

VOCABULARY

1.1

Personality • un-, in-, im-, ir-, dis-
• questions with like

I can describe people's personality and emotions.

SHOW WHAT YOU KNOW

1 Match adjectives 1–6 with their opposites a–f.

- | | | |
|---------------|---------------------------------------|--------------|
| 1 funny | ☒ e | a boring |
| 2 interesting | ☐ | b stressed |
| 3 loud | ☐ | c negative |
| 4 positive | ☐ | d unsociable |
| 5 relaxed | ☐ | e serious |
| 6 sociable | ☐ | f quiet |

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

GENERATION GAP?

YOUNG PEOPLE SAY ...

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

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

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

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

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

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

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



OLDER PEOPLE SAY ...

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

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

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

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

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

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

Lives people live

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

Confucius

BBC



STUDENT ACCOMMODATION

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

WORD STORE 1A Personality

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

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

- Charity workers are _____ (not selfish). They are kind and helpful.
- Teenagers are _____ (not cheerful). They are always in a bad mood.
- Young professionals are _____ (not lazy). They want to be successful.
- Many billionaires are _____ (not mean). They give lots of money to charities.
- Most children are _____ (not outgoing). They're not confident with strangers.
- Young people are often _____ (not sensible). They make stupid decisions.

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

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

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

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

- Gary is an _____ guy. He never tells lies.
- Emma is very _____. She knows everything.
- Paul's only eighteen, but he has a job and lives on his own. He's very _____.
- Dan is very _____. He always says 'please' and 'thank you'.
- Lucy is _____. She doesn't like travelling or trying new experiences.
- Martha is very _____. She is always the centre of attention.

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

WORD STORE 1C Questions with like

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

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

- I look my dad. *I look like my dad.* ☐
- My neighbours are kind and friendly. ☐
- My mum looks her mum. ☐
- My parents always look cheerful. ☐
- My grandmother looks Queen Elizabeth. ☐
- I chocolate. ☐

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

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

1 Do you look like your dad?

1.2

GRAMMAR

Present tenses – question forms

I can ask questions in a variety of present tenses.

- 1 **SPEAKING** Who are your role models? Think about famous people or people you know and tell your partner.

- 2 **1.6** Match questions 1–6 with answers a–f. Then listen and check.

- 1 Who inspires you?
2 Why do you admire him?
3 Does he give money to environmental charities?
4 Have you ever met him?
5 What is he doing now?
6 Are you following him on Twitter?

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



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

GRAMMAR FOCUS

Present tenses – question forms

- To make questions, you put an auxiliary verb (do, be, have) before the subject of the main verb.

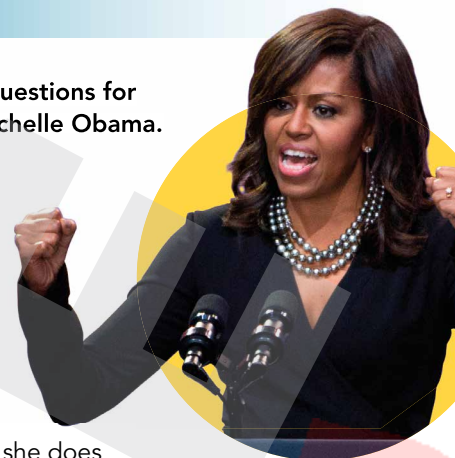
Present Simple → Why ¹ _____ you admire him?Present Continuous → What ² _____ he doing now?Present Perfect → ³ _____ you ever met him?

- When you ask about the subject, you don't use the Present Simple auxiliary do/does.

Who ⁴ _____ you? NOT *Who does inspire you?*

- 4 **1.7** Complete the questions for the interview about Michelle Obama. Then listen and check.

- 1 'Who inspires you?'
'The person who inspires me is Michelle Obama.'
2 'Who _____?'
'She's the ex-first lady of the United States.'
3 'Why _____?'
'I admire her because she does a lot of good work with young people.'
4 'What _____?'
'She's trying to teach children about exercise and health.'
5 'Have _____?'
'No, I haven't seen her in person, but I've watched her online.'
6 'What _____?'
'She is still working with young people.'



- 5 Complete the questions about the subject (a) and about the object (b) of each statement.

- 1 ^aEmily and Peter like watching ^bscience-fiction films.
a Who likes watching science-fiction films?
b What do Emily and Peter like watching?
2 ^aNeil has joined ^bAmnesty International.
a Who _____?
b Which organisation _____?
3 ^aRosie can speak ^bthree languages.
a Who _____?
b How many languages _____?
4 ^aDave has visited ^bLondon.
a Who _____?
b Which capital city _____?
5 ^aTom is reading ^bBarack Obama's biography.
a Who _____?
b What _____?
6 ^aViv admires ^bEmma Watson.
a Who _____?
b Who _____?

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

- 1 I'm reading _____ at the moment.
2 It takes me _____ minutes to get to school.
3 I go shopping for clothes _____ a month.
4 I've been to _____ foreign countries.
5 _____ inspires me.

- 7 **SPEAKING** Ask and answer the questions about the information in Exercise 6. Use different question words, e.g. *what, how long or how often*.

A: *What are you reading at the moment?*B: *A book about Steve Jobs.*

FOCUS VLOG About happiness

- 3** Watch the Focus Vlog. For the worksheet, go to page 117.

Grammar page 132

1.3

LISTENING

Note completion

I can identify key details in a simple recorded interview.

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

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

- 2 **SPEAKING** Discuss whether you would like to volunteer there. Explain why or why not.

- 3 **1.9** Listen to two volunteers, Karen and Martin. Where do they do their voluntary work?

- 4 Read questions 1–8 in Exercise 5. Match the underlined words and phrases with the words and phrases in the box.

confident ☒ people without a home ☐
two or three ☐ impresses people ☐
Saturday or Sunday ☐ chickens ☐
more likely to do something ☐ in a team ☐

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

Who ...

- 1 helps homeless people in the local area? ☐
2 works with farm animals? ☐
3 volunteers a few hours a week? ☐
4 does voluntary work every weekend? ☐
5 thinks that volunteers are more active than other people? ☐
6 enjoys working with other people? ☐
7 thinks that voluntary work makes you more sure of yourself? ☐
8 thinks that doing voluntary work makes a good impression? ☐

- 6 **1.10** Listen to Tim giving Becky some advice about international volunteering. Answer the questions.

- 1 Where does Becky want to do voluntary work?
2 Does Tim think she has the right personal qualities?
3 Is Becky inspired by the conversation?

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



EXAM FOCUS Note completion

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

5 Key Questions before you volunteer for work overseas

1 Are you fit and healthy?

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

2 Can you adapt to new situations?

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

3 Are you a good team player?

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

4 Are you sensitive to other cultures?

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

5 Do you want to learn from the experience?

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

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

PRONUNCIATION FOCUS

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

(adventurous ambitious fantastic optimistic
passionate pessimistic responsible voluntary)

A ■■■	B ■■■	C ■■■■	D ■■■■
	ambitious		

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

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

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

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

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

- What are they like?
- What do they like?
- How often do they use technology?

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

EXAM FOCUS Matching

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

Which generation ...

- enjoy new experiences? ☐
- often don't earn as much as they'd like to? ☐
- can do more than one activity at the same time? ☐
- are independent? ☐
- often appear self-centred? ☐
- are tolerant and believe in equality? ☐
- enjoy using social media? ☐

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

WORD STORE 1E Verb + preposition

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

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

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

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

- 8 Complete the questions with the correct preposition.

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

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

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

Noun	Adjective
1 adventure	<u>adventurous</u>
2 ambition	
3 impatience	
4 independence	
5 loneliness	
6 passion	
7 popularity	

A BRIEF GUIDE TO THE GENERATIONS

1.14



GENERATION X

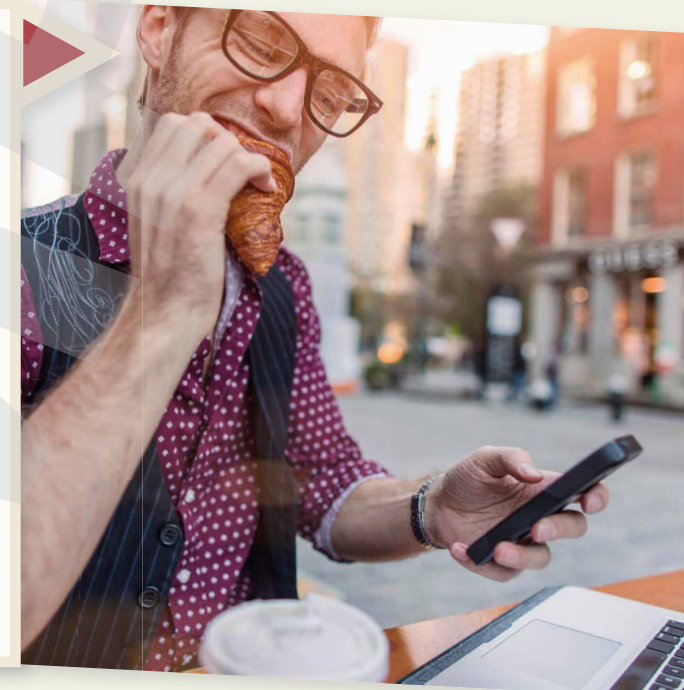
Born between 1965 and 1980, now in their forties and fifties.

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

GENERATION Y / MILLENNIALS

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

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



GENERATION Z

Born between 1995 and now.

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



verb + -ing or verb + to + infinitive

I can use verbs taking to + infinitive and -ing forms.

WHAT IS YOUR ATTITUDE TO CLOTHES?

1 (SPEND)

- A I spend a lot of money on clothes.
 B I can't afford ¹to spend much money on clothes.
 C I prefer ² my money on going out.

2 (GO)

- A I enjoy ³ shopping for clothes.
 B I don't mind ⁴ shopping for clothes.
 C I refuse ⁵ shopping for clothes.

3 (BUY)

- A I love ⁶ new clothes every season.
 B I only buy clothes when I need them.
 C I avoid ⁷ new clothes for as long as possible.

4 (WEAR)

- A I refuse ⁸ sweatpants.
 B I love ⁹ sweatpants at home for comfort.
 C I wear sweatpants all the time.

5 (GET)

- A I hope ¹⁰ a job where I can wear all my favourite clothes.
 B I want ¹¹ a job where I can wear practical, comfortable clothes.
 C I'd like ¹² a job where I can wear a uniform or a suit.

6 (THINK)

- A In the morning, I spend a lot of time ¹³ about my clothes.
 B In the morning, I don't spend much time ¹⁴ about my clothes.
 C I wear the same clothes every day.

WHAT DOES IT MEAN?

Mainly As I LOVE THEM

You enjoy ¹⁵ (think) about clothes (perhaps a bit too much), and the way you look is important for your personal identity.

Mainly Bs I NEED THEM

You don't mind ¹⁶ (think) about clothes, but they are not your priority. You prefer casual clothes because you need ¹⁷ (be) comfortable.

Mainly Cs I HATE THEM

You hate ¹⁸ (think) about clothes! You choose ¹⁹ (spend) your time and money on other things. But don't forget, clothes can be fun.

- 1 **SPEAKING** Match the words in the box with the clothes in the pictures. Which of the clothes do you have? Tell your partner.

hoodie ☐ jacket ☐ suit ☐ sweatpants ☐
 tie ☐ uniform ☐

- 2 Tick the sentence that best describes your opinion about clothes.

- 1 I want to look good at all times. ☐
 2 I enjoy wearing comfortable things. ☐
 3 I'm not interested in clothes. ☐

- 3 Read the GRAMMAR FOCUS. Complete the examples using the verb patterns in blue in Exercise 2.

GRAMMAR FOCUS

Verb + -ing or verb + to + infinitive

- After some verbs and verb phrases you usually use the to + infinitive.

Examples: agree, can't afford, choose, decide, hope, manage, need, pretend, refuse, want, 'd like, 'd prefer

I want ¹ good at all times.

- After some verbs and verb phrases you usually use the -ing form of a verb.

Examples: avoid, can't stand, consider, don't mind, enjoy, hate, like, love, miss, prefer, spend time

I enjoy ² comfortable things.

- 4 Complete the questionnaire with the correct form of the verbs in brackets.

- 5 **SPEAKING** Do the questionnaire. What is your attitude to clothes? Tell your partner.

- 6 Complete the sentences with to wear or wearing. Which sentences are true for you?

- 1 I can't stand wearing formal clothes like suits.
 2 I don't mind wearing second-hand clothes.
 3 I refuse wearing skinny jeans. They're too uncomfortable.
 4 I hate wearing heavy winter coats.
 5 I can't afford wearing designer clothes. They're too expensive.
 6 I avoid wearing anything yellow or pink.

- 7 Complete the sentences with information about yourself. Write five true sentences and one false.

- 1 I love ... 4 I spend a lot of time ...
 2 I need ... 5 I sometimes pretend ...
 3 I've decided ... 6 I hope ...

- 8 Read your sentences in Exercise 7 to your partner for him/her to guess which sentence is false.

Grammar page 133

so and such

I can use so and such correctly.

- 1 **SPEAKING** Read the introduction. Then discuss the questions.

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



One home, three generations

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

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

- 3 **1.17** Listen again and choose the correct option.

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

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

LANGUAGE FOCUS

so and such

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



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

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

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



- | | | |
|-------------|---------------|-----------|
| 1 A so | B such | C such an |
| 2 A so many | B such many | C such a |
| 3 A such | B such a | C so |
| 4 A such | B so | C such a |
| 5 A so | B such | C such a |

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

Use of English page 134

A personal email/letter

I can write a short personal email to introduce myself.

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

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

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

family ☐ food ☐ hobbies ☐ music ☐
school ☐ sport ☐

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

To: Jo
Subject: C U soon!

Hi Jo,
How are you doing? I'm really excited about coming to stay with you. I'm writing to tell you a bit more about myself.
As you know, I'm sixteen and I live in Venice. My brother and I go to the same school. I'm not crazy about studying but it's OK – my favourite subject is Art. **What about you?** What subjects are you good at?

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

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

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

OK, time to finish. Write soon ☺

Bye 4 now.

Carlo



Carlo

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

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

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

WRITING FOCUS

A personal email/letter

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

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

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

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

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

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

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

LANGUAGE FOCUS

Adjective + preposition

- Use an adjective + preposition to give information about yourself.
I'm crazy/excited/mad/passionate/serious/worried ¹about _____
I'm bad/good/useless ² _____
I'm involved ³ _____
I'm afraid ⁴ _____
I'm keen ⁵ _____
I'm disappointed/obsessed ⁶ _____

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

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

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

SHOW WHAT YOU'VE LEARNT

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



It's me, Jenny.

I'm happy too!

From: Jenny
Subject: Hello!

It's great to hear that you're going to come and stay with me and my family for two weeks.

Please tell me something about yourself.

What subjects do you like at school?

What music and films do you like?

What do you do in your free time?

I'd like to plan some cool activities for us ☺

Let me know if you have any questions for me.

See you soon,

Jenny

Answer Jenny's questions

Ask Jenny about her interests

Write your email to Jenny using all the notes.

To: Jenny
Re: Hello!

Hi Jenny,

Thanks for the email.

Showing interest

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

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

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

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



2 1.20 Listen to two dialogues and answer the questions.

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

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

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

SPEAKING FOCUS

Statement	Showing interest
A: I've got loads of friends and they want to meet you.	B: ¹ Really? That's cool!
A: I've just got one sister. She's a model.	B: ² _____
A: She's training to be a pilot.	B: Wow, that's interesting.
Statement	Saying you are similar
A: I love travelling and meeting new people.	B: ³ _____
A: I don't really like rock or heavy metal.	B: Me neither.
Statement	Saying you are different
A: I'm not very keen on tea.	B: ⁴ _____
A: I don't like travelling.	B: Don't you? Oh, I do!
A: I play the violin.	B: ⁵ _____

4 1.21 Cross out the response that is NOT possible in each case. Then listen, check and repeat.

- A: I've got thousands of songs on my phone.
B: Have you? / Cool! / Is it?
- A: I love Spanish and Italian food.
B: Really? / Are you? / Do you?
- A: My parents have got an apartment in Paris.
B: Wow, that's interesting! / Have they? / Are they?
- A: There are forty students in my class.
B: Is it? / Are there? / Really?
- A: I can play the guitar.
B: Cool! / Are you? / Can you?
- A: I'm passionate about politics.
B: Really? / Do you? / Are you?

5 1.22 Listen and decide if the two speakers are similar (✓) or different (X).

- 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐

6 Complete the table.

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

7 Complete the sentences to make them true for you.

- I'm really into ...
- I haven't got ...
- I really like ...
- I'm very interested in ...
- I'm not very keen on ...
- I'm not very good at ...

8 SPEAKING Follow the instructions below to make dialogues.

Student A: Choose a statement from Exercise 7. Say it to Student B.
Student B: Say if you are similar or different. Use the SPEAKING FOCUS to help you.

ROLE-PLAY Showing interest

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

1.1 Vocabulary 4.1

adventurous /əd'ventʃərəs/
bad mood /'bæd 'mu:d/
be popular with /bi 'pɒpjələ wɪð/
be successful /bi sək'sesfəl/
be the centre of attention /bi ðə ,sentə əv ə'tenʃən/
caring /'keərɪŋ/
charity /'tʃærəti/
cheerful /'tʃi:fəl/
confident /'kɒnfədənt/
dependent /dɪ'pendənt/
dishonest /dɪ'sɒnəst/
experience /'ɪk'spiəriəns/
friendly /'frendli/
generous /'dʒenərəs/
hard-working /'hɑ:d 'wɜ:kɪŋ/
honest /'ɒnəst/
impolite /'ɪmpə'laɪt/
independent /,ɪndə'pendənt/
insensitive /ɪn'sensətɪv/
irresponsible /,ɪrɪ'spɒnsəbəl/
kind /kaɪnd/
lazy /'leɪzi/
lonely /'ləʊnli/
look after /,lʊk 'ɑ:ftə/
look cheerful/tired /,lʊk 'tʃi:fəl/'taɪəd/
look forward to /,lʊk 'fɔ:wəd tə/
mean /mi:n/
miserable /'mɪzərəbəl/
outgoing /,aʊt'ɡəʊɪŋ/
polite /pə'laɪt/
popular /'pɒpjələ/
responsible /rɪ'spɒnsəbəl/
selfish /'selfɪʃ/
sensible /'sensəbəl/
sensitive /'sensətɪv/
serious /'sɪəriəs/
shy /ʃaɪ/
silly /'sɪli/
sociable /'səʊjəbəl/
stupid /'stju:pɪd/
talkative /'tɔ:kətɪv/
tattoo /'tætʊ:/
tell lies /,tel 'laɪz/
unadventurous /,ʌnəd'ventʃərəs/
unpopular /ʌn'pɒpjələ/
unwise /,ʌn'waɪz/
wise /waɪz/

1.2 Grammar 4.2

admire /əd'maɪə/
be passionate about sth /bi 'pæʃənət ə,baut ,sæmθɪŋ/
follow sb on Twitter /,fɒləʊ ,sæmbɒdi ɒn 'twɪtə/
foreign country /,fɒrɪn 'kʌntri/
in person /ɪn 'pɜ:sn/
inspire /ɪn'spaɪə/
it takes sb a minute/an hour to do sth /ɪt ,teɪks ,sæmbɒdi ə ,mɪnət/ən aʊə tə 'du: ,sæmθɪŋ/
role model /'rəʊl ,mɒdl/
run a foundation /,rʌn ə faʊn'deɪʃən/
work on /'wɜ:k ɒn/

1.3 Listening 4.3

accommodation /ə,kɒmə'deɪʃən/
act /ækt/
active /'æktɪv/
adapt to /ə'dæpt tə/
adaptable /ə'dæptəbəl/
ambitious /æm'bɪʃəs/
communicate /kə'mju:nɪkeɪt/
communicative /kə'mju:nɪkətɪv/
developing country /dɪ'veləpɪŋ 'kʌntri/
difficult conditions /dɪfɪkəlt kən'dɪʃənz/
fantastic /fæn'tæstɪk/
farm /fɑ:m/
fit /fɪt/
healthy /'helθi/
homeless /'həʊmləs/
hospital /'hɒspɪtl/
imaginative /ɪ'mædʒɪnətɪv/
imagine /ɪ'mædʒɪn/
impress /ɪm'pres/
inspired by /ɪn'spaɪəd baɪ/
library /'laɪbrəri/
make a good impression /,meɪk ə gʊd ɪm'preʃən/
nursery /'nɜ:səri/
old people's home /,əʊld 'pi:pəlz həʊm/
opportunity /,ɒpə'tju:nəti/
personal quality /,pɜ:sənəl 'kwɒləti/
pessimistic /,pesə'mɪstɪk/
prison /'prɪzən/
protect /prə'tekt/
protective /prə'tektɪv/
soup kitchen for homeless people /,su:p ,kɪtʃən fə ,həʊmləs ,pi:pəl/
sure of yourself /'ʃʊə əv jə,'self/
team player /'ti:m ,pleɪə/
voluntary work /'vɒləntəri wɜ:k/
volunteer /,vɒlən'tɪə/

1.4 Reading 4.4

adventure /əd'ventʃə/
ambition /æm'bɪʃən/
average age /'ævərɪdʒ eɪdʒ/
be afraid of /bi ə'freɪd əv/
believe in /bə'lɪv ɪn/
belong to /bɪ'lɒŋ tə/
can't afford /kɑ:nt ə'fɔ:d/
care about /'keə ə,baut/
connect with /kə'nekt wɪð/
deal with /di:l wɪð/
depend on /dɪ'pend ɒn/
enormous /ɪ'nɔ:məs/
focus on /'fəʊkəs ɒn/
generation /,dʒenə'reɪʃən/
get married /,get 'mæɪd/
get up /,get 'ʌp/
gig /gɪg/
go out /,ɡəʊ 'aʊt/
good at /'ɡʊd ət/
grow up /,ɡrəʊ 'ʌp/
impatience /ɪm'peɪʃəns/
impatient /ɪm'peɪʃənt/
independence /,ɪndə'pendəns/
listen to /'lɪsən tə/
loneliness /'ləʊnɪnəs/
miss out /,mɪs 'aʊt/
passion /'pæʃən/

popularity /,pɒpjə'lærəti/
share /ʃeə/
spend money on /,spend 'mʌni ɒn/
spend time /,spend 'taɪm/
think about /'θɪŋk ə'baut/
unemployment /,ʌnɪm'plɔɪmənt/
worry about /,wʌri ə'baut/

1.5 Grammar 4.5

avoid /ə'vɔɪd/
can't stand /kɑ:nt 'stænd/
casual clothes /,kæʒuəl 'kləʊðz/
consider /kən'sɪdə/
decide /dɪ'saɪd/
don't mind /,dɒnt 'maɪnd/
enjoy /ɪn'dʒɔɪ/
get a job /,get ə 'dʒɒb/
hate /heɪt/
hoodie /'hudi/
identity /aɪ'dentəti/
jacket /'dʒækət/
look good /,lʊk 'ɡʊd/
prefer /prɪ'fɜ:/
pretend /prɪ'tend/
priority /praɪ'ɒrɪti/
refuse /rɪ'fju:z/
second-hand clothes /,sekənd,hænd 'kləʊðz/
skinny jeans /,skɪni 'dʒi:nz/
suit /su:t/
sweatpants /'swetpænts/
tie /taɪ/
uniform /'ju:nəfɔ:m/
winter coat /,wɪntə 'kəʊt/

1.6 Use of English 4.6

be lucky /bi 'lʌki/
busy /'bɪzi/
cook (n) /kʊk/
crowded /'kraʊdɪd/
elderly /'eldəli/
experienced /ɪk'spiəriənst/
poor /puə/
rude /ru:d/
useful /'ju:sfəl/

1.7 Writing 4.7

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

1.8 Speaking 4.8

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

VOCABULARY AND GRAMMAR

- 1 Complete the sentences with personality adjectives. The first letters are given.
- 1 Shona never smiles and is always depressed. She's a really m_____ person.

2 Tim looks after his younger brother when their parents are out. He's so r_____.

3 Zina is such a s_____ girl. She cares only about herself.

4 Neil's never made a silly decision. He's such a s_____ boy.

5 Has Marion always been so l_____? She always stays in bed until midday!

6 My grandparents often give me money for the cinema or CDs. They're so g_____.
- 2 Complete the sentences with the correct form of the words in capitals.
- 1 My brothers are very _____. They play sports every day! **ACT**

2 Gino makes new friends easily. He's so _____. **COMMUNICATE**

3 Carla is sometimes _____, so I don't believe in her stories. **HONEST**

4 Volunteers work in different conditions, so they must be _____ to changing situations. **ADAPT**

5 Leslie is such an _____ girl. She comes up with stories and writes songs. **IMAGINE**

6 A lot of people decided to help this poor family after that _____ TV programme. **INSPIRE**
- 3 Complete the questions with the correct form of the verbs in brackets.
- 1 _____ you ever _____ any problems with your smartphone? (have)

2 What _____ your new friend _____? (look like)

3 Who _____ my tablet? It's not on my desk. (use)

4 _____ your grandparents _____ listening to heavy metal? (like)

5 What _____ Amy _____ at the moment? Is it a TV show? (watch)

6 Who _____ your dog when you're on holiday? (look after)
- 4 Use the prompts to write sentences.
- 1 My sister / avoid / buy / second-hand clothes.

2 you / ever / refuse / help / your friend?

3 We / not need / wear / a school uniform.

4 They / not afford / buy / a new laptop.

5 I / always / want / dance / in a folk group.

6 you / spend / a long time / study / when you get home from school?

USE OF ENGLISH

- 5 Choose the correct answer, A, B or C.
- 1 Johann is _____ boy that he has never been to a school party.
A so shy
B such shy
C such a shy

2 _____ with the project today?
A Who helps Mary
B Who is helping Mary
C Who does help Mary

3 X: I don't enjoy shopping for clothes.
Y: _____
A Me too.
B Me neither.
C Not me.

4 Sally is _____. She's been to Thailand twice.
A such an adventurous
B such adventurous
C so adventurous

5 X: My older sister is a charity worker.
Y: _____
A Is she?
B Does she?
C Has she?
- 6 Choose the answer, A, B or C that is closest in meaning to the underlined words.
- 1 Agnes is so friendly and sociable.
A outgoing
B lucky
C responsible

2 What is she like?
A What kind of person is she?
B What is her appearance?
C What is her hobby?

3 Jasper can't stand buying unimportant things.
A doesn't mind buying
B doesn't want to buy
C can't afford to buy

4 Their grandmother is so caring.
A such a caring woman
B such caring woman
C always caring

5 Drake is crazy about sports cars.
A useless at
B obsessed with
C afraid of

LISTENING

- 7  1.23 Listen to a conversation with Tony, who has taken part in an experiment. Then complete the summary with the missing information. Do not use more than three words in each gap. Listen to the recording twice.
- Today's guest of the weekly programme is Tony Miller, who studies ¹ _____ in Zurich.
- Tony volunteered to help a team of ² _____ to do a unique experiment. In the experiment, fifty participants received an amount of money and were divided into two groups. People in Group 1 could only spend the money on themselves, while people in Group 2 – on any ³ _____. During the experiment, the researchers observed those parts of participants' ⁴ _____ which are responsible for making decisions and feelings.
- Before, during and after the experiment, the participants from both groups were asked how happy they were. The results of the experiment show that when people do not share what they have with others, they feel ⁵ _____ generous people.

SPEAKING

- 8 Do the task in pairs.
- Student A

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

• Say if you think the hero is a man or a woman and what he/she looks like

• Accept Student B's suggestions about the hero's appearance and say what personality the hero would have

• Add more detail about the superpower

• Suggest a name for the hero.
- Student B

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

• Disagree with the description of the hero's appearance and suggest a change

• Add some more features of the character of the hero and suggest a superpower he/she has

• Say what he/she is interested in

• Discuss Student A's name of the hero and agree on the name.

- 9 Look at the photo and choose the most suitable words in the box to describe it. In pairs, describe the photo and answer the questions.
- Verbs: belong, carry, clean up, communicate, earn, pick up, protect, run, sing, watch, wear
- Nouns: bags, gloves, outfit, phone, rain, rubbish, screen, trees, volunteers, wood

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



WRITING

- 10 Do the task in pairs.
- This semester you're taking part in a student exchange programme in the UK. Write an email to a friend in the USA. Include the following information:
- explain where you are and express your opinion about this place

• talk about the family you're staying with

• describe a friend you met at the new school

• write how you spent the last weekend.