicious honey and at the same time they know that they are helping to look after some of the most important insects on the planet.

Reading

- 1** Read the article quickly. Match these sentences to the correct paragraphs.
- But it's not all bad news.
 - But does it really matter if bees disappear?
 - Bees are disappearing.
 - So, why are the bees disappearing?

- 2** 1.14 Read the article again. Answer the questions.

- Why are farmers, scientists and environmental groups worried about bees?
- Why do bees fly from one flower to another?
- What is pollination?
- How many plants can one bee pollinate in one day?
- What possible causes are there for the bees' disappearance?
- Why are towns good environments for beekeeping?

- 3** 1.15 Listen to some more information on bees. Choose the correct numbers to complete the fact file.

6.5 6 254 one-twelfth ($\frac{1}{12}$) 25,000 24

Bee fact file Did you know ...

- There are around ¹ 25,000 species of bee in the world.
- There are over ² species of bee in the UK.
- A bee produces ³ of a teaspoon of honey in its life.
- The average life of a worker bee is ⁴ weeks.
- Bees fly ⁵ kilometres on an average trip.
- They can fly at ⁶ kilometres per hour.

My Biology File

- 4** You are going to produce a leaflet about butterflies. Find out the following information about them.
- How they find food
 - Why they are important for the environment
 - If they face the same problems as bees
 - How we can protect them
 - How many species there are in the world/in your country
- 5** Work in pairs or small groups and make your leaflet including pictures or photos if possible.

3

Be Happy!

- Grammar** Gerunds and infinitives; Present perfect continuous
- Vocabulary** Showing feelings; Adjective suffixes
- Speaking** Invitations
- Writing** A 'for and against' essay

Vocabulary Showing feelings

1 Match the pictures (1–6) to six words in the box.

blush cry frown 1 gasp laugh scream
shiver shout sigh 7 smile sweat yawn

Word list page 43 Workbook page 106

2  1.28 Listen and match the speakers (7–12) to the other six words in the box in Exercise 1. Then check your answers and repeat.

3 Complete the sentences with these words.

gasp ~~shout~~ sigh sweat

- 1 We *shout* when we're angry.
- 2 We when we're very surprised.
- 3 We when we're hot.
- 4 We when we're fed up.

blush frown scream smile

- 5 We when we're frightened.
- 6 We when we're embarrassed.
- 7 We when we're in a bad mood.
- 8 We when we're happy.

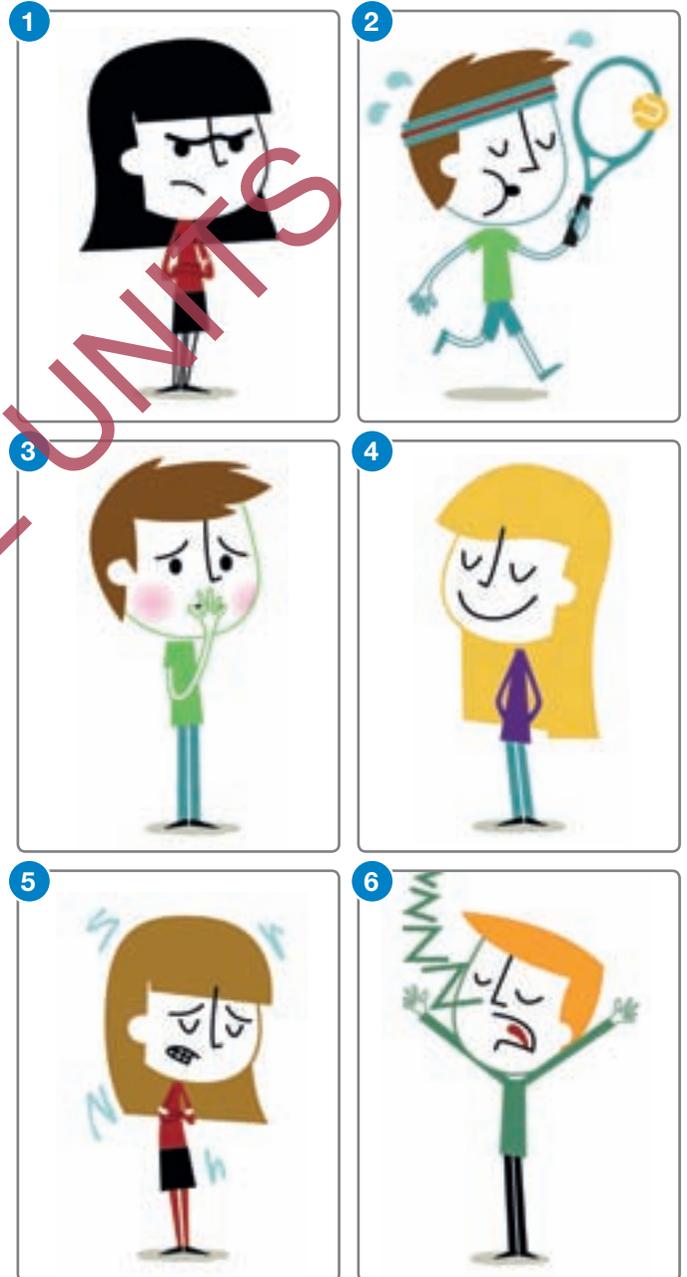
cry laugh shiver yawn

- 9 We when we're cold.
- 10 We when we're tired.
- 11 We when we're upset.
- 12 We when we're amused.

4 When do you and your family do the things in Exercise 1?

*I often shiver when I get out of the swimming pool.
My mum sighs when she sees my untidy bedroom.*

 1.29 Pronunciation Unit 3 page 121



Brain Trainer Unit 3
Activities 1 and 2 Go to page 113

Reading

1 Read the text quickly. Is it:

- 1 an advert? 2 an article? 3 a review?

2 1.30 Read the text again and answer the questions.

- 1 Which language can you use all around the world?

You can use your smile all around the world.

- 2 Look at the pictures. Which picture do you think shows someone who:
- is not really happy?
 - is proud of something?
 - is amused?
- 3 What can people in a bad mood do to feel better? Find five ideas in the text.
- 4 What are endorphins?
- 5 According to the text, why do people often feel happier if you smile at them?

3 What about you? In pairs, ask and answer.

- 1 In what situations do people in your country smile at people who they don't know?
- 2 How do you feel if someone gives you a fake smile?
- 3 How do you cheer yourself up when you're in a bad mood?
- 4 Think about something very sad. Then think about the same thing and smile. Are your feelings the same or different?

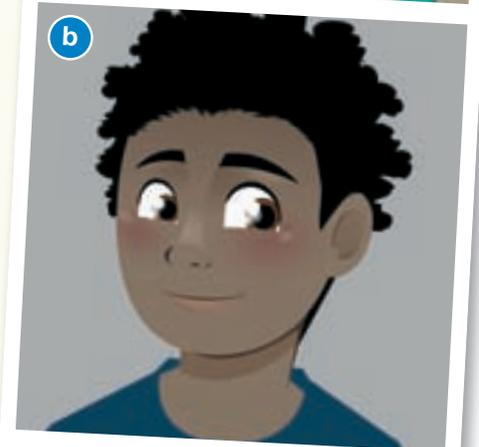
What's in a smile?

You can't hope to learn all the world's languages, but there's one language which you can communicate with everywhere: your smile.

Smiling can show people that you're friendly and cheerful. According to scientists, however, we have more than fifty different types of smile for different situations. When something is funny, we usually smile with an open mouth. If we are proud of something, we keep our lips together. If our eyes become smaller when we smile, we are genuinely happy, but if the skin around our eyes doesn't move, our smile is fake. That's bad news in countries where people dislike a fake smile as much as a frown, like France and Russia.

But what if you are in a bad mood? It's hard to be cheerful all the time. Some people try to

cheer themselves up by watching funny films. Others prefer dancing to their favourite songs or eating chocolate. Others do sport every day to put themselves in a good mood. But there's another, very easy way to feel happier: smile. When you smile (even if it's a fake smile) your body starts producing chemicals called endorphins. These endorphins send a message to your brain that you are happy. And there's more. When you smile at someone, they often smile back at you. This reaction produces endorphins in their body and they feel happier, too. A part of their brain remembers you as a person who makes them happy. You're halfway to having a new friend. And that's definitely something which you can smile about.



Grammar Gerunds and infinitives

Gerunds

- They cheer themselves up by **watching** funny films.
- Smiling** can show people that you're friendly.
- They prefer **dancing** to their favourite songs.

Infinitives

- You can't hope **to learn** all the world's languages.
- They do sport every day **to put** themselves in a good mood.
- It's hard **to be** cheerful all the time.

Grammar reference Workbook page 90

1 Study the grammar table. Match the examples (1–6) to the uses (a–f).

We use **gerunds**:

- after certain verbs, e.g. *like, love, enjoy, hate, prefer, stop*.
- after prepositions.
- as the subject or object of a sentence.

We use **infinitives**:

- after certain verbs, e.g. *want, decide, hope, try, pretend, learn, remember, plan*.
- after certain adjectives, e.g. *easy, difficult, important, happy, sad, lucky*.
- when we are explaining the purpose of an action.

2 Choose the correct options.

Here are some of your ideas for ¹ *being* / *to be* happy:

- 😊 ² *Spending* / *To spend* time with my friends always makes me happy.
- 😊 Try ³ *not wanting* / *not to want* expensive gadgets. They can't bring you real happiness.
- 😊 I often go running ⁴ *escaping* / *to escape* my problems. I always feel better after a run.
- 😊 Remember ⁵ *not being* / *not to be* selfish. It's easier ⁶ *becoming* / *to become* happy by ⁷ *helping* / *to help* other people.
- 😊 I enjoy ⁸ *watching* / *to watch* comedies on TV. It's impossible ⁹ *frowning* / *to frown* when you're laughing!

3 Complete the sentences with the correct form of the verbs.

- It's important **to have** (have) good friends.
- Are you hoping (go) on holiday this summer?
- I hate (not be) at the same school as my sister.
- Please stop (shout). You're giving me a headache!
- It's hard (not feel) a bit jealous of Lucy. She's so popular!
- They want (relax) this weekend.
- She's going to London (visit) her grandparents.
- (play) table tennis is good fun.

4 Complete the text with the correct form of these verbs.

do	feel	go	leave
meet	start	talk	work



Two years ago, my parents were tired of ¹ *working* for big companies in London. They decided ² their jobs. We moved to a new home in the mountains ³ a new life. At first I didn't enjoy ⁴ to my new school. No one in my class wanted ⁵ to me. Then I joined the school's mountain sports club. I learnt ⁶ sports like rock climbing and skiing and it was easier ⁷ friendly people in the club. Soon I stopped ⁸ unhappy, and now I love my new home.

5 What about you? In pairs, ask and answer.

- Which sports and activities do you enjoy/not like doing?
- What things are easy/difficult/important to do at school?
- What are your plans and hopes for next year?

Bhutan

Bhutan is a small but beautiful country in the Himalayas. Its people are not wealthy – they live on less than three euros a day. But they feel lucky. They have a king who tries to make them happy, not rich, and he is very successful. The Bhutanese are famous for being the happiest people in all of Asia.

They believe that people can't be happy if they aren't healthy, so Bhutan has good hospitals. It doesn't want factories which pollute the environment with poisonous chemicals. Before 1999, the king thought that TV was a dangerous influence and didn't allow it. Today people can watch TV, but there is more crime now in this peaceful country.



Vocabulary Adjective suffixes

1 1.31 Read the article and find the adjective forms of these nouns. Copy and complete the table. Then listen, check and repeat.

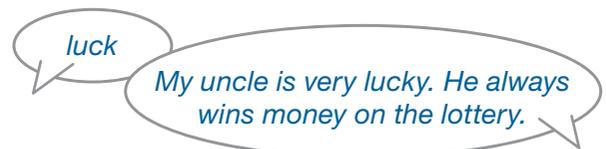
beauty	danger	fame	health	luck
peace	poison	success	wealth	

	Noun	Adjective
-ful	beauty	beautiful
-y	....	....
-ous	....	....

2 Complete the sentences with words from Exercise 1.

- No one ever fights in this town. It's a very *peaceful* place.
- A lot of bad things have happened to him. He never has any good
- There are a lot of road accidents. Cars are very
- He can afford the most expensive clothes. He's very
- She's got a face, but she isn't tall enough to be a model.
- Everyone has heard of Tom Cruise. He's a very actor.
- Don't eat those mushrooms. They're!
- He has won lots of races, but his in his sport hasn't made him rich or famous.
- She's very – she plays tennis every day and eats a lot of fruit.

3 In pairs, take turns to say a noun from Exercise 1. Your partner makes a sentence with the adjective form.



Brain Trainer Unit 3
Activity 3 Go to page 114

Chatroom Invitations

Speaking and Listening

- 1 Look at the photo. How is Fraser feeling? Why?
- 2  1.32 Listen and read the conversation. Check your answer.
- 3  1.32 Listen and read again. Answer the questions.
 - 1 Why can't Archie and Holly go to the youth club?
Because they're going to Yasmin's party.
 - 2 Why isn't Fraser going to the party?
 - 3 Why does Yasmin phone Fraser?
 - 4 Why did Yasmin think she had invited Fraser to her party?
 - 5 What does Fraser decide to do tonight?
- 4 Act out the conversation in groups of four.

Fraser Do you want to come to the youth club tonight?

Archie That sounds fun, but I can't, I'm afraid. I'm going to Yasmin's party.

Fraser What about you, Holly? Do you fancy coming?

Holly Sorry. I'm going to have to say no, too. Yasmin's been planning her party for months. It's going to be a great night.

Fraser It's not fair! I didn't even get an invitation ... Oh, that's my phone. Hello?

Yasmin Fraser, hi, it's Yasmin. I've been phoning you all day, but you never answer. Are you coming to my party? You haven't replied yet.

Fraser Well, you haven't invited me yet.

Yasmin Really? I thought I sent you a text last week.

Fraser I didn't get one.

Yasmin Oh, I'm hopeless! Sorry. Well, would you like to come? It's tonight at 7.30.

Fraser OK, thanks. I'll see you there.

 Say it in your language ...

It's not fair!
I'm hopeless!

5 Look back at the conversation. Who says what?

- 1 Do you want to come to the youth club? *Fraser*
- 2 Do you fancy coming?
- 3 OK, thanks. I'll see you there.
- 4 Sorry. I'm going to have to say no.
- 5 Would you like to come?
- 6 That sounds fun, but I can't, I'm afraid.

6 Read the phrases for inviting, and accepting and rejecting invitations.

Inviting

Do you want to ...?
Would you like to ...?
Do you fancy ... -ing?

Accepting

That's a great idea. I'd love to!
OK, thanks. I'll see you there.

Rejecting

That sounds fun, but I can't, I'm afraid.
Sorry. I'm going to have to say no.

7  1.33 **Listen to the conversations. Who accepts the invitation? Who rejects it? Act out the conversations.**

Archie Do you fancy ¹ **going to the cinema** later?

Fraser That sounds fun, but I can't, I'm afraid.
I've got ² **too much homework**.

Holly Hello. Would you like to ¹ **play computer games at my house** on Friday night?

Fraser Sorry. I'm going to have to say no. ² **My mum's birthday dinner** is on Friday.

Yasmin Hi. Do you want to ¹ **come to a rock concert with me** tonight?

Holly That's a great idea. I'd love to!

Archie Do you fancy ¹ **having lunch at my house** on Saturday?

Yasmin OK, thanks. I'll see you there.

8 Work in pairs. Replace the words in purple in Exercise 7. Use these words and/or your own ideas. Act out the conversations.

1 meet(ing) in the park / go(ing) out for a pizza / see(ing) a horror film / watch(ing) the school football match with me

2 my guitar lesson / my cousin's party

Grammar Present perfect continuous

How long **has she been planning** her party?

She **has been planning** her party for months.

She **hasn't been planning** her party for very long.

Grammar reference Workbook page 90

1 Study the grammar table. Choose the correct options to complete the rules.

- 1 We form the Present perfect continuous with *have (or has) + been + verb + -ing / -ed*.
- 2 We use this tense for a *short and sudden / longer action which started in the past and continues / doesn't continue* until the present.
- 3 The action *might / won't* continue in the future.

2 Complete the sentences with the Present perfect continuous form of the verbs in brackets.

- 1 How long **has she been standing** (she/stand) there?
- 2 I (not have) a good time at my new school.
- 3 He's sweating because he (run) for two hours.
- 4 (he/do) homework this morning?
- 5 They (not learn) French for very long.
- 6 She's very upset. She (cry) for 20 minutes.
- 7 There's a horrible smell in the kitchen! What (you/cook)?
- 8 We (watch) TV since 2 o'clock.
- 9 He's shivering because he (swim) and the water's very cold.
- 10 Why (you/sleep)? There's work to do!

3 Complete the sentences. Use the Present perfect continuous.

- 1 I'm quite good at English now. I
- 2 There's green paint in your hair. What ?
- 3 They're very tired. They
- 4 Your little sister's brilliant at football. How long ?
- 5 This is such a long car journey! We
- 6 He doesn't know many people in this town because he
- 7 She's talking to Max on the phone. They
- 8 We've been in the library. We

Reading

1 Read the article quickly. Which person:

- 1 was a famous singer? *James*
- 2 had a celebrity boyfriend?
- 3 is happier in the background?
- 4 is missing his/her fame?

Most young people dream of being famous and with all the reality shows and talent contests on TV these days, it's never been easier to achieve that dream. But does fame bring happiness?



Melanie Greening

I was in a successful reality show when I was eighteen and I got a job as a TV presenter after that. My boyfriend was a famous footballer and we were in the newspapers all the time. We went to all the coolest parties. Life was fantastic! But I wasn't very good at presenting. I lost my job and then my boyfriend left me. One month I was a star and the next I was a nobody. No one recognised me in the street anymore. People have such short memories! It wasn't easy to find another job because I didn't pass any



exams at school. I've been working in a clothes shop for the last nine months. It's OK, but I was definitely happier when I was famous.

James Levy

I won a TV singing contest when I was sixteen. I was thrilled, but that didn't last long. I was so busy with recording sessions, TV appearances, concerts and photo shoots that I never had time to relax. I really missed my family. They lived several hours away so I couldn't see them very often. And the fans were a problem, too. Every time I went out, people used to scream because they were excited to see me. They put their arms around me for a photo, or pushed a pen into my hand so I could sign something for them. One sent me a poisonous spider as a birthday present! Now I write songs and other people sing them. I still love the music industry, but fame? No, thanks. I prefer a more peaceful life.

Key Words

talent contest	TV presenter
recognise	recording session
TV appearance	photo shoot

2 1.34 Read the article again. Are the sentences true (T), false (F) or don't know (DK)?

- 1 Melanie worked for a newspaper *F*
- 2 She earned a lot of money when she was famous.
- 3 People forgot Melanie very quickly after she lost her job.
- 4 She didn't do very well at school.
- 5 After James won the competition, he had too much spare time.
- 6 He wanted to see his family more often.
- 7 It was hard to make new friends when he was famous.
- 8 He enjoyed all the attention from his fans.

Listening

1 1.35 Listen to the interview with Baz Sykes. Are the sentences true (T) or false (F)?

- 1 Baz is an actor.
- 2 He has been famous since he was five.
- 3 He's had a crazy life.

Listening Bank Unit 3 page 118

2 In pairs, ask and answer.

- 1 Do you know about the lives of any child stars? Tell your group about them.
- 2 Do you think child stars are lucky? Why?/Why not?
- 3 Would you like to be famous? Why?/Why not?

Writing A 'for and against' essay

1 Read the Writing File.

Writing File Linking words: addition and contrast

You can introduce additional ideas with **and, also, too** and **moreover**.

I was in a talent contest **and** I won.
He's an actor. He's **also** a TV presenter.
They can sing. They can dance, **too**.
She's very beautiful. **Moreover**, she's a very good actress.

You can introduce contrasting ideas with **but, however** and **on the other hand**.

She's a nurse, **but** she wants to be a singer.
He's learning to dance. **However**, he's not very good.
Famous singers often come from poor families. **On the other hand**, a few singers have very wealthy parents.

2 Answer the questions.

- 1 Which words go at the start of a sentence?
- 2 Which word goes after the first or second word in a sentence?
- 3 Which words go in the middle of a sentence?
- 4 Which word goes at the end of a sentence?

3 Complete the sentences with a word from the Writing File.

- 1 My brother's a footballer. My boyfriend's **also** a footballer.
- 2 I like rap music., I don't like jazz.
- 3 He's been practising all day and he's going to practise this evening,
- 4 Living in a city has some advantages., there are some disadvantages.
- 5 I'm happy to help, I haven't got much time.
- 6 Child stars have a very exciting life., they earn a lot of money.
- 7 Robert Pattinson was in one of the Harry Potter films then he was in the *Twilight* films.

4 Read the essay. Find the linking words.

Wealth makes people happy

Many people dream of being rich, **but** does wealth make people happy?

Rich people certainly don't have the same worries as poor people. They can easily pay for a comfortable home and enough food and these things are very important. They have more choices than ordinary people, **too**. For example, they don't have to have a job. They can also afford designer clothes and exciting holidays.

On the other hand, good relationships with friends and family are more important than holidays and new clothes. It's difficult to know if your friends are genuine if you are rich. Perhaps they are pretending to like you to get some of your money. **Moreover**, expensive things soon seem ordinary if you can buy them all the time.

In conclusion, rich people definitely have a happier life than very poor people. **However**, I don't think rich people are always very happy. The happiest people are in the middle, neither rich nor poor.

5 Read the essay again and complete the notes.

Advantages of being rich

They can pay for ¹ *a comfortable home* and ²
They don't have to have ³
They can afford ⁴ and ⁵

Disadvantages of being rich

They don't know if their friends are ⁶
Expensive things seem ⁷ to them.

Conclusion

The ⁸ people are not rich and not poor.

6 You are going to write an essay with the title *Fame makes people happy*. Make notes on the advantages and disadvantages of being famous.

7 Write your essay. Use the notes in Exercise 5 and the structure of the essay in Exercise 4 to help you.



Remember!

- Use linking words.
- Use the vocabulary in this unit.
- Check your grammar, spelling and punctuation.

Refresh Your Memory!

Grammar Review

- 1 Choose the correct options.
 - 1 I'm lucky *having* / **to have** friends who live near my house.
 - 2 I want *watching* / **to watch** a DVD at home tonight.
 - 3 Stop *being* / **to be** so rude.
 - 4 She went there *helping* / **to help** her cousin.
 - 5 They were pretending *not recognising* / **not to recognise** me.
 - 6 *Living* / **To live** by the sea is really good fun.
 - 7 We're talking about *going* / **to go** on holiday together.
- 2 Complete the sentences with the correct form of the verbs.
 - 1 It's impossible **to surf** (surf) when there aren't any waves.
 - 2 I'm going to London (learn) English.
 - 3 He apologised for (forget) my birthday.
 - 4 I hate (not have) a mobile phone.
 - 5 Remember (not be) late home tonight.
 - 6 She insisted on (pay) for everyone's tickets.
 - 7 He isn't planning (leave) school next year.
 - 8 (laugh) is the quickest way to feel happier.
- 3 Complete the conversation with the Present perfect continuous form of the verbs.
 - A Oh, Jack, there you are! Mum ¹ **has been looking** (look) for you. She ² (shout) your name for about ten minutes.
 - B Oh, sorry. I didn't hear. I ³ (listen) to music in the garden.
 - A What else ⁴ (you/do) out there? Your hands are red. ⁵ (you/use) red paint?
 - B No. I ⁶ (not paint). I ⁷ (lie) in the sun with Carrie and we ⁸ (eat) strawberries.
 - A Well, wash your hands and find Mum. She ⁹ (work) all day and she's tired. She needs your help.

Vocabulary Review

- 4 Complete the sentences with these words.

blushed	cried	gaspd	laughed
shivered	sweated	yawned	

- 1 Everyone **laughed** at his funny joke.
- 2 She in amazement when she heard the news.
- 3 I when I walked out into the cold winter weather.
- 4 He a lot in the match. He was so hot.
- 5 She for days when her boyfriend left her.
- 6 I when I saw the embarrassing photo.
- 7 He It was late and he was tired.

- 5 Complete the text with the adjective form of the words.

Lots of us want to become ¹ **wealthy** and live in a ² big house, but it isn't easy to get rich. ³ actors are rich, but most actors are never ⁴ You could start a business, but it isn't a ⁵ life. It's better not to want a lot of money. If you are ⁶, live in a place which isn't ⁷ and have good friends and enough food, you are a ⁸ person.

WEALTH
BEAUTY
FAME
SUCCESS
PEACE
HEALTH
DANGER
LUCK

Speaking Review

- 6 1.36 Make questions and answers. Then listen and check.
 - 1 A you / fancy / go / to the park / ?
Do you fancy going to the park?
 - B I / can't / afraid
 - 2 A you / like / come / to my house / ?
B great idea / love to
 - 3 A you / want / meet / in town / later / ?
B Sorry / have / say no

Dictation

- 7 1.37 Listen and write in your notebook.

Operation Smile



Every three minutes, a child is born with a cleft lip or cleft palate. Children with these conditions have terrible problems with eating, drinking and speaking and one in ten of them die before their first birthday. The luckier ones live, but they are often rejected by friends and sometimes even by their own families.

In rich countries, simple surgical operations can correct most of these mouth problems and allow children to live normal lives. But in poorer countries, the operations are too expensive for ordinary people and there are not enough doctors who can do them.

Reading

- 1 Read the article quickly. Are the sentences true (T) or false (F)?
 - 1 Operation Smile is a charity. *T*
 - 2 It helps children with medical problems.
 - 3 Most of its work is in the USA.
 - 4 All its volunteers are doctors and nurses.
- 2 1.38 Read the article again and answer the questions.
 - 1 Why are cleft lips and cleft palates dangerous?
Because children can have terrible problems with eating, drinking and speaking.
 - 2 Why is it difficult to have these operations in some countries?
 - 3 Why did the Magees start Operation Smile?
 - 4 What three things does Operation Smile do?
 - 5 What have secondary school students usually done before they go on an Operation Smile trip?

In 1982, American doctor Bill Magee and his wife Kathy, a nurse, went to the Philippines to do some cleft palate surgeries. But it was a short trip and there was no time to help all the children who needed surgery. They felt terribly guilty. When they got home, they started a new charity. They called it Operation Smile.

Now Operation Smile works in more than sixty countries. Five thousand volunteers give their time and skills to provide free mouth surgery to the children who need it most. The charity also provides medical equipment and trains local doctors to do the surgery themselves. In this way, the results of an Operation Smile visit continue long into the future.

When an international group of doctors and nurses travels to a country, two secondary school students go, too. The students are usually people who have done a lot of fundraising in their local area and told a lot of people about the work of Operation Smile. Their trip is a fantastic way to experience a completely different culture and help to change lives forever.

- 3 1.39 Listen to the interview. Copy and complete the report.

Name	<i>Marisa Correa</i>
Country visited	....
Length of trip	.... days
Work	Taught children and their parents about staying and looking after
Enjoyed trip? (please circle)	Yes / No
Number of operations	....

My Global Citizenship File

- 4 Find out about another important charity which teenagers can help. Answer these questions.
 - What is the name of the charity?
 - What work does it do?
 - Why is its work important?
 - What can teenagers do to help?
 - What do teenagers say about their experiences with the charity?
- 5 Make a poster for the charity, advertising for teenage volunteers.

5

Work For It

Grammar will/going to; Present simple/Present continuous for future

Vocabulary Work collocations; Job qualities

Speaking Phone language

Writing An email about plans

Vocabulary Work collocations

- 1 2.14 Match the items in the picture (1–11) to these words. One word is missing from the picture. Then listen, check and repeat.

appointments	email	enquiry
meeting	payments	phone
photocopying	presentation 1	reception desk
report	spreadsheet	stationery

Word list page 77 Workbook page 108

- 2 Choose the correct options.

- 1 attend *a meeting* / a spreadsheet
- 2 answer *an appointment* / the phone
- 3 deal *on reception* / with enquiries
- 4 write *a meeting* / a report
- 5 give *enquiries* / a presentation
- 6 make *an appointment* / a phone
- 7 check *emails* / a meeting
- 8 work *some photocopying* / on reception
- 9 prepare *a spreadsheet* / on reception
- 10 take *an appointment* / payments
- 11 do *some photocopying* / a meeting
- 12 order *stationery* / enquiries

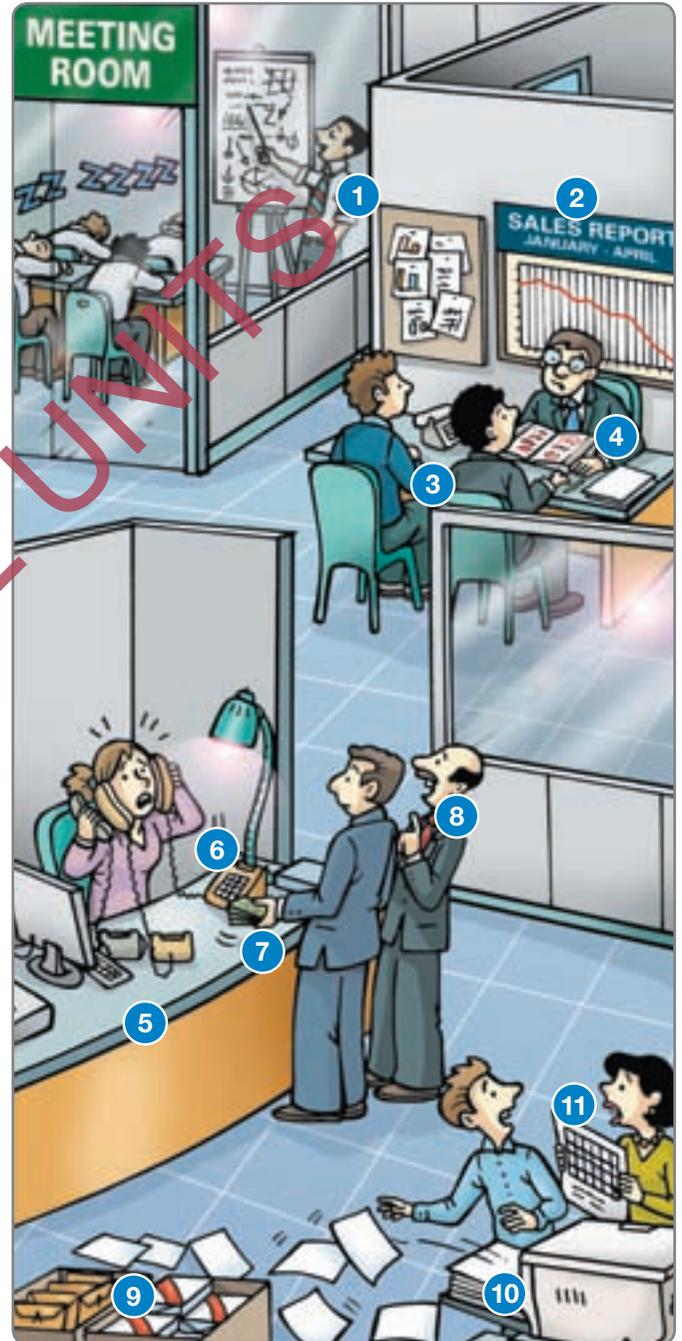
2.15, 2.16 Pronunciation Unit 5 page 121

- 3 2.17 Listen to Dan and Julie. What did they do yesterday? Use the collocations from Exercise 2.

Dan worked on reception; ...
Julie...

- 4 Work in pairs. What do you think these people do at work? Use the words in Exercise 2 to help you.

- a secretary
- a shop assistant
- a teacher
- a mechanic
- a police officer



Brain Trainer Unit 5
Activities 1 and 2 Go to page 115

Reading

1 Read the webpage quickly. Choose the best description.

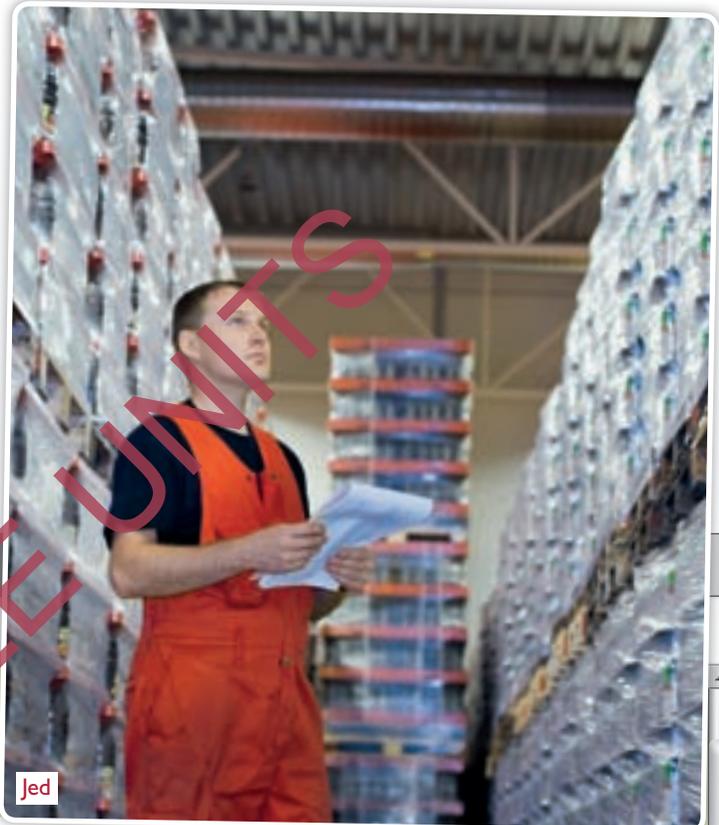
- 1 It describes different job opportunities for young people when they leave school.
- 2 It advises students on how to apply for a job.
- 3 It describes a scheme to get experience of work before leaving school.

2  2.18 Read the webpage again. Are the sentences true (T), false (F) or don't know (DK)?

- 1 Most UK students aged 14 or 15 do a week of work experience. **T**
- 2 Rema is still at school.
- 3 Jed didn't like the people at the building supplies firm.
- 4 Bafflefish wants to be a Maths teacher.
- 5 Clarkson is good at repairing vehicles.
- 6 Clarkson isn't looking forward to going out on a test drive.
- 7 Batgirl is going to help with teaching sports on her placement.
- 8 She probably won't use the phone during her week at the sports centre.

3 What about you? Ask and answer.

- 1 Have you done any part-time jobs or had any work experience?
- 2 What kind of work would be interesting/useful as work experience for you?
- 3 What would be your dream work experience placement?



Work Experience

← → ↻ ↑

Work Experience

Rema

Today, we're looking at work experience. In UK schools, most students do a week of work experience when they are 14 or 15 years old. It's a great chance to find out about the skills you will need for the world of work.

Rema did her work experience at a local mobile phone shop and loved it! When she left school, she applied for a job there and now she's the area manager.

Jed got a work placement with a building supplies firm. He prepared some spreadsheets for the sales team, attended a marketing meeting and did a lot of photocopying. 'Some of the work was boring,' says Jed, 'but the people were great.'

Tell us about your plans. What are you going to do for your work experience?

I'm going to spend a week at a primary school because I want to be a teacher: I'm going to observe some Maths classes and accompany the children on a school trip to a farm. I'll probably be very tired by the end of the week, but I'm really looking forward to it. **BABBLEFISH**

I've got a placement with the Police Vehicle Workshop, where mechanics repair police cars. I love trying to understand how vehicles and machines work, so I think this placement will be really interesting. I'm going to help the mechanics, wash and clean the cars and, best of all, I'm going to go out on some test drives with the mechanics! **CLARKSON**

I love sport, especially tennis, so I've got a work placement at my local sports centre. I'm going to assist with beginners' tennis coaching and organise the sports equipment. I'll probably also work on reception, make appointments for gym training sessions, take payments and deal with telephone enquiries. **BATGIRL**

COMMENTS

Grammar *will/going to*

will

Are you thirsty? I'll **get** you a drink.
I'll probably **be** very tired by the end of the week.

going to

I'm **going to spend** a week at a primary school.
The chair is broken. You're **going to fall off** it!

Grammar reference Workbook page 94

- 1 Study the grammar table. Match the beginnings (1–2) to the endings (a–d) of the sentences to complete the rules.**

- 1 We use *will*
2 We use *going to*
- a to make predictions about the future.
b to talk about plans and intentions.
c to express sudden decisions.
d to make a prediction when we have some evidence.



Watch Out!

We use these time phrases to talk about the future:
Next week/month/year
In three days' time
By Tuesday/the weekend/the end of the month
Int he next week/month/year

- 2 Match the statements and questions (1–6) to the next sentence (a–f).**

- 1 I started my new job today. *d*
2 What are your holiday plans?
3 We've missed the bus.
4 We don't have any bread.
5 Do you want to watch a DVD at my house?
6 I'm sorry, I can't meet up with you later.
- a I'll go to the shop and get some.
b That's a great idea. I'll bring some popcorn.
c We're going to be late.
d I think I'll really enjoy it.
e I'm going to visit my grandmother in hospital.
f We're going to visit Paris and Rome.

- 3 Choose the correct options, *will* or *going to*.**

- 1 Next year I'll / *'m going to* study Maths, Physics and Chemistry.
2 You're driving too fast! Look at the car in front of you! You'll / *'re going to* crash!
3 **A** Do you want a ham or a cheese sandwich?
B I'll / *'m going to* have a cheese sandwich.
4 I think you'll / *'re going to* be a millionaire before you're 25.
5 *Is your brother going to* / *Will your brother* play in the football match tomorrow?

- 4 Complete the conversation with the correct form of the verbs.**



- A** Hi, Ben. I've just put the kettle on. Do you want tea or coffee?
B Thanks, Mum. I ¹ *'ll have* (have) a coffee, please.
A ² (you/see) Uncle Joe this afternoon?
B No, I ³ (be). I ⁴ (play) tennis with Laura. Why?
A Oh, I want to return this book to him.
B Well, that's OK. I ⁵ (take) it to his house after tennis.
A Are you sure about tennis? Look at the clouds! It ⁶ (rain)
B Yes, you're right. Laura ⁷ (probably/cancel) the game. I ⁸ (call) her now.

- 5 Work in pairs. Write two true statements and two false statements about your weekend plans. Can your partner guess the false statements?**

- A** I'm going to play tennis with my cousin.
B True!
A Yes. I'm going to bake a chocolate cake.
B False!
A No, it's true.

Vocabulary Job qualities

- 1  2.19 Look at these words and phrases. Check the meaning in a dictionary. Then listen and repeat.

accurate	analytical	excellent IT skills
experienced	good communicator	leadership qualities
organised	patient	practical
punctual	reliable	team player

Word list page 77 Workbook page 108

- 2 Complete the sentences with the words from Exercise 1.

- 1 A *patient* person stays calm and is prepared to wait if necessary.
- 2 An person is efficient and is good at planning his/her time.
- 3 A can express himself/herself well and can give information in a clear way.
- 4 A person is never late.
- 5 A person with is good at being the most important person in a group and likes making decisions.
- 6 An person looks at information carefully and finds out the important facts and figures.
- 7 A person likes doing active, useful work.
- 8 A works well with other people and thinks about all the people in his/her group.
- 9 An person has already done a similar job.
- 10 A person is someone who you can trust and believe.
- 11 A person with is good at using computers.
- 12 An person is very careful with his/her work and doesn't make mistakes.



- 3 Work in pairs. Use words from Exercise 1 to complete the job adverts.

Editorial Manager

We are looking for a person with ¹ *leadership qualities* to be the manager of a team of six. The ideal candidate will be ² and has probably worked in publishing for at least five years. We need a ³ who can make clear and interesting presentations to large groups of people.

Veterinary Assistant

Our large, friendly Vet's Surgery is looking for a ⁴ ... person who can help our vets with *everyday* work. It's important to be ⁵ ..., as we open at 8.30 every morning and our ideal candidate will also have ⁶ ... and can update our spreadsheets.



School Receptionist

We are looking for a ⁷ ... person who can stay calm and won't panic in our busy office. We want an ⁸ ... person who can plan meetings and keep our reports and files in order. Our ideal School Receptionist will be a ⁹ ... who can work together with a large group of teachers and other administrators.

Data Clerk

Our statistics department has a vacancy for an ¹⁰ ... worker to look at health data and collect statistics. We need ¹¹ ... information, with no mistakes. The Data Clerk works with important and confidential information and we want a ¹² ... person for the job.

- 4 What about you? In pairs, ask and answer.

- 1 Tell your partner about a time in your life when you achieved something or did something really well.
- 2 Which qualities does this achievement show?



Brain Trainer Unit 5
Activity 3 Go to page 115

Chatroom Phone language

Speaking and Listening

- 1 Look at the photo. What is Archie doing?
Does Holly look interested or bored?
- 2  2.20 Read and listen to the conversation.
Check your answer.
- 3  2.20 Listen and read again. Answer the questions.
 - 1 What does Holly ask Archie to look for?
a job in the paper
 - 2 What is the name of the shop?
 - 3 Who is Judy?
 - 4 Why can't Holly go to the shop tomorrow morning?
 - 5 What should Holly bring with her to the shop?
- 4 Act out the conversation in groups of four.

Holly Are there any jobs in the paper?
Archie Here's one. Clothes shop needs reliable assistant for Saturday afternoons.
Holly That sounds perfect! I'll call them now.
Man Hello, Fashion Fix.
Holly Oh, hello. **I'm calling about** the sales assistant job. **Can I speak to** the manager?
Man You need to speak to Judy, but she's gone out. **Can I take a message?**
Holly Yes, please. My name's Holly Brightman and I'm 16 years old. **My number is ...**
Man **Hold on.** She's just come in. **I'll pass you over to her just a moment.**
Judy Hello, Holly. **What are you doing tomorrow?**
Holly I've got a tennis lesson in the morning. It finishes at 12 o'clock. After that I'm not doing anything.
Judy Well, let's have a chat at the shop tomorrow afternoon. Bring your CV!
Holly Fantastic! I can't wait!

Say it in your language ...

That sounds perfect!
I can't wait!



5 Look back at the conversation. Find these expressions.

- Two ways to say: *Wait a minute* **Hold on**.
- One way to say: *You can talk to her now*.
- One way to say: *The reason for my call is ...*

6 Read the phrases about phone language.

Saying who you are and why you're calling

My name's .../It's ...
I'm calling about ...
I'd like to/Can I speak to ...?

Asking someone to wait

Just a moment.
Hold on, please.

Transferring a call

I'll put you through now.
I'll pass you over to him/her.

Offering to take a message

Can I take a message?

7 2.21 Listen to the conversation. Act out the conversation in pairs.

Receptionist Hello. ¹ **Penney's Sports Club**.
Yasmin Oh, hello. Can I speak to ² **Mr Ryder**, please?
Receptionist I'm sorry, he's ³ **not here at the moment**. Can I take a message?
Yasmin Yes, please. My name's ⁴ **Yasmin Hayes**. I'm calling about the ⁵ **badminton lessons**.
Receptionist Oh, he's just come back. I'll put you through now.
Yasmin Thank you.

8 Work in pairs. Replace the words in purple in Exercise 7 and make any other necessary changes. Use these words and/or your own ideas. Act out the conversations.

1 Pizza Delight / International Stores / Hills Garden Centre

2 Sarah Morgan / the manager/ Mrs Thorne

3 busy / just gone out / talking to a customer

4 [your name]

5 job in the kitchen / till operator job / sales assistant job

Grammar Present simple and Present continuous for future

Present simple	Present continuous
The train leaves at 5 o'clock.	What are you doing tomorrow?
My tennis lesson finishes at 12.	I'm meeting my friend for lunch.

Grammar reference Workbook page 94

1 Study the grammar table. Choose the correct options to complete the rules.

- We use the *Present simple* / *Present continuous* for arrangements.
- We use the *Present simple* / *Present continuous* for scheduled events.

2 Choose the correct options.

- A ¹ *What do you do* / *What are you doing* at the weekend?
B ² *We visit* / *We're visiting* our friends in Edinburgh, Scotland.
A ³ *Do you fly* / *Are you flying* there?
B Yes, we ⁴ *do* / *are*. The flight ⁵ *departs* / *is departing* from Heathrow at 7 o'clock on Saturday morning.
A That's early! What time ⁶ *does it arrive* / *is it arriving* in Edinburgh?
B It ⁷ *gets* / *is getting* into Edinburgh at 8.15.

3 Complete the sentences with the Present simple or Present continuous form of these verbs.

drive have open sing ~~start~~ study

- Our English exam **starts** at 4 o'clock tomorrow.
- The new clothes shop this afternoon at two o'clock.
- We to our aunt's house tomorrow.
- My brother English at university in September.
- I a guitar lesson tomorrow after lunch.
- I in a talent contest on Sunday.

4 Invent some exciting plans for tomorrow. Include two definite events. Work in pairs. Tell your partner about your plans.

I'm meeting Robert Pattinson at the cinema tomorrow. We're attending a film premiere. The film starts at ...

Reading

1 Read the article quickly. Choose the best headline.

- 1 How to choose your perfect career
- 2 Jobs of the future?
- 3 The world of science fiction



Nadia checks her watch and jumps into her jet car. Her heli-bus leaves at ten o'clock and she doesn't want to be late. She's starting her new job today with AstroStar Flights, as a tour guide around space. Sound like a page from a science-fiction book? Well, maybe the jet car and the heli-bus are closer to science fiction than to reality, but the job of space tour guide will probably exist by the year 2020. Virgin Galactic is already taking reservations for its spaceflights and although a ticket today costs \$200,000, space flights will probably get much cheaper in the near future.

Experts believe that some current jobs, for example call centre workers, or supermarket till operators, will soon become unnecessary as machines replace people.

But there will be other new and exciting jobs in our world of the future. Are you organised, practical and good at concentrating on detail? Then perhaps in 2020 you will be a robot mechanic and maintain and repair the thousands of robots that we will use in our home and working life.

Perhaps you're a great communicator and love chatting to people? In the future, online friendships will become as important as real-life friendships and companies will employ social media managers to look after their online profiles. If you like working with animals and you care about the environment, a good job for you might be migration manager. Migration managers will help to move endangered animals from dangerous habitats to new homes.

But of course, if you're analytical and like looking at statistics and making predictions, then there's already a perfect job for you. You can become a futurologist and predict how our world will develop over the next 20, 30 or 50 years.

Key Words

reality	reservation
social media	endangered
habitat	develop

2 2.22 Read the article again. Answer these questions.

- 1 Does the job of space tour guide exist now?
No, it doesn't.
- 2 How much does a ticket on a Virgin Galactic flight cost?
- 3 What qualities will a robot mechanic need to have?
- 4 Why will companies employ social media managers in the future?
- 5 What will migration managers do?
- 6 What kind of person might enjoy the job of futurologist?

Listening

1 2.23 Listen to the conversation. Where is Tom going to work?

- a on a boat
- b on a ride at a theme park
- c in a restaurant

Listening Bank Unit 5 page 119

2 Discuss the questions.

- 1 Would you like to work at a theme park? Why?/Why not?
- 2 What's your ideal summer job?
- 3 Can you think of any other unusual summer jobs for teenagers?

Writing An email about plans

1 Read the Writing File.

Writing File Expressing degrees of certainty

We can use adverbs of certainty to express how sure we are about a future event.

100% sure ↓ *certainly, definitely*
probably
 ↓ *maybe, perhaps*

certainly, definitely, probably

These adverbs go:

- **before** the main verb.
He **definitely** lives here.
- **between** the auxiliary and the main verb.
I'm **probably** taking the train to the airport.
- **after** the verb *to be*.
She's **certainly** good at Maths. Look at her test result!

maybe, perhaps

These adverbs often go at the beginning of the sentence.

- **Maybe** we'll move to France next year.
- **Perhaps** Sarah isn't well.

It think ...

We can also use *I think* + subject + verb.

- **I think** she'll phone tomorrow. (but I'm not certain)

2 Make sentences.

1 visit / in / will / We / our / probably / cousins / Cornwall

We will probably visit our cousins in Cornwall.

2 sister / Maybe / party / your / to / come / the / won't

3 in / definitely / is / Your / cupboard / bag / the

4 apply / I / for / think / job / I'll / this

5 close / lives / Our / probably / the / to / school / teacher

6 they're / Perhaps / by / travelling / bus

3 Read the email and find the expressions of certainty.

New Message

Hi Judy

How are you? Are you looking forward to the weekend? I've got lots of plans for this weekend. I'm probably going to go swimming with friends on Saturday morning and then I think we'll have lunch at this great new café by the park. In the afternoon, my sister and I are taking the train to London because we've got tickets for a Bon Iver concert at the Barbican! I'm a big fan! I don't know when we'll get back, but my dad will definitely meet us at the station as it's usually very late. Maybe we'll go to the park on Sunday morning, but I think I'll be too tired after Saturday night. In the afternoon, we're having a big barbecue. I think the weather will be OK (the forecast is good). I'm going to finish my History project on Sunday evening ... my History teacher is probably collecting all the finished projects on Monday morning!

What are you doing this weekend? Write and tell me about your plans!

Rachel xx

SEND

4 Read the email again and answer the questions.

- 1 What is Rachel probably going to do before lunch on Saturday? *Go swimming with friends.*
- 2 Where is she probably going to have lunch on Saturday?
- 3 Why are Rachel and her sister travelling to London on Saturday afternoon?
- 4 Why is Rachel's dad meeting her at the station on Saturday evening?
- 5 When is Rachel going to finish her History project?

5 You are going to write a reply to Rachel. You can use your real plans for the weekend or you can make them up. Think about these questions:

- Are you going to meet up with friends?
- What will the weather be like?
- Are you going to play any sport or music?
- Are you going to travel anywhere? If so, how will you get there?

6 Now write your reply. Use your ideas from Exercise 5.



Remember!

- Use expressions of degrees of certainty.
- Use the vocabulary in this unit.
- Check your grammar, spelling and punctuation.



The story of Innocent™ Smoothies

Adam Balon, Richard Reed and Jon Wright were friends from university. They all had very well-paid jobs, but they also shared a dream. They wanted to start their own company, but they didn't know what *product* to make. They decided to focus on a target *market* that they knew and understood – young people who lived in cities and worked hard. These people wanted to have a healthy lifestyle, but didn't always have the time to prepare healthy food. Adam, Richard and Jon developed some smoothies – fruit juice combined with crushed fruit. But first, they wanted to test their product. So, in August 1998, they spent £500 on fruit and then sold their bottles of smoothie at a local music festival. They placed a big banner by their stall, saying, 'Should we give up our jobs to make these smoothies?' Beneath the banner were two bins for the empty smoothie bottles, a 'Yes' bin and a 'No' bin.

At the end of the festival, the 'Yes' bin was full of bottles. The friends resigned from their jobs the next day and set up 'Innocent Smoothies'. Next they needed some *funding* for their company. They wrote hundreds of letters to possible *investors*, but had no success. However, they kept on trying and finally Maurice Pinto, a wealthy American, agreed to invest £250,000 in their business.

The rest is history ... Innocent Smoothies now sells more than two million bottles of smoothie per week and it employs over 250 people. Why is it so successful? Adam, Richard and Jon weren't experienced *entrepreneurs*, but they were organised and practical and they believed in their product. The success of Innocent Smoothies in a big corporate world shows that personality is an important factor in the success of a business.



Reading

1 Read the article quickly. Put the events in the correct order.

- They sold smoothies at a music festival.
- They found a wealthy investor.
- Innocent Smoothies became very successful.
- They left their jobs.
- Adam, Richard and Jon created their own smoothies. 1

2 Read the article again. Find the words in italics to match these definitions.

- people who start their own business *entrepreneurs*
- money
- something that people make and then sell
- people who give money to a business and then take a share of the profit
- people who you are selling your product to

3 2.26 Read the article again. Are the sentences true (T) or false (F)?

- Adam, Richard and Jon were already friends before they started Innocent Smoothies. T
- Young people who work in cities usually have a very healthy lifestyle.
- Most people at the music festival liked the smoothies.
- It was easy for Adam, Richard and Jon to find an investor.
- Innocent Smoothies is now very successful.

4 2.27 Listen to the marketing expert and complete the notes.

The marketing mix: The four Ps

1 *Product*: is it right for the market? What makes it ² ?

3 : do you want it to be more or less ⁴ than other products?

Promotion: are you going to use ⁵ on TV or in ⁶ ?

7 : do you want to sell your product in ⁸ general stores or in ⁹ designer shops?

My Business Studies File

5 Work in small groups. Think about a product that you could make and sell. Discuss these questions.

- Who/What is your target market?
- Are there any similar products already in the market?
- How will you find the funding for your business?
- What do you want your product to look like?

6 Prepare a presentation for the class about your business idea. Then give your presentation.