

Student's Book



Includes access code
to digital resources

PROFESSIONAL ENGLISH HUB II



**Formación Profesional
Ciclos Formativos**



HOW TO USE THIS BOOK

Unit structure

Opening page

The **Unit contents** summarise the main contents to be covered in the unit (Vocabulary, Grammar, Listening, Reading, Speaking, Pronunciation, Writing, Project).

In the **Objectives** students see at a glance the CEFR learning objectives for each lesson.

Various sections incorporate topic-related questions to increase awareness of Sustainable Development Goals (**SDGs**).

4 WORK



Language

In Professional English Hub, **Vocabulary** is organised into semantic categories, helping students to organise and use new words in specific contexts.

Grammar is presented in easily understandable tables and applied in real-life situations for practice.



Skills

The **Reading** and **Listening** sections have different tasks ranging from global to detailed understanding. The activity titles clearly indicate the skill to be followed. The texts and scripts are also a tool for introducing vocabulary, grammar and pronunciation.

Students will often use the grammar, vocabulary and pronunciation from the lesson to complete **speaking** activities, in pairs or in groups, in social and vocational situations linked to the unit objectives.

Lessons focus on both word level and sentence level **pronunciation**. This allows students to improve their accuracy and fluency.

Café Hub is a double-page section that has a focus on video and **communications skills**. Students will learn a variety of useful phrases that will help them to communicate effectively in a range of real-world situations.

Writing skills are developed in one lesson in every unit. Each writing lesson is aligned to the unit topic and teaches a different writing skill. Students can see completed writing models with boxes that explain the structure of the text. Students will use it as a guide to write their own step by step activity proposed in the section **It's your turn**.

A **review** will strengthen what the students have learned in Grammar, Vocabulary and Functional Language sections.

Project Hub

In this section a **project** will be developed that each student will be able to adapt and link to their professional module. The model text and the **It's your turn** box will guide students step by step in the organisation and content of their particular project.

In the Project Hub lesson, the icon serves as an indicator that the project will undergo additional development within the digital book.



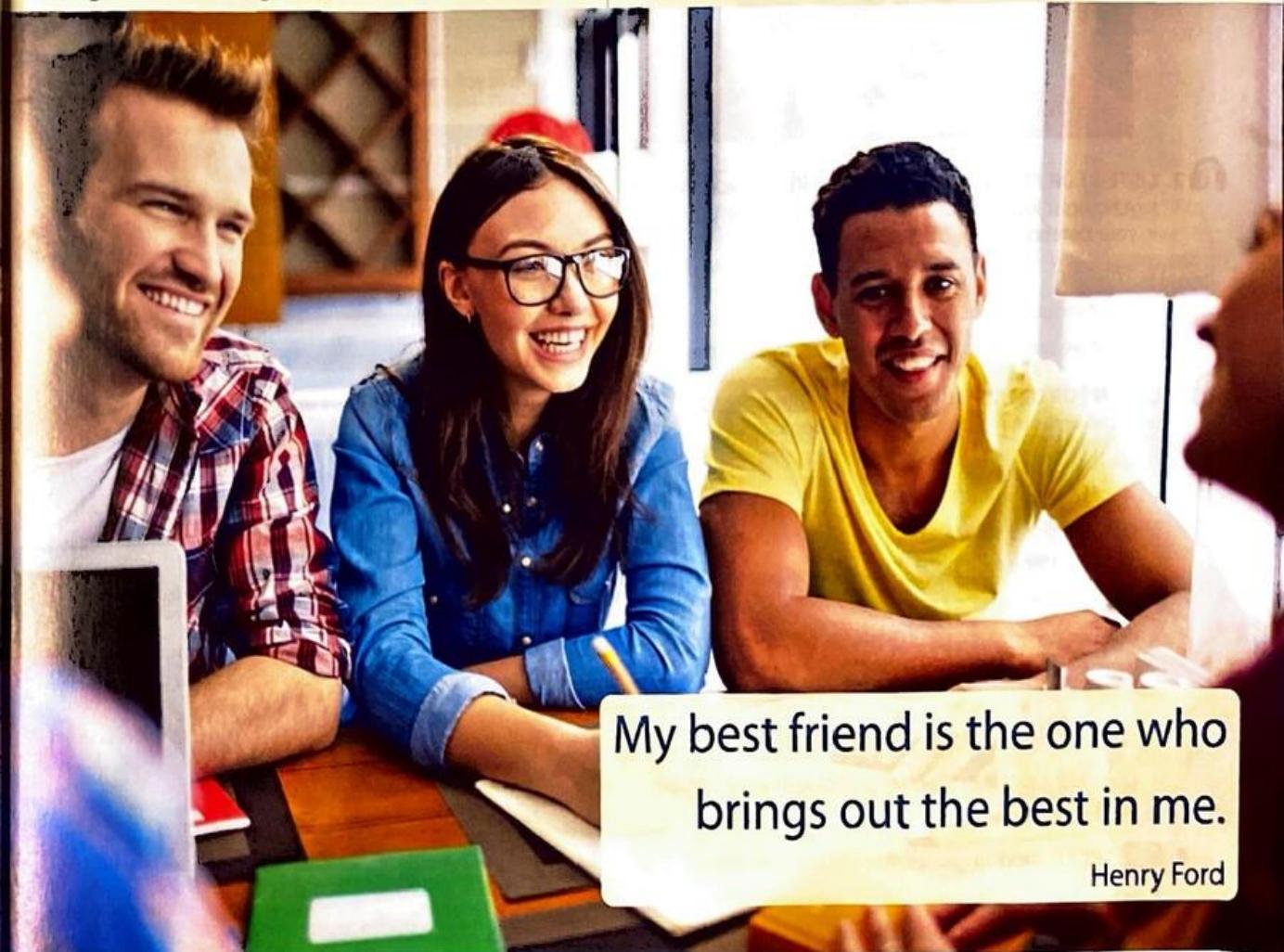
Self-study bank

The final section of the book includes a **Self-study bank** with a concise grammar reference, a list of irregular verbs, a practical speaking reference and a wordlist.



Unit contents

Vocabulary	people, types of people, personality adjectives	Speaking	make introductions, give personal information, greet people, everyday phrases
Grammar	question forms, frequency adverbs and phrases	Pronunciation	word stress in multisyllable adjectives, word stress and intonation
Listening	a podcast	Writing	a blog post
Reading	a blog review	Project	a video job application



OBJECTIVES

- Find out about someone new
- Talk about different types of people
- Describe someone's personality
- Greet people and give personal information
- Make introductions
- Use everyday English in a conversation
- Write information about yourself
- Make a video job application

SDG Work with a partner. Discuss the questions.

1. Who are your closest relationships?
2. Who is Henry Ford? What does the quote mean? Do you agree?
3. What qualities do you look for in a friend?
4. Do you have any friends from a different culture or country? Do your differences make it harder to be friends?

1.1 Breaking the ice

Find out about someone new

LISTENING A podcast

1. SPEAK Work in groups. Answer the questions.

- What is happening in the photo?
- Where do people often meet for the first time?
- How do you usually start a conversation with someone you have just met?



2. LISTEN FOR KEY WORDS Listen to an interview with psychologist Isabelle Ackerman. Answer the questions in your notebook.

- What topic does she talk about?
- What should you start a conversation with?
- What are two safe topics of conversation to 'break the ice'?

3. LISTEN FOR DETAIL Listen again. Complete the tips with the verbs in the box in your notebook.

ask discuss feel give know say

- something positive about the place or situation you are in, and then ask a question.
- about other people.
- Don't be negative about other people because you don't know who they are.
- Ask lots of questions and lots of answers.
- When you more relaxed, ask some personal questions.
- Don't topics like religion or politics with someone you don't know.

4. SPEAK Work in groups. Answer the questions.

- What do you think of the tips in the podcast?
- Do you think icebreaker questions should be different depending on the speakers' gender, race or religion? Why? / Why not?

GRAMMAR Question forms

5. Look at the grammar tables. What are they about?

Questions with do / does / did

Do / Does / Did + subject + infinitive ... ?

Do you have children?	Does he go to English classes?
Did she write a blog post?	Did they do their homework?

Questions with be

Am / Is / Are + subject ... ?

Am I in this class?	Are they strangers?
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Am / Is / Are + subject + -ing ... ?

Is she studying now?	Are you having fun?
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Was / Were + subject ... ?

Was he a sensible person?	Were they good at English?
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Questions with the present perfect

Have / Has + subject + past participle ... ?

Have you seen Alice?	Has he written a bucket list?
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Question words

Question word + do / does / did + subject + infinitive ... ?

When do you study?	Where does he come from?
What did you say to Sam?	Why did she study Art?

6. RULES Write the correct options in your notebook.

- In questions, we use the auxiliary verb (do, does, did) before / after the subject.
- In questions, we use the verb be (am, is, are, was, were) before / after the subject.
- When asking a question with the present perfect, we use have before / after the subject.
- We use question words (what, where, etc.) before / after do, does, did.

7. Complete the questions with the words in the box in your notebook. What tenses are they?

did have is were what where

- do you say to a new colleague at the office?
 - you ever been to any Student Recruitment Fair?
 - she studying Landscaping and Rural Environment?
 - you enjoy yesterday's ceremony?
 - you at primary school together?
 - does your brother study?
- Rewrite the questions with the verb in brackets in the correct place in your notebook.
 - Why you studying English? (are)
 - You have any brothers or sisters? (do)
 - Your partner ever worked in an office? (has)
 - You do anything nice last weekend? (did)
 - Who the first person you talked to this morning? (was)

9. In your notebook, order the words to make questions.

1. does / what / do / he / weekends / at / ?
2. did / you / meet / where / for coffee / ?
3. your / new colleagues / were / at the office / ?
4. you / been / have / ever / Lisbon / to / ?
5. you / do / where / want / work / to / ?

10. SPEAK Work in pairs. Ask and answer the questions in exercise 8.

VOCABULARY

People



- 11. SPEAK** Listen and repeat the words in the box. What do they mean? Then, in pairs, describe the people in photos 1–5 and their relationships.

children colleagues friends grandparents
parents relatives strangers students teacher



12. Write the correct options in your notebook.

1. Sally and Nicole are good **friends / strangers** and they go to the same college.
2. We are all **children / students** of the Higher Technician in International Trade course.
3. I never know what to say to **strangers / my parents** when I meet them for the first time.
4. Janelle and Carla are **colleagues / students**, and they work together very well in the office.
5. All of my **relatives / teachers** live in the same town – we're a very close family.

13. SDG SPEAK Work in pairs. Answer the questions.

1. How many close relatives do you have? How often do you see them all?
2. Do you find it easy to talk to strangers? Why? / Why not?
3. How has social media changed communication? Do you think social media affects friendship?

SPEAKING

Meet new people

- 14.** Work with someone you do not know well. In turns, ask and answer questions to break the ice. Use these ideas below or your own ideas.

Personal questions

What's your name?
Where do you live?

Family and friends

Do you come from a large / small family?
Have you got ... ?

Favourite things / hobbies / places

What's your favourite ... ?
Do you like ... ?
Have you ever been to ... ?

Work and study

Is this your first year ... ?
Have you ever worked ... ?
Did you study ... ?



Hi, my name's Ana.
Nice to meet you.
What's your name?

Hi, Ana. My name's Victor.
Is this your first year
at this college?



1.2 Blogs and bloggers

READING

A blog review

1. SPEAK Work in groups. Which blogs, vlogs (video blogs) or video channels do you know or follow? Why?
2. PREVIEW A TEXT Read the Tips Hub! box. Then answer the questions.
 1. What kind of text is it?
 2. What is it about?
 3. What do you think you will learn from the text?

Tips Hub!

Preview a text

Before you read the text, look quickly at the title, headings, images or diagrams to get an idea of the content.

3. READ FOR MAIN IDEA Read the text quickly. Was your preview correct? Which blog sounds most interesting to you and why?

4. **READ FOR DETAIL** Read and listen to the blog. Complete the sentences with *Maria, Emma or Mihaela* in your notebook.

1. is interested in visiting people around the world.
2. has children.
3. writes about a variety of subjects.
4. has a high number of readers.
5. is interested in trying new things.
6. wants people to understand that everyone is beautiful.

5. SPEAK Work in pairs. Answer the questions.

1. Why do Maria, Emma and Mihaela spend so much time on their blogging activities?
2. What topic would you like to blog about?

VOCABULARY

Types of people

6. Listen and repeat the words. Then read the blog review again. What types of people are the three bloggers?

animal lover blogger book lover
foodie gamer mother of three music fan
people person sports fan traveller

7. Match descriptions 1–6 with six types of people from exercise 6 in your notebook.

1. a person who likes animals
2. a person who enjoys seeing other places
3. a person who watches or takes part in sports
4. a person who enjoys spending time with others
5. a person who loves reading
6. a person who writes online regularly

8. SPEAK Write the description of the four missing types of people from exercise 6 in your notebook. Then ask your partner.

- Talk about different types of people
- Describe someone's personality



Three of the best

Blogs by Calvin Norton



With so many millions of blogs online, there is something for every type of person from the animal lover to the gamer to the sports fan. But, if you are looking for something a bit different, here are my top three blogs.

1 Brain Pickings

Maria Popova is a book lover, a music fan and a creative writer. Her blog *The Marginalian* is a collection of articles about history, news, books and culture. She's keen on reading and she's very hard-working because she can spend hundreds of hours each month doing research for her blog. It's an extremely popular blog and many people enjoy Maria's interesting mix of articles.

2 Emma's Bucket List

After her father and step-father died, Emma Stewart Rigby decided to live a full and exciting life. Emma, a mother of three, made a list of 246 things to do before she dies and in her blog she writes about her experiences. Emma is a people person and very confident so she gives lots of friendly advices on life. She's also a foodie, and her bucket list includes unusual foods or interesting restaurants she plans to try. She must be a very organised person to do so many challenges. A great blog for ideas on how to live life to the max!



3 The Atlas of Beauty

The Atlas of Beauty is a picture blog showing beauty in different cultures. Romanian photographer, blogger and traveller Mihaela Noroc takes pictures of women of all ages, races and nationalities living their everyday lives. She's a curious and sociable person who enjoys travelling very much. It's a wonderful collection which shows that beauty can be found everywhere.

Personality adjectives

9. Listen and repeat the words. Then read the blog review again. What personality adjectives describe each blogger?

confident creative curious
hard-working organised sociable

10. Match speakers 1–6 with the personality adjectives from exercise 9 in your notebook.

- 'I believe I can do anything if I try. I don't usually worry about things.'
- 'I love my job. I work a lot, but that's OK.'
- 'I can paint pictures, write stories and make music.'
- 'I plan my time carefully and I always know where to find my things.'
- 'I have lots of friends and we meet and go out all the time.'
- 'I like learning new things and I ask a lot of questions.'

11. SPEAK Work in pairs. Describe three people you know for your partner to guess. Say the type of people they are and use personality adjectives.

GRAMMAR

Frequency adverbs and phrases

12. Look at the grammar tables. What do the frequency adverbs and phrases mean in your language?

Frequency adverbs

How often do you / are you ... ?

100%	always	I always visit my grandparents.
90%	usually	She usually walks to school.
80%	often / frequently	We often study at the library.
70%	normally	He normally sings in the shower.
50%	sometimes	I'm sometimes tired on Mondays.
30%	occasionally	They occasionally eat burgers and chips.
10%	rarely	You rarely go to the swimming pool.
5%	hardly ever	I hardly ever watch TV.
0%	never	He's never late for class.

Frequency phrases

How often do you / are you ... ?

once	a	day	Once a week we upload new photos.
twice		week	I go to guitar lessons four times a month.
three times		month	
four times		year	
every so often			She reads online tips every so often.
now and again			Now and again I go to the gym.
most of the time			You go to school by bus most of the time.

13. RULES Write the correct options in your notebook.

- Frequency adverbs and phrases describe **how often / where** an action happens.
- We usually put frequency adverbs **before / after** the main verb and **before / after** the verb *be*.
- We use frequency **adverbs / phrases** at the beginning and at the end of a sentence.

14. In your notebook, rewrite the sentences with the words in brackets in the correct place. Sometimes more than one answer is possible.

- We go on holiday. (once a year)
- She's late for work. (always)
- They comment on online articles. (now and again)
- He takes his dog to the beach. (rarely)
- We meet up for a coffee on Sunday. (usually)

15. SPEAK Work in pairs. How often do you do these things?

- go to student fairs
- write a comment on networks
- go on holiday
- read a blog

PRONUNCIATION

Word stress in multisyllable adjectives



16. Copy the table in your notebook. Then listen and complete it with the words in the box.

hard-working independent lazy sensible

1. ●●	2. ●●●	3. ●●●	4. ●●●●
● ● ●	● ● ●	● ● ●	● ● ●

17. Look at exercise 9 again. Say the personality adjectives and add them to the table in your notebook.

SPEAKING

Learn about professional blogs

18. Work in pairs. You are going to research two blogs with resources for the vocational diploma you are studying.

- Which blogs are they?
- What are they for?
- Why are you interested in them?

19. Make the presentation of the blogs in class. Vote for the most interesting ones.



Café Hub

1.3 Hello again

- Greet people, make introductions and give personal information
- Use everyday English in a conversation

COMPREHENSION

Make introductions and give personal information

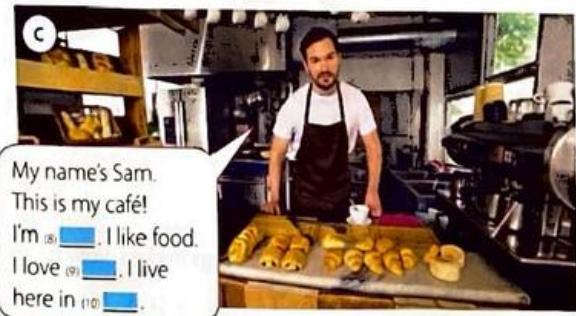
1. 00:00-02:50 Watch the video. Complete the introductions in your notebook.



(a) My name is Gaby. I'm originally from (1) but now, London is my home. I'm a (2) I like travelling and I drink a lot of (3). I live in this (4) with Neena and Zac.



(b) My name's Zac. I live with (5) and Neena. I'm originally from (6). I make (7) games.



(c) My name's Sam. This is my café! I'm (8). I like food. I love (9). I live here in (10).



(d) I'm Milly. This is my clothes store. I'm (11). I watch (12), listen to music and I read a lot. (13) a good friend of mine.



(e) Neena here. I live here in London with my two friends, Gaby and (14). I'm a lawyer. I work in (15).

2. Write a question about each person from exercise 1 in your notebook.

Where is Gaby from? What does Zac do?

3. SPEAK Work in pairs. Ask and answer your questions from exercise 2.

4. 02:50-04:27 Watch the video. Write the correct options in your notebook.

- Neena **is / isn't** going to an interview.
- Sam **is / isn't** good.
- Zac **had / didn't have** a good holiday.
- Zac **has / hasn't** asked Milly out.
- Zac **invites / doesn't invite** Sam to the flat.
- Sam **eats / doesn't eat** Zac's croissant.

FUNCTIONAL LANGUAGE

Greet people

5. In your notebook, copy the table and complete it with the words in the box.

doing going hello let's long meet (x2) what

Greeting	Reply
Say hello	
(1) (2)	Hi there! / Hey!
Greet new people	
Nice / Good to (3) you.	Nice / Good to (4) you, too.
Greet friends	
How are you?	I'm good. How about you?
How's it (5) ?	
How are you (6) ?	
What's new?	Not much.
It's great to see you!	(7) time, no see.
(8) a nice surprise!	
Say goodbye	
See you later.	(9) (10) do something soon.
See you soon.	
I've gotta (got to) go.	

6. Watch the video again. Check your answers.





MILLY



SAM



NEENA



ZAC



GABY

USEFUL PHRASES

Everyday phrases

7. Match everyday phrases 1–8 with photos a–h in your notebook.

1. Dream job!
2. I love it here!
3. Good luck!
4. What can I tell you?
5. Come with me.
6. What else?
7. Here we are. This is home.
8. Come over to the flat this weekend. / Will do.



8. Watch the video again. Check your answers.

9. How do you say these phrases in your language?

PRONUNCIATION

Word stress and intonation

10. 03:00–03:33 Watch the video. Read out the conversation as you listen and imitate the word stress and intonation.

Sam: Hey Zac. It's great to see you. What a nice surprise.

Zac: I know Long time, no see.

Sam: Do you want a coffee?

Zac: Sure, and a croissant.

So, how are you doing?

Sam: I'm good. How about you? Did you have a nice holiday?

Zac: Yeah. Always good to see family. What's new with you?

Sam: Not much. Same, same.

11. SPEAK Work in pairs. Practise the conversation. Listen and check your partner's pronunciation.

SPEAKING

Greet and introduce yourself to the people

12. Introduce yourself to everybody in your class.

Hello, my name's Sven. Nice to meet you.

Hi, I'm Ahmed. Good to meet you.

13. Greet the people you know in your class.

Hi, Maria. How's it going?

Good, thanks. How about you? What's new with you?

Not much. I've gotta go. See you later.

14. Prepare a 'selfie' presentation. Follow the instructions.

- Make notes about what you want to say. Use the sentence beginnings below to help you.

Hi! My name's I work in I'm (originally) from I like I'm a I watch / listen to

- Include at least two useful phrases.
- Record your presentation.

15. SPEAK Work in groups. Compare your presentations and give your opinion.

1.4 About me

Write information about yourself

WRITING

A blog post

1. Blog name

Think of a name for your blog that catches the reader's attention.

4. Your personality

Describe yourself: use personality adjectives.

5. Your studies

Write about your studies or your job.

Write about the things you like doing in your free time.

Use it or lose it!



ABOUT ME

Welcome. This is a blog for language learners written by ... a language learner! My favourite tip is 'use it or lose it'. It means 'practise the language and you won't forget it'. Would you like to practise your English? Send me a message in English and I'll reply. Twice a week, I'll post the most interesting messages on the blog.

I'm Karolina. Animal lover, blogger and hard-working language learner. I'm 17 years old and I'm Polish.

I'm a curious, sociable person and I like meeting new people – especially other language learners (in the real world and online). I think that makes me a people person.

I study Graphic Designer, and English in my free time. I go to English lessons three times a week and I practise for half an hour every day. I have to be well organised to get everything done! My blog isn't my only hobby. I'm a book lover. I read in Polish and English.

Remember use it or lose it! If you enjoyed the post, please, share it with your friends!

2. Short intro

Briefly summarise what your blog is about.
Include a question to make readers curious.

3. Personal information

Write some personal information: name, age, nationality, adjectives that best describe you, etc.

6. Blog post ending

Encourage the reader to take action.
Ask the reader to share your post.

1. Read Karolina's blog post and answer the questions.

- What is her blog about? Who is it for?
- How can you help Karolina?

2. SPEAK Work in pairs. Read the About me section of Karolina's blog post. Then cover the text and discuss what you remember about:

- her work or studies
- her likes and dislikes
- the type of person she is

3. Read the Tips Hub box. Correct one mistake in each blog post sentence 1–6. In your notebook, write G for grammar, V for vocabulary or S for spelling mistakes.

- I'm a keen travller and I study tourism.
- Why you did start this blog?
- I try to learn a new word ever day.
- I usually am online during the evenings.
- Are you want to know more about our group?
- I've never writen a blog before.

Tips Hub!

Check your writing

- Read your writing carefully when you finish.
- Check your grammar.
- Check the vocabulary and spelling.
- Find and correct any mistakes.



It's your turn!



1. PLAN You are going to write a blog post about something that interests you. Make notes about:

- your blog name and what it is about
- your personality, work, and / or studies
- your likes and dislikes

2. WRITE Use the model text and your notes from exercise 1 to write your blog post.

3. CHECK Check your writing using this list.

- The title and the question are attractive.
- I describe my personality and the type of person I am.
- I mention my work and / or studies and my likes and dislikes.
- The end of my blog encourages readers.
- I have checked my work for mistakes with grammar, vocabulary and spelling.

4. REVIEW Work in groups. Read your blog posts. Which blog posts have interested you the most? Why? How can you improve yours?

VOCABULARY

1. Complete the words for people and types of people in your notebook.

1. someone who likes animals

a I

2. someone who likes spending time with others

p p

3. someone that you don't know

s

4. someone who is very interested in food

f

5. someone that you work with

c

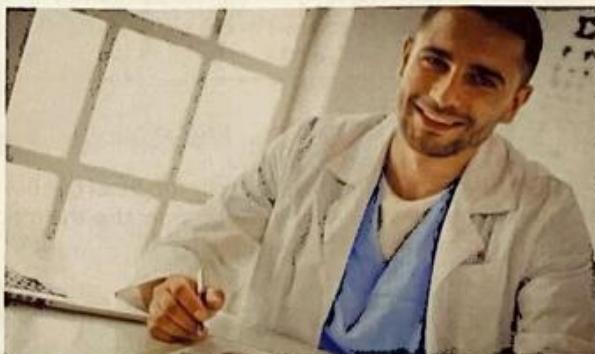
6. someone who is in the same family as you

r

2. In your notebook, complete John's blog post with the personality adjectives in the box.

creative curious hard-working
sociable well organised

About me



Hi, I'm John and I'm a dental hygienist student. I'm ⁽¹⁾ , I study and work a lot and I'm ⁽²⁾ because I make lists to know what I am doing and when. I'm also ⁽³⁾ so I ask a lot of questions in my social life and at work. I'm ⁽⁴⁾ and have a good imagination. In my free time I like writing songs. I'm also ⁽⁵⁾ and have a great group of friends. I love spending time with them. What about you?

GRAMMAR

3. Complete the questions with the correct form of *do*, *be* or *have*.

1. Do you a pet?

2. you from a large family?

3. you have a party for your last birthday?

4. you ever been to your country's capital city?

5. What your favourite book or toy when you were a child?

4. Complete the frequency adverbs and phrases in the web forum in your notebook.



Student Life Online Your school, your site

This week, we asked students what blogs they read. This is what they said.

Erica: Most ⁽¹⁾ the time, I read blogs about football.

Jake: ⁽²⁾ so often, I read a cooking blog.

Ammar: I ⁽³⁾ read blogs. I don't have time.

Mark: Once a ⁽⁴⁾ on Sunday mornings, I sit down and read my favourite travel blog.

Tina: ⁽⁵⁾ and again, I read news blogs.

Nazreen: I don't read blogs, but I do use X. I check it at least ten ⁽⁶⁾ a day.

What are your favourite blogs?

Leave your comments below.



5. Correct one mistake in each sentence in your notebook.

1. You are reading a book about electromechanics?

2. My colleagues meet always after work in this café.

3. Where your sister did study Marketing and Advertising?

4. I go to my grandparents' house once the month.

5. You have ever done an internship in this company?

FUNCTIONAL LANGUAGE

6. SPEAK Order the words to complete the conversations in your notebook. Then practise them in pairs.

(a) ⁽¹⁾ name's / Hi, / my / Erwin /.

Oh, hi, Erwin. ⁽²⁾ myself / me / Let / introduce / . I'm Laura, the office manager.

⁽³⁾ meet / Nice / to / you / . I think you're going to be my boss.

(b) Dan?

Alan! ⁽⁴⁾ nice / What / surprise / a / ! How are you?

Oh, fine, thanks. ⁽⁵⁾ days / are / doing / What / you / these / ?

I'm still teaching.

LET'S GET STARTED!

1. Match photos a-f with the jobs in the box in your notebook.

cosmetic advisor chef de cuisine childcare worker
dental hygienist manager of MOT inspection
wind turbine maintenance expert



2. Who says what? Match sentences 1-6 with people a-f from exercise 1 in your notebook.

- I love doing make-up for people at special events.
- I enjoy playing with children.
- I care about people's health.
- I'm interested in caring for the environment.
- I like learning about car engines.
- I love cooking special menus.

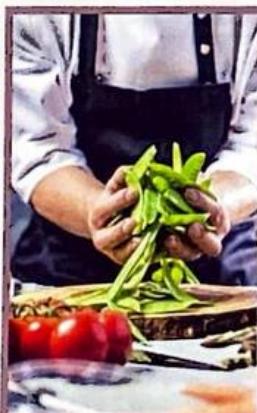
3. Work in pairs. What are the people like for each of the jobs in exercise 1?

I think chefs de cuisine are foodie and creative.

LET'S FIND OUT!

4. Read the job advertisement. Answer the questions in your notebook.

- What is the job?
- Do you need qualifications? And experience?
- How can you apply for the job?
- Would you apply for the job?



WE ARE HIRING!
CHEF DE CUISINE

Requirements:

- Higher Technician in Kitchen Management
- Experienced preferred
- Knowledge of international food

Join our Team!

Submit your video job application to:
professionalenglishcafe@hub.com

5. What is a video job application? Have you ever made one?

6. Read the video job application script. What information does it have? Write the ideas in order in your notebook.

- your name
- your lucky number
- why you apply for the job
- your address
- a video closure
- your skills
- your favourite colour
- your qualifications
- your parents' names
- your work experience



Hi! I'm Silvia Sahagún Bango. I'm a recent Higher Technician in Kitchen Management from the Tourism, Hospitality and Gastronomy School in Barcelona. I did my internship in a Thai food restaurant in the centre of Barcelona for six months. On weekends I work as a volunteer in the soup kitchen in my neighbourhood.

I apply to your café because of your good reputation and because I'm very interested in international food. I'm a foodie and I love exploring local restaurants. I'm also confident and creative and I like experimenting with new flavours.

Thank you for watching my video and please don't hesitate to contact me for an interview. I would be very happy to be part of your team!

LET'S DO IT!

7. Think of a job you would like to apply for. Read the box and make your own video job application. Use the model text in exercise 6 and your own ideas.

It's your turn!



A video job application

1. PREPARE

- Be brief and simple (less than two minutes long).
- Include essential personal and professional information.
- Check your grammar, vocabulary and spelling mistakes.

2. REHEARSE

- Speak clearly and slowly.
- Be aware of your body language.

3. RECORDING

- Choose the location.
- Use your smartphone or a camera.

4. EDITION

- Edit the video: use transitions, music or effects.

5. SHARE

- Watch the video job application in class.

8. Give feedback about all the other videos. How can you improve yours?

Unit contents

Vocabulary	verbs + preposition, free time, noun suffixes	Speaking	make arrangements, colloquial phrases
Grammar	present simple and present continuous, future: <i>be going to</i> and <i>will</i>	Pronunciation	<i>will</i> and <i>won't</i> , saying yes or no
Listening	a radio show	Writing	an informal reply to an invitation
Reading	a web forum	Project	an interview podcast



OBJECTIVES

- Talk about your life and routine
- Talk about free time
- Support or argue against predictions
- Make arrangements to meet up with somebody
- Use colloquial phrases in a conversation
- Write an informal reply to an invitation
- Create an interview podcast

SDG Work with a partner. Discuss the questions.

1. Look at the photo. What can you see?
2. Who is Malala Yousafzai? What does the quote mean? Do you agree?
3. What does 'home' mean to you?
4. What does 'living in peace' mean to you?
5. How important is peace and freedom in your daily life?

2.1 The boomerang generation

Talk about your life and rou

LISTENING

A radio show

1. SDG SPEAK Work in groups. Answer the questions.

1. Why do people move out of their parents' home?
2. When do people usually leave home in your country?
3. Why do some adults continue to live at home?
4. What problems could this cause?

2. LISTEN FOR GIST Listen to a radio show and answer the questions in your notebook.

1. What does 'boomerang generation' mean?
2. Who are Richard, Gordon, Alice and Carla?
3. Do the two parents share the same ideas about their son and daughter?
4. Do Richard and Carla share the same ideas about living with their parents?

3. LISTEN FOR KEY WORDS Listen to the radio show again. Write the correct options in your notebook.

1. Richard is 25 / 28.
2. Richard graduated one year / two years ago.
3. Gordon likes / doesn't like his son's music.
4. Alice is 25 / 28.
5. Alice studied in Scotland / Portsmouth.
6. Carla is / isn't happy her daughter is home again.

4. LISTEN FOR DETAIL Listen to the radio show again. Write *Richard, Gordon, Alice or Carla* in your notebook.

1. says their child can live at home for a long time.
2. isn't working at the moment.
3. plans to do something to thank their parents.
4. wants to make a change to their house.
5. likes living with their parents.
6. isn't happy with the house rules.

5. SPEAK Work in pairs. What are the advantages and disadvantages of living with your parents as an adult?



VOCABULARY

Verbs + preposition

6. Listen and repeat the phrases in the box. What do they mean? Do you use the same prepositions in your language?

argue about argue with help with
learn about live with look for rely on
start with talk about talk to

7. Work in pairs. In your notebook, write sentences with the phrases from exercise 6, which help understand the meaning.

8. Match the sentence halves from the radio show in your notebook. Then listen to the radio show again and check your answers.

- | | |
|-----------------------|-------------------------|
| 1. I'm still looking | a. on us. |
| 2. We argue | b. for a permanent job. |
| 3. He can always rely | c. to her. |
| 4. I help | d. about the rules. |
| 5. I can talk | e. with the housework. |

9. Complete the email with the prepositions from exercise 6 in your notebook.

Sent: Friday 27th September, 2024, 2.19 pm

To: stella_28@logbox.com

From: d.smith@screen.nett

Subject: Welcome back!

Hi Stella,

Thanks for phoning this morning. Sorry to hear you're having money problems, but we're happy you decided to talk (1) us (2) it. You can always rely (3) us. I know you don't like borrowing money, but we'd like to help (4) your rent this month. Let's not argue (5) it this time. You can pay us back when you have a bit more money. You said you'd like to look (6) somewhere cheaper to live. How about coming back to live (7) us for a while? It would only be a temporary solution. Give us a call and let's talk (8) it.

Lots of love,

Mum and Dad

10. SPEAK Work in pairs. What should Stella do? Move home or find somewhere else to live?



I think she should definitely find somewhere to live because ...

I'm not sure she should move home because ...



GRAMMAR

Present simple and present continuous

11. Look at the grammar table. How do we form the present simple? And the present continuous?

Present simple and present continuous

	Present simple	Present continuous
Affirmative	I live in a big city in Spain.	I'm living with my parents.
Negative	He doesn't cook every evening.	He isn't cooking dinner now.
Questions	Do they always work from home during the week?	Are they working in a new project at the moment?
Short answers	Yes, they do. No, they don't.	Yes, they are. No, they aren't.

12. RULES Write the correct options in your notebook.

1. We use the present **simple / continuous** to talk about routines and things which are always or generally true.
2. We use the present **simple / continuous** to describe what is happening now and to talk about trends.
3. We do not usually use the present **simple / continuous** with state verbs like *be, like, want, understand, believe, know, mean, need, cost*.
4. We often use the present **simple / continuous** with frequency adverbs like *always, often, never, etc.*
5. We often use the present **simple / continuous** with time expressions like *at the moment, now, today, this year, etc.*

13. Correct the mistakes in each sentence in your notebook.

1. More and more of my friends move back home.
2. She's liking doing the dental hygienist internship very much.
3. They're usually helping with the housework on Sundays.
4. Are you going to the gym with your friends once a week?
5. We both look for a permanent job as web programmers right now.
6. I'm an event organiser and I travel a lot for work at the moment.



14. Complete the sentences with the present simple or present continuous form of the verbs in brackets in your notebook.

1. I **study** (study) children's games and their methodology at school this year.
2. He **talk** (not talk) to the garage manager right now because she is busy.
3. I **need** (not need) you to help me to look for a new place.
4. What **argue** (you / argue) about now? Can't you too just agree?
5. **cook** (you / cook) for your friends after work? I'd like to help you!
6. She **work** (still work) as a group fitness coach in my uncle's gym.



SPEAKING

Your life and routines

15. Work in pairs. Take turns to ask and answer questions about your life and routines. Use the prompts to make present simple and present continuous questions.

1. follow / same routine every morning?

2. save money / for anything this year?

3. think about / studying for a competitive examination after your studies?

4. like / cooking for yourself?

5. your own question



Do you follow the same routine every morning?

Yes, I do, but only from Monday to Friday.



2.2 The future of free time

- Talk about free time
- Support or argue against predictions

READING A web forum

1. **SDG SPEAK** Work in groups. What do you like doing in your free time? How has your free time changed from your childhood to today?
2. **READ FOR GIST** Read and listen to the web forum. In your notebook, write the topics Paul, Claire and Amelia talk about.

work-life balance homework virtual reality
holidays dating robots

3. **READ FOR MAIN IDEAS** Read the Tips Hub! box. Then read the web forum again. Who says what? Write *Paul*, *Claire* or *Amelia* in your notebook.
1. People will work less and spend more time socialising.
2. People will have robot friends.
3. You won't need to meet your friends in person.
4. Technology will help our work-life balance.
5. We will do a lot of our socialising in virtual worlds.

Tips Hub!



Read for main ideas

When you read a text for the first time, look for key words or words connected to the main topic to help you understand the main idea of each paragraph.

4. **SDG SPEAK** Work in pairs. Answer the questions.
1. Which predictions from the forum do you think will happen?
2. Do you think these will be positive or negative developments for our social lives? Why?

VOCABULARY

Free time

5. **SDG SPEAK** Work in groups. Why is it important to have free time? Do you have enough free time?

6. Listen and repeat the phrases in the box. How do you say them in your language? Think of more examples with these verbs.

go for a meal go for a walk go to a friend's place
go to a party hang out online hang out with friends
play board games play cards see a film see a play

7. Complete the free time activities in your notebook.

Greg: So, what are all these plans you've got for me then?

Sue: First of all ... let's go for a (1) to a cool place where I (2) out with my friends a lot. The menu is great! When we've finished lunch, we're going to (3) for a walk and show you the city centre. Then we're going (4) a coffee in a nice café in the old town. After that, we're going (5) the market to look round; it's a beautiful old building. Then we're going to the theatre to (6) a comedy show. What do you think?

Greg: What a fantastic day you have planned, Sue!



What is the future of free time?

Free time can take many different shapes depending on your age, likes, income, location, etc. You can spend your free time socialising, travelling, reading, exercising ... But when we look to free time in the future, what do you see yourself doing?



Paul, 23

Some experts predictions suggest that in the future, humans will probably develop close relationships with robots. And I think it definitely won't be long until robots really understand human feelings. This means your robot is going to work out if you are happy or sad and use this information to talk and behave like a friend. Can you imagine playing cards with your friend robot? It's a possibility!



Claire, 25

Social media is everywhere. However, experts agree that the way we use social media will change in the future. I think that with VR (Virtual Reality) social media, it will be possible to meet your friends 'inside' pictures and videos. This means, for example, that you will be able to spend time together at the top of mountains or the bottom of oceans! And it will also be possible to hang out in virtual versions of real clubs or museums, or just about anywhere in the world (or the universe) you can imagine. I see it!



Amelia, 21

I think better technology will do more of our work for us, so this will allow us to have shorter working weeks in the future. This means we are going to have better work-life balance. There is going to be more time to relax and spend time with friends and family. And offices will use less energy for lighting, computers and air conditioning. Also, there will be fewer car journeys to work, which is better for the environment. Great improvements!

Noun suffixes

8. Listen and repeat the words in the box. What kind of words are they: nouns, adjectives or verbs? How do you say them in your language?

ability agreement happiness improvement
invention possibility prediction sadness

9. Read the Tips Hub! box. Then copy the tables in your notebook. Complete them with the words from exercise 8.

Verb	Suffix	Noun
• • •	• • •	• • •
Adjective	Suffix	Noun
• • •	• • •	• • •

Tips Hub!

Noun suffixes

verb + -ion / -ment = noun → employ + ment = employment
adjective + -ness / -ity = noun → dark + ness = darkness



10. Complete the sentences with words from exercise 8 in your notebook.

- I think there is a that robots will feel love in the future.
- I agree with the that virtual reality will be an important part of social media.
- There is an between many experts that technology will help our work-life balance.
- An important is that robots are now beginning to understand our feelings.
- I don't believe that robots will be able to experience real or .



GRAMMAR

Future: *be going to* and *will*

11. Look at the grammar table. How do we form the future with *be going to*? And with *will*?

Future: *be going to* and *will*

	<i>be going to</i>	<i>will</i>
Affirmative	I'm going to meet my friends.	She'll definitely go to the concert.
Negative	He isn't going to play cards.	We probably won't go to the party.
Questions	Are you going to spend the evening at home?	Will they stay at home with her family?
Short answers	Yes, we are. No, we aren't.	Yes, they will. No, they won't.

12. RULES Write the correct options in your notebook.

- We use *be going to* + infinitive to talk about arrangements / intentions.
- We use *will* + infinitive to make predictions / plans.
- Will / Be going to doesn't change form for person.
- We use adverbs of probability (*definitely, certainly, probably, maybe*) with will / be going to to make predictions more or less certain.

13. Correct the mistakes in each sentence in your notebook.

- I'm going to introducing you to my friends.
- We probably won't going to the theatre tonight.
- He going to work as a dental hygienist.
- She'll study definitely about nutrition in the course.
- What time we going to meet for lunch?

14. Write the correct options in your notebook.

- I'll / I'm going to have my own hair treatment business when I finish my studies. Well, that's my intention!
- Maybe you'll / will you be home early on Friday.
- They'll / They're going to definitely go sailing tonight.
- Robots are going to / won't understand human feelings in the future. I don't believe that's possible.
- She's going to / She'll study to be a web programmer next year. At least, these are her plans!

PRONUNCIATION

will and *won't*

- 12 15. Listen and write the stressed words in your notebook. Are *will* and *won't* stressed?

- There will be fewer car journeys to work in the future.
- Technology will do more of the work for us.
- People won't be paid for working fewer days per week.
- Do you think people will be happier in the future?
- No, they won't.

- 12 16. Listen again and repeat the sentences. Imitate the stress.

Café Hub

2.3 Would you?

- Make arrangements to meet up with somebody
- Use colloquial phrases in a conversation

COMPREHENSION

Free to meet

1. SPEAK Look at photos 1–5 and answer the questions.

- Who are the characters?
- Where are they?
- What do you think it is happening?



2. **SPEAK** Watch the video and check your answers to exercise 1. In pairs, tell the story using the photos.

3. **Watch** the video again. Write the correct options in your notebook.

- Zac and Milly have / haven't met before.
- Zac knows / doesn't know what to say to Milly.
- Zac wants / doesn't want to buy a T-shirt.
- Milly likes / doesn't like Zac.
- Zac likes / doesn't like Milly.
- Zac and Milly arrange / don't arrange to go out together.

4. **02:27–04:19** When are Milly and Zac meeting? Complete the sentences with the words in the box in your notebook. Watch the video again and check your answers.

can can't fixing meet park
Saturday seeing Sunday tonight

- Milly can go to the concert with Zac tonight because she's fixing her sister.
- Zac can't see Milly on Saturday after 1:30 because he's seeing Sam's computer.
- Milly can meet Zac on Sunday at 12 o'clock at the park.

FUNCTIONAL LANGUAGE

Make arrangements to meet up with somebody

5. In your notebook, copy the table and complete it with the words in the box.

about are could do great love
sorry then wait what would

Make arrangements

Invitations

(1) Would you like to hang out tonight?

Would you like to do something (2) then?

We (3) are go for a coffee, or eat something ...

(4) Are you free on Saturday?

How (5) about Sunday instead?

(6) What time?

(7) Do you want to meet at the park?

Saying yes	Saying no
Yeah! Sure. / Awesome!	I'm so (10) <u>busy</u> , I can't.
I'd (8) <u>love</u> to! / Sounds (9) <u>great</u> .	I'm afraid I can't.
Great. Twelve o'clock it is!	Oh! (11) <u>a minute</u> . I just remembered ...

6. **02:27–04:19** Watch the video again. Check your answers.



MILLY



SAM



NEENA



ZAC



GABY

USEFUL PHRASES

Colloquial phrases

7. In your notebook, match useful phrases 1–6 with the phrases which show the correct meaning a–f. How do you say these useful phrases in your language?

1. Are you looking for anything in particular?

2. I'm sorry, I need to get that.

3. So, you were saying.

4. Well, it was nice to see you again.

5. Wait, hold on!

6. Sounds great!

a. I'm leaving. Bye.

b. That's a good idea.

c. Stay here! Don't go!

d. Do you want to buy something?

e. Please continue.

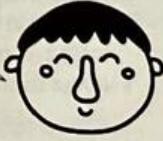
f. The phone is ringing.

8. SPEAK Work in pairs. Practise short conversations with useful phrases 1–6.



Are you looking for anything in particular?

Yeah ... a T-shirt.



PRONUNCIATION

Saying yes or no

9. Copy the table in your notebook. Then listen and write the replies in the correct place.

Saying yes	Saying no
• • •	• • •

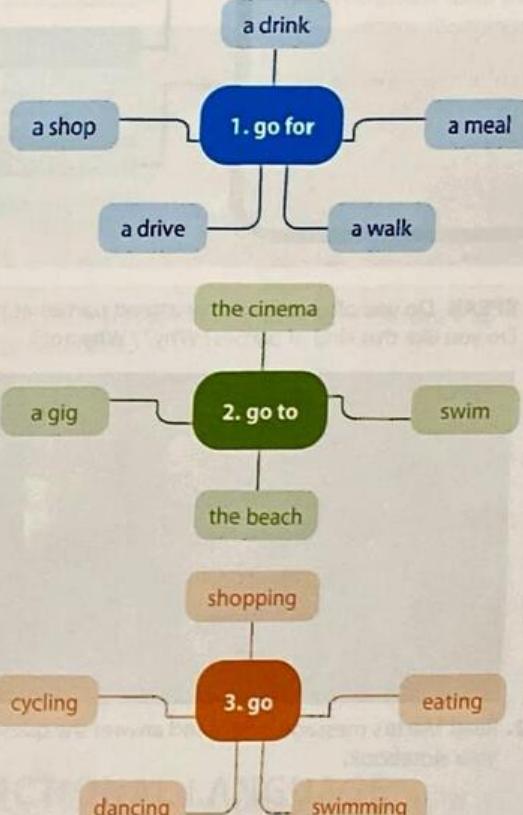
10. Listen again and repeat. Can you hear the difference in intonation between saying yes and saying no? Imitate the word stress and intonation.

11. SPEAK Work in pairs. Practise saying the replies. Listen and check your partner's pronunciation.

SPEAKING

Let's meet up

12. Work in pairs. Look at things you could arrange to do. One item in each word set is not correct. Write the incorrect items in your notebook and replace them with your own ideas.



13. Work in pairs. Practise making arrangements using the Functional language box and the ideas in exercise 12.

Student A

Invite Student B to do something.

Student B

Say no. Give a reason.

Student A

Suggest another time.

Student B

Say no. Give a reason.

Student A

Suggest another time.

Student B

Say yes.

14. Perform your roleplay to the class. Compare the performances and give your opinion.

2.4 You are invited!

Write an informal reply to an invitation

WRITING

An informal reply to an invitation

Hi Marta,
Long time no see. I hope you're well!
Thanks for the invitation for Saturday. 🎉
An evening at home sounds perfect, and I'd love to come.
Are you sure I can't bring any food? I could do some homemade snacks.
LMK. It'll be gr8 to see you.
Love,
Ravi



Dear Marta,
Lovely to hear from you!
Thanks for inviting us on Saturday. 😊
We'd love to come, but we're going to Jan's parents' house for dinner, so I'm afraid we can't make it. 😞
Anyway, let's get together soon.
XOXO
Elvira

1. **SPEAK** Do you often organise or attend parties at home? Do you like this kind of parties? Why? / Why not?



2. Read Marta's message below and answer the questions in your notebook.

1. Why is Marta messaging her friends?
2. What kind of evening is she planning on Saturday?
3. What should her guests bring?

Hi guys,
How are things? Hope you're OK.
Are you doing anything on Saturday night? I'm planning an evening round at my place from about 7 pm. Can you make it? I'm going to bake some cookies, light lots of candles and we could watch a film! 😊
Anyway, let me know whether you can come. All you need to bring is yourself, some warm socks and a wool jumper. 😊
It would be lovely to see you. 😊
Marta

3. Read two model replies to Marta's message. Who is and is not coming to her evening?
4. Read the Tips Hub! box. In your notebook, write examples of each idea from Ravi's and Elvira's replies.

Tips Hub!

Informal email reply

- Use abbreviations (NVM – never mind, BTW – by the way, etc.)
- Use emoticons and emojis (😊 😊 😊).
- Use contractions (I'll, we're, don't, etc.).
- Use informal language.

It's your turn!



1. **PLAN** Imagine Marta has also invited you to her evening at home. You are going to write her a reply accepting or rejecting her invitation. Think about the following information:

1. how to say thank you for the invitation
2. how to say yes or no to the invitation
3. if you accept the invitation, suggest something to take with you
4. if you reject the invitation, give a reason
5. how to mention the next time you'll meet

2. **WRITE** Use the model texts, your notes from exercise 1 and the Tips Hub! box to write your reply.

3. **CHECK** Check your writing using this list.

1. I have used an informal style.
2. I have included informal greeting and closing.
3. I have used polite thank-you phrases.
4. I have used abbreviations, contractions and emojis.

4. **REVIEW** Work in groups. Read your replies. What can your colleagues improve? What can you improve?

Review

VOCABULARY

1. Complete the advert with the correct prepositions.

www.samaritans.org

Samaritans is a UK charity that helps (1) personal problems. Every six seconds, someone calls looking (2) support. Callers can talk (3) volunteers 24 hours a day and can rely (4) them to listen and help. Many callers don't want to talk (5) their problems with people they know well or live (6).



2. Complete Olivia's email with the phrases in the box in your notebook.

a walk go for going to hang out play see

Hi Natalie,

I've got a great weekend planned for us.

On Friday, I'll meet you at the station – then let's (1) a meal in town. On Saturday, we can go for (2) in the forest with my dog Dushi. We can have a picnic there and (3) cards. On Saturday evening, we're (4) a fancy dress party. It will be fun! Then on Sunday, we can (5) with my friends in the new shopping centre and maybe we can (6) a film at the cinema before you go.

Can't wait!

Olivia xxx

3. Write the correct options in your notebook.

1. This robot can do a lot of different **active / activities**.
2. I think we should have a **discussion / discuss** about the new working schedule.
3. What kind of **abilities / able** do you need to be a technician in advertising?
4. In my opinion, **happiness / happy** is one of the most important things in life.
5. There is the **possible / possibility** that students take part in an Erasmus+ programme.

GRAMMAR

4. Complete the description with the present simple or present continuous form of the verbs in brackets in your notebook.

Living or leaving Tokyo?

Tatsuo and Daisuki shared a small flat in Tokyo for three years. As Tatsuo (1) (speak) French, he recently left for a temporary job in Paris. He (2) (work) there as a tour guide for the summer. But how much do apartments (3) (cost) in Tokyo? A lot! So Daisuki can't afford to stay there any longer. At the moment, he (4) (live) with his parents outside the city. They get on well, but Daisuki (5) (not like) the two-hour daily train journey into Tokyo. He is not the only one in this situation. Most of his friends (6) (leave) the city these days because it's so expensive.



5. Order the words to make sentences in the future in your notebook.

1. going to / this year / I'm / Beth's birthday / forget / not / again / .
2. the summer camp / the coordinators / for / will / plan / free time projects / ?
3. tomorrow / the technician / will / the new / install / software system / definitely / .
4. probably / the prevention experts / until next week / the office / supervise / won't / .
5. she / a head receptionist / work / is / as / going to / in the new hotel?

FUNCTIONAL LANGUAGE

6. Put sentences a-h in the telephone conversation in the correct order 1-8 in your notebook.

- a. **Dean:** Curry? Sounds great! Tomorrow is fine with me. What time?
- b. **John:** Dean, it's your brother. Are you OK?
- c. **John:** No problem. How about tomorrow then? I'm going to make curry!
- d. **Dean:** I'm so sorry I can't. I'm going to hang out with some friends tonight.
- e. **John:** How about seven o'clock?
- f. **Dean:** Yep, fine thanks, and you?
- g. **Dean:** Great. Seven o'clock it is!
- h. **John:** I'm great, thanks. Listen, would you like to come over tonight?

7. **SPEAK** Work in pairs. Practise the conversation in exercise 6. Use your own ideas.

LET'S GET STARTED!

1. SDG Work in groups. Answer the questions.

- What is it a podcast? What podcasts genres do you know?
 - How do you choose a podcast?
 - Do you think it is useful to listen to podcasts related to your professional field? Why? / Why not?
 - If you were to start a podcast, what would it be about?
- 2. Work in pairs.** Write in your notebook a definition for each type of podcast format and an example.

interview docu-drama serial
roundtable solo episodic

LET'S FIND OUT!

3. Look at the tips a-k. Copy the table in your notebook and complete it. Then discuss your ideas with a partner.

Tips for an interview	Tips to record a podcast
• • •	• • •
a. Use a suitable recording and editing software.	
b. Arrange a date, time and place for the interview.	
c. Mute anyone who isn't speaking.	d. Listen carefully.
e. Ask background questions.	f. Ask follow-up questions.
g. Use a microphone and headphones.	
h. Ask questions about work and experience.	
i. Ask for personal stories and advice.	j. Use a quiet room.
k. Make a test recording before you start.	

4. Look at the podcast script below and the photo and answer the questions in your notebook.

- What podcast format and genre is it?
- How many hosts and guests are there?
- What are they using for the recording?
- How many questions are there? What are they about?
- What other questions can you think of?

LET'S DO IT!

5. Think of a person in your professional field for you to interview. Read the box and create your own interview podcast. Use the model text, the tips from exercise 3 and your own ideas.

It's your turn!



An interview podcast

1. PLAN

- Think about the people you want to interview.
- Arrange a date, time and place for the interview.

2. WRITE

- Include a presentation of the podcast and the guest.
- Ask different kind of questions.
- Include a closing text.

3. RECORD

- Choose the location.
- Get all the recording material ready.
- Make a recording test before you start.

4. EDIT

- Check the sound quality.
- Make additional edits if necessary.

5. SHARE

- Upload the podcast or share it with the class.

6. Listen to all the podcasts. Which one do you like best? How can you improve yours? Which podcast would you follow?

Hello and welcome to the podcast. This week's guest is Alicia Martín Pérez, teacher in Marketing Policies in our school.

Hello, Alicia and welcome. What do you like about marketing?

Hello, Alba and Luis and thanks for inviting me. For me marketing is a very powerful and creative way of communicating using only a few images and words.

How did you get started in marketing?

I've always had a creative side, and at school I was always involved in making posters for all kinds of events. And I loved it, so I studied Graduate in Business Administration and Management at the university.

Why did you become a teacher?

I love marketing and I love teaching as well. So teaching marketing is like a dream! (...)

Thanks Alicia for being on the show. Next week we'll be talking to Alberto Hernández, a student from our school who has taken part in a TV commercial. Thanks for listening.

3

TRAVEL

Unit contents

Vocabulary	transport and travel, accommodation and facilities, prefixes: opposite adjectives	Speaking	ask for travel information, customer service phrases, give directions
Grammar	<i>all / some / most / no / none,</i> verbs + gerund and / or infinitive, past simple and past continuous	Pronunciation	/p/, /b/, /v/, word stress and intonation
Listening	a podcast	Writing	an informal email
Reading	an online magazine article	Project	a presentation of a useful app

I haven't been everywhere,
but it's on my list.

Susan Sontag



OBJECTIVES

- Talk about journeys and transport
- Plan a journey
- Talk about the kind of holidays you like
- Tell a story about a holiday or a journey
- Ask for travel information
- Understand customer service phrases and give directions
- Write an informal email about a travel experience
- Make a presentation of a useful app

SDG Work with a partner. Discuss the questions.

1. Look at the photo. What can you see?
2. Who is Susan Sontag? What does the quote mean? Do you agree?
3. What can people learn from travelling?
4. Are there any particular customs that surprised you while travelling abroad?
5. Should people pay a special tax when they visit certain popular tourist destinations? Why? / Why not?

3.1 The four-year journey

READING

An online magazine article

- SDG** Work in groups. What are the pros and cons of travelling alone? Do you think travelling alone is different depending on genre?
- SKIM FOR KEY WORDS** Read the Tips Hub! box and the article. Match headings a–e with paragraphs 1–4 in your notebook. There are two extra headings.
 - The other side of the coin
 - A record-breaking journey
 - A good reward
 - The race against time
 - The journey
 - Counting the days

Tips Hub!

Skim for key words

- Look at the first sentence of each paragraph to help you understand the topic.
- Look for words connected to the main topic.
- Look for key words: numbers, same words repeated, etc.



- 14) 3. **READ FOR DETAIL** Read and listen to the article. Write *True* or *False* in your notebook. Correct the false sentences.

1. The United Nations helped Graham pay for his journey.
2. His journey finished in Argentina.
3. People were kind to Graham during his journey.
4. He didn't always pay for accommodation.
5. He had good and bad experiences in his journey.
6. Graham won an inland for completing his journey.

4. **SDG SPEAK** Work in pairs. Answer the questions.

1. Would you be able to make a journey like Graham's?
Why? / Why not?
2. Do you think Graham has travelled sustainably?
Why? / Why not?

VOCABULARY

Transport and travel

- 15) 5. **SPEAK** Listen and repeat the words in the box. What do they mean? Which are means of transport?

budget coach destination journey minibus
motorhome passenger passport
taxi van visa visit

6. Write the correct options in your notebook.

1. My **budget** / **passenger** doesn't allow for renting a van.
2. They went on a **destination** / **journey** around Germany.
3. The official checked the **visa** / **visit** to enter the country.
4. You can cook, sleep or even have a hot shower in a **coach** / **motorhome**.
5. I went to Lisbon for a one-week **visit** / **minibus**.

— Talk about journeys and transport

— Plan a Journey

www.traveltheworld/articles.com

Travel the world

• ABOUT • ARTICLES • ARCHIVES • CONTACT



British man Graham David Hughes is the first person, according to Guinness World Records, to visit all of the countries in the world without flying, in what he called the *Odyssey Expedition*.

1. ■

Hughes travelled by sea and over land to complete his record-breaking journey. He travelled alone, with no smartphone and no professional support, on a budget of only US \$150 a week and paid for everything himself. While on his journey he presented a TV programme on the National Geographic Adventure channel and helped raise funds for the charity WaterAid.

2. ■

Hughes set off on New Year's Day 2009. His first stop was Argentina, and 1,492 days later, in 2013, he arrived at his final destination, South Sudan. Hughes crossed the borders of all of the 193 United Nations countries and several other territories across the world. He travelled long distances by boat, and for shorter journeys went by train, got a bus or occasionally took a taxi. None of his journeys were by plane. Lots of people helped him on his journey. Some of them gave him directions and food or let him sleep on their sofa for free, and others gave him lifts.

3. ■

Of course, not all his experiences were good. He also had some problems. He crossed the Sahara Desert, but had to go back 2,000 miles because he didn't have the correct visa. He was also arrested in Estonia and Cameroon, then he spent jail time in Congo-Brazzaville and Cape Verde.

4. ■

Less than a year after finishing the *Odyssey Expedition*, he won Jinja Island on an American survival show. The island is now fit for visitors from near and far! What do you think?



7. Read the Tips Hub! box. Correct the mistakes in the sentences in your notebook.

1. Technician in Cookery and Gastronomy module students went to the catering company by a minibus.
2. My parents used to get coach for longer trips in Spain.
3. I took by taxi home last Saturday night.
4. He usually sails from A Coruña airport to Madrid.
5. My sister usually travels a motorhome in the summer.



Tips Hub!

- go / travel + by + means of transport
- take / get + a / an + means of transport
- travel by plane = fly; travel by boat = sail

8. SPEAK Work in pairs. Plan a journey. Think about:

number of travellers	duration of visit	your budget
your destination	documentation	transport

GRAMMAR

all / some / most / no / none

9. Look at the grammar table. Translate the examples into your language.

all / some / most / no / none

all / some / most / no + nouns

Give him all the money he has saved these months.

Some countries are more dangerous than others.

I like most kinds of beach resorts in the Mediterranean.

There are no taxis going to the airport right now.

all / some / most / none + of + pronoun or the / this / that / these / those

Did you spend all (of) your money on your last trip?

Some of her journeys were by bus, train or on foot.

Most of the people gave him food to help him.

None of these countries were in Africa or in Asia.

10. RULES Write the correct options in your notebook.

1. We use all, some, most and no before / after nouns.
2. We can / can't use all, some, most and none with of + pronoun or the, this, that, these and those.
3. We can / can't use no with of + pronoun or the, this, that, these and those.
4. With all we have to / don't have to use of before a noun or the, this, that, these and those.

11. Order the words to make sentences in your notebook. Add of where necessary.

1. did / same company / all / internships / the students / their / in the / .
2. won / their / a medal / some / teachers / swimming / .
3. are / in / most / London / taxis / black / .
4. have / money / no / left / wallets / our / we / in / .
5. the circuit / technicians / none / correctly / build / these / could / .

12. SPEAK Work in pairs. Make sentences of your own with all / some / most / no / none about your friends and family.

Ana likes all (of) the subjects this year.

Verbs + gerund and / or infinitive

13. Look at the grammar table. Say something you don't mind, something you hope and something you love doing.

Verbs + gerund and / or infinitive

Verbs + -ing

advise allow	(don't) mind enjoy	finish keep	regret spend time
-----------------	-----------------------	----------------	----------------------

We enjoy reading guide books.

Verbs + to + infinitive

can't afford choose	decide expect	hope need	plan want
------------------------	------------------	--------------	--------------

I can't afford to buy a new car.

Verbs + -ing or + to + infinitive

begin can't stand	continue hate	like love	prefer start
----------------------	------------------	--------------	-----------------

It started raining. / It started to rain.

14. Write the correct options in your notebook.

1. I advise you to book / booking a room at this hotel.
2. She enjoys to write / writing her own travel blog.
3. After the accident, he decided to enjoy / enjoying life to the full.
4. We spend time to try / trying different foods.
5. I don't like get / getting in the car with a stranger.

15. SPEAK Work in pairs. Choose four verbs and write two correct and two incorrect sentences. Read the sentences for your partner to correct the incorrect ones.

PRONUNCIATION

/p/, /b/, /v/

16. Listen and repeat.

1. /p/ plane 2. /b/ boat 3. /v/ visa

17. Copy the table in your notebook. Then listen, repeat and complete it with the words you hear.

/p/	/b/	/v/
● ● ●	● ● ●	● ● ●

3.2 Lost at sea

— Talk about the kind of holidays you like
— Tell a story about a journey or a holiday

LISTENING

A podcast

1. SPEAK What famous stories or films do you know that involve seas, oceans and islands? What happens?

(18) 2. PREDICT Work in pairs. You are going to listen to a podcast about the Robertson family. Look at photos 1–4. What do you think happened? Then listen and check your answers.



(18) 3. LISTEN FOR DETAIL Listen again. In your notebook, put the information a–f in the order that you hear it 1–6.

- The Robertsons got help.
- One of the Robertsons' children asked an unusual question.
- The Robertsons had no more food.
- The Robertsons left their old life behind.
- There was a serious accident.
- The Robertsons made it back to land.

4. SDG SPEAK Work in pairs. Discuss the questions.

- Do you think the Robertsons' decision to sail around the world was a good one? Why? / Why not?
- How do humans use the ocean for resources?
- How can we balance marine resource use with conservation?

GRAMMAR

Past continuous

5. Look at the grammar table. How many different forms does the verb *be* have in the past?

Past continuous

	Affirmative	Negative
I / he / she / it	He was sleeping at home.	She wasn't studying in the library.
we / you / they	We were going to Italy.	They weren't packing their bags.
	Questions	Short answers
I / he / she / it	Was he sleeping at home?	Yes, he was . No, he wasn't .
we / you / they	Were they going to Italy?	Yes, they were . No, they weren't .

6. RULES Write the correct options in your notebook.

- The past continuous tense shows a continuous action that began in the **present / past**.
- We form the past continuous with the **past / present** of *be* + the **infinitive / gerund** of a verb.
- We **do not normally / normally** use the past continuous with stative verbs such as *like, know, want*, etc.

7. Complete the sentences with the correct past continuous form of the verbs in brackets in your notebook.

- What **_____** (your sister / do) in the park?
- The terminal assistants **_____** (help) the passengers to find their way.
- _____** the fashion stylist **_____** (give) advice to his clients?
- The lighting assistants **_____** (not / install) the equipment yet.
- He **_____** (not take) photos for the local newspaper.

Past simple and past continuous

8. Look at the grammar table. What were you doing when the school break bell rang?

Past simple and past continuous

Past continuous (long action)	Past simple (short action)
He was riding the bus,	when his phone rang
While / When you were texting me,	the bus arrived .

9. RULES Write the correct options in your notebook.

- When used together in the same sentence, the past continuous describes a **long / short** action and the past simple describes a **longer / shorter** action.
- We **can / can't** use **when** or **while** before the past continuous.
- We **never / always** use **when** before the past simple.

10. Correct one mistake in each sentence in your notebook.

- When the dental hygienist removed my dental braces, I was feeling relieved.
- We were living in London when the London Eye was opening.
- Jan was having an accident while she was recording the news.
- While they asking for directions, I checked the time.
- The web programmer was creating a web interface when his boss was calling him.

VOCABULARY

Accommodation and facilities

11. Copy the table in your notebook and complete it with the words in the box. Then listen, repeat and check your answers.

air con (AC) airport transfer balcony beach resort
campsite chalet cruise ship double / twin room
guest house gym hostel hotel reception
room service safe single room

Accommodation	Facilities
• • •	• • •

12. Write the correct options in your notebook.

- Most of the cabins on the **cruise ship / guest house** have portholes and en-suite bathrooms.
- We don't have any **gym / twin** room for tonight, I'm afraid.
- Hello, is that **room service / beach resort**? I'd like to order some food, please. It's room 442.
- All the hotel rooms have quiet **air con / chalet** for hot days and a big **reception / balcony** with beautiful sea views.
- The motorhome pitches on the **airport transfer / campsite** have electricity and water.

Prefixes: opposite adjectives

13. Look at the words in the box. What are they: nouns, adjectives or verbs? How do you say them in your language?

correct healthy honest kind mature
organised patient possible usual visible

14. Copy the table in your notebook and complete it with the words from exercise 13 to form opposites. Listen, repeat and check your answers.

un-	im-	dis-	in-
• • •	• • •	• • •	• • •

15. Complete the words with the correct prefix, **un-**, **im-**, **dis-** or **in-** in your notebook.

- I don't believe anything he says. I think he's **honest**.
- Living on rainwater and turtles sounds very **healthy**.
- I failed the test; lots of my answers were **correct**.
- He doesn't like waiting – he's very **patient**.
- Not many people go to the Galapagos Islands. It's an **usual** holiday destination.



SPEAKING

A story about a journey

16. Work in pairs. Describe a holiday or a journey. Make notes using these ideas.

1. Where and when?

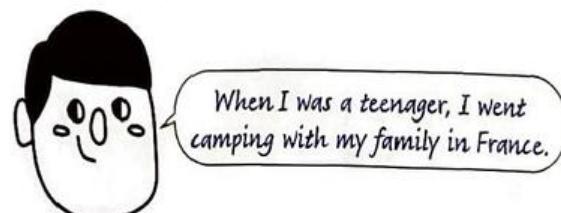
2. Who did you go with?

3. What happened?

4. What were you doing when this thing happened?

5. How did you feel at the end of the journey?

17. Tell your story to the class. Which story did you find the most interesting?



Café Hub

3.3 Overslept

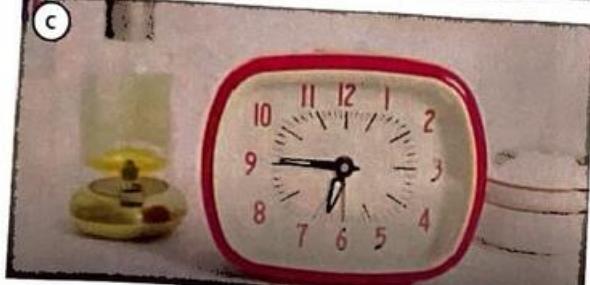
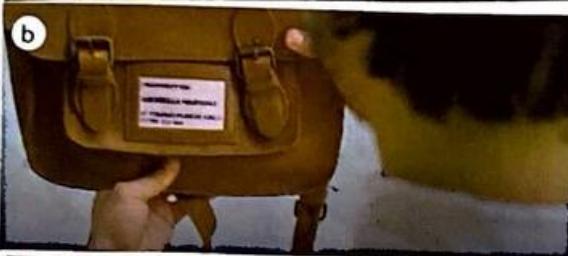
Ask for travel information

Understand customer service phrases and give directions

COMPREHENSION

I'm late!

- SPEAK** Work in groups. Are you usually early or late for things? Give examples.
- SPEAK** Work in pairs. Number photos a-f in order 1-6 to tell Gaby's story. What do you think happened?



- Watch the video and compare it with your ideas in exercise 2. What does the ticket officer find? What do you think will happen next?

FUNCTIONAL LANGUAGE

Ask for travel information

- In your notebook, copy the table and complete it with the words in the box.

about arrive change direct from
in of please single ticket time

At the train station

Customer	Ticket officer
Could I have a (1) <input type="text"/> to St Albans?	(2) <input type="text"/> course.
Do I have to (3) <input type="text"/> trains?	No, most trains are (4) <input type="text"/> . I'm afraid so, at Brent Cross station.
What (5) <input type="text"/> is the next train?	The next train is (6) <input type="text"/> about three minutes. At 11:30.
Which platform is it?	The next train leaves (7) <input type="text"/> platform 9. Platform 2, please.
What time does the train (8) <input type="text"/> in St Albans?	(9) <input type="text"/> 9:30.
Ticket officer	Customer
Would you like a (10) <input type="text"/> or a return?	A return, (11) <input type="text"/> .
That's £20, please.	Here you are.
Here's your ticket and receipt.	Thank you very much.

- 00:00-01:36 Watch the video again. Check your answers.

USEFUL PHRASES

Customer service phrases

- 01:36-03:06 Match the sentence halves to make customer service phrases. Then watch the video again and check.

- | | |
|-------------------|------------------------|
| 1. Here, let me | a. me. |
| 2. Don't | b. help you. |
| 3. Follow | c. to miss your train. |
| 4. Don't forget | d. worry. |
| 5. You don't want | e. good trip. |
| 6. Have a | f. this. |

- How do you say these useful phrases in your language?



MILLY



SAM



NEENA



ZAC



GABY

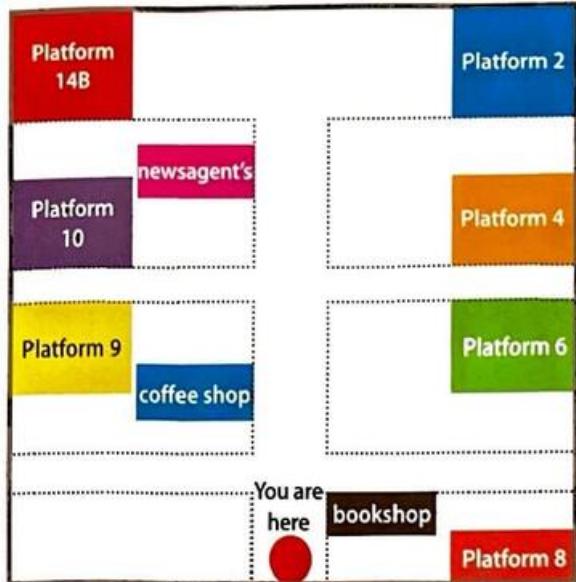
PRONUNCIATION

Word stress and intonation

8. Listen and repeat the conversation. Imitate the word stress and intonation.

Ticket officer: The next train's in about three minutes from platform two.
Anna: I'm sorry. Did you say three minutes?
Ticket officer: Yes, three minutes!
Anna: OK, thanks. Oh, and where's platform two?
Ticket officer: Go past the coffee shop, then turn right.
Anna: OK. So I need to go past the coffee shop and then ... turn left? Is that right?
Ticket officer: No, you need to turn right after the coffee shop.

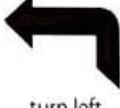
9. SPEAK Work in pairs. Read the Tips Hub! box. Then look at the map and practise the conversation from exercise 8. Ask for different platforms.



Tips Hub!

Give directions

How do I get to ...?



Where's ... ?



turn left

turn right

cross



go past

SPEAKING

At the train station

10. Work in pairs. Imagine you are at the train station. One is the ticket officer and one is the customer. Write a conversation. Use:

- the departure board below
- the map from exercise 9
- the useful phrases
- the Functional language box
- the Tips Hub! box.

Customer

Ask 3–4 questions about train information to a place on the departure board below.

Ticket officer

Answer customer's questions.

Customer

Check understanding and then ask for directions to the correct platform.

Ticket officer

Look at the train station plan from exercise 9 and give directions.

Customer

Check understanding.

Time	Destination	Plat	Expected
11:32	London Paddington	10	On time
	First Class at the REAR		
11:33	Castle Cary	8	On time
11:34	Gatwick Airport	4	On time
11:39	Basingstoke	2	On time
11:40	via Birmingham New St	14B	On time
11:42	London Waterloo	6	On time
11:44	Cardiff Central	9	On time
	Calls at Didcot Parkway		
Page 1 of 2			11:33:53
Departures			1

11. Practise your conversation. Take turns to be the customer and the ticket officer. Then perform it for the class.

12. Compare the performances and give your opinion.



3.4 Holiday problems

Write an informal email about a travel experience.

WRITING An informal email

1. Subject

It should have a personal and informal tone.

From: daisy.clark@englishhub.nett
To: cleobrown24@englishhub.nett

2. Greeting

Use a warm, simple and friendly greeting (Hi, Hey, Hello).

Subject: We're back!

Hi Cleo,

How are you? We're home, but there's no electricity, so I'm writing this on my phone. We had a terrible holiday. Scott broke his leg!

First, bad weather delayed our flight. We arrived at the chalet in the middle of the night. The next morning after breakfast, we went to the ski lifts, but they were closed because it was too windy.

The following day, we had a great time on the slopes in the morning. Then, we stopped for some lunch, but when I wanted to pay, I couldn't find my wallet!

Two days later, we were skiing down a busy slope when Scott fell over and broke his leg. So his leg is in plaster for the next six weeks!

I'll call you tomorrow.

Love,

Daisy



3. Introduction

Include an initial greeting and a summary of your experience.

4. Body

Explain the story in 2-3 short paragraphs.

Use sequencing words.

Use adjectives to add detail to your story.

5. Ending

Use an informal final remark, a closing formula and your signature.

1. **SPEAK** Work in pairs. Why is it important to have a holiday? What are typical holiday problems?

2. Read Daisy's email. Did she have a good or a bad holiday?

3. Read the model email again and number events a-e in the order they happened 1-5 in your notebook.

- a. Scott had an accident.
- b. Daisy lost something.
- c. It wasn't possible to go up the mountain.
- d. The flight left the airport late.
- e. They had fun in the morning.

4. Read the Tips Hub! box. Then complete the sentences with the words in the box in your notebook.

after first hours morning then

1. , we missed the coach, so we had to take a taxi.
2. The following , we crossed the border on foot.
3. We drove for four hours, and stopped for lunch.
4. Two later, he found his phone behind the sofa.
5. lunch, we set off walking again in the rain.

Tips Hub!

Order events

When you write about an experience, use sequencing words and phrases (*first, after (that), then, next, finally, etc.*) to help readers follow the order of events.



5. In the model email, find six words and phrases that help you order the events.

It's your turn!



1. **PLAN** You are going to write an informal email to a friend about a good or bad travel experience. Think about the following:

- Was it a good or bad experience?
- Where were you? Who were you with?
- What happened? How did it end?

2. **WRITE** Use the model text, your notes from exercise 1 and the Tips Hub! box to write your informal email.

3. **CHECK** Check your writing using this list.

- I have written to a friend.
- I have used informal opening and ending.
- I have used sequencing words.

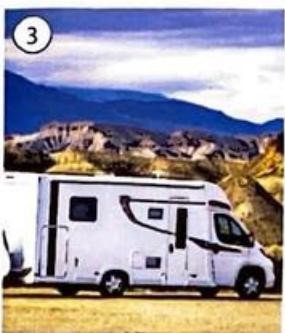
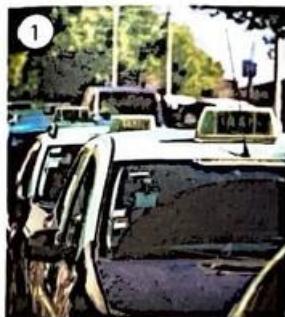
4. **SWAP** Swap your article with a partner and check their work for mistakes.

5. **REVIEW** Work in groups. Read your emails. Did you have the same problems on holiday?

VOCABULARY

1. Match photos 1–6 with the words in the box in your notebook. There are two extra words.

budget destination minibus motorhome
passenger passport taxi van



2. Match words 1–6 with a–f to make accommodation and facilities vocabulary in your notebook.

- | | |
|------------|-------------|
| 1. airport | a. room |
| 2. beach | b. transfer |
| 3. cruise | c. house |
| 4. twin | d. resort |
| 5. guest | e. service |
| 6. room | f. ship |

3. Write the opposite of the adjectives in the box in your notebook. Use prefixes *un-*, *im-*, *dis-* and *in-*.

accurate happy kind likely organised polite

4. SPEAK Work in pairs. Play a guessing game. Explain the meaning of the words for your partner to guess.

chalet

campsite

visa

air con

hostel

GRAMMAR

5. Write the correct words in your notebook.

1. **Most / Most of** the people I know want to study to be personal trainers.
2. **Some / Some of** this term's subjects are difficult to pass.
3. **No / None** type of safety glasses are completely safe.
4. **All the / All** my money was in my jacket.
5. **None of / No** us want to finish the internship.

6. In your notebook, complete the article with the past simple or continuous forms of the verbs in brackets.

Lucky to be alive!

In 2015, World Champion surfer Mick Fanning

(1) surf in a competition in South Africa when a shark (2) attack him. Thousands of people (3) watch on live TV when the attack (4) happen. Mick (5) sit on his surf board when a shark (6) try to pull him under the water. Mick (7) hit it on the back, and it (8) swim away. A rescue boat (9) bring Mick back to land.



7. Write the correct options in your notebook.

1. Do you ever refuse **to leave / leaving** a tip in a restaurant? Why?
2. Do you prefer **go / going** on holiday in the summer or winter? Why?
3. What do you hope **to learn / learning** when you visit a new country?
4. Would you enjoy **to visit / visiting** a country where no one speaks your language? Why? / Why not?
5. Do you like **try / trying** new foods when you travel? Give an example.

8. **SPEAK** Work in pairs. Ask and answer the questions in exercise 7.

FUNCTIONAL LANGUAGE

9. Order the words to make questions about travel information in your notebook.

1. have / a / could / I / ticket / to / Central Station / ?
2. single / you / like / would / a / return / or a / ?
3. does / train / what / the / arrive / in / time / Amsterdam / ?
4. next / the / time's / train / what / ?
5. do / trains / have / I / to / change / ?
6. do / get / I / to / platform / how / 9 / excuse me, / ?

10. **SPEAK** Work in pairs. Think of different ways to answer the questions in exercise 9.

LET'S GET STARTED!

1. SDG Work in groups. Answer the questions.

- How many apps do you have on your phone? What's your favourite one?
- Have apps made our lives better or worse? Why?
- Which apps are useful for your professional career?
- If you could create an app, what would it be for?

2. What apps are they? Match icons 1–6 with their category. Can you think of any other app for each category?



LET'S FIND OUT!

3. Work in groups. Match 1–6 with a–f to make tips when using an app in any professional field. Can you think of any other ideas?

- 1. easy
- 2. low
- 3. high data
- 4. access to
- 5. high speed
- 6. developed for

- a. cost
- b. performance
- c. security and protection
- d. various operating systems
- e. to manage
- f. work offline

4. Look at the model app below and answer the questions.

- What is it for? Who is it for?
- Do you like the icon? And the interface? Why? / Why not?
- What are the app strengths?
- Do you use any apps like this?

LET'S DO IT!

5. Invent an app for your professional field. Read the box and make a presentation of the new app. Use the model app, the tips in exercise 3 and your own ideas.

It's your turn!



A useful app

1. PLAN

- Think about what you need that particular app for.
- Think about the strengths of the app.
- Think about how to sign up for your app.

2. DESIGN

- Invent a name and design an icon.
- Design the interface and other elements.

3. WRITE

- Make an intro describing the app in a general way (name, what it is for, who it is for, why it is useful).
- Write a description of 3–4 strengths.

4. PRESENT

- Make a presentation in class of your app.

6. Give feedback on the apps. Would you use any of the apps? Why? / Why not? How can you improve yours?

Card	Icon	Description
1	House and palm trees	AppRent
2	Barcode	All-in-one All-in-one software for short term holiday rentals.
3	Checkmark	Clear Clear arranged interface.
4	Hand holding euro	Automate Automate billing and process payment.

4

WORK

Unit contents

Vocabulary	adjectives for appearance, work collocations, work + prepositions	Speaking	do a job interview, encouraging phrases
Grammar	modal verbs, present perfect with <i>for</i> and <i>since</i> , <i>just</i> , <i>already</i> and <i>yet</i>	Pronunciation	<i>can / can't</i> and <i>must / mustn't</i> , singular and plural forms
Listening	a job interview	Writing	a covering email
Reading	a report	Project	a work safety rules infographic



OBJECTIVES

- - Describe appearance
- - Use modal verbs to express different conditions
- - Talk about rules for a workplace
- - Talk about job interviews and work
- - Do a job interview
- - Use encouraging phrases in an interview
- - Write a covering email for a job
- - Make an infographic on safety rules at work

SDG Work with a partner. Discuss the questions.

1. Who is Anne Frank? What does the quote mean? Do you agree?
2. Look at the photo. What can you see? What kind of satisfaction can this work give?
3. Are you an ambitious person? Do you have any career plans?
4. Is job satisfaction, money or lifestyle most important to you when considering a job?

4.1 Entrepreneurs

● Describe appearance; talk about rules for a workplace
● Use modal verbs to express different conditions

READING

A report

1. **SDG SPEAK** Work in pairs. As a consumer, how important are these things?
 1. The product is fashionable.
 2. The product is popular with celebrities.
 3. The company pays its staff fair wages.
 4. The company gives money to charity.
2. **SCAN** Read quickly the report. Which things in exercise 1 are mentioned?
3. **READ FOR DETAIL** Read again and listen to the report. Then answer the questions in your notebook.
 1. What was unusual about Rob and Paul's education?
 2. How did the brothers become orphans?
 3. Why did the brothers start *Gandys*?
 4. What was unusual about their visit to Buckingham Palace?
4. **SDG SPEAK** Work in groups. Answer the questions.
 1. Who do the biggest charities in your country help?
 2. Do you give money to charity? Why? / Why not?

VOCABULARY

Adjectives for appearance

5. **SPEAK** Work in pairs. Make a list of adjectives to describe appearance in your notebook.



6. Match definitions 1–8 with the words in the box in your notebook. Listen, repeat and check your answers. What do *Gandys'* flip-flops look like?

attractive casual colourful cool
fashionable smart stylish youthful

1. younger than their actual age
2. show good judgement about how to dress well
3. relaxed and comfortable
4. pleasant to look at
5. impressive and modern
6. clean and neat
7. popular at a particular time
8. bright or with many different colours



Moving to India

British brothers Rob and Paul Forkan have experienced tragedy and success in their short and unusual lives. When they were still children, their parents took them out of school in the UK and moved the family to India to travel and do charity work.

Facing tragedy

Tragedy struck in 2004 when the Asian tsunami hit the coast of Sri Lanka, where the Forkans were staying. The giant wave killed their parents, but Rob (17), Paul (15) and their younger brother and sister survived. The children, now orphans, were able to hitchhike across Sri Lanka to the airport. From there, they could fly back to Britain, where friends and family were waiting.

An idea for solidarity

Six years later, the brothers decided to do something in memory of their parents. Their idea was simple. Make and sell attractive casual footwear and use the profits to help other orphans. Their company *Gandys* and their charity *Orphans for Orphans* were born.

Gandys' ethos

After a lot of hard work and with the support of celebrity customers such as Richard Branson and Jamie Oliver, the comfortable rubber flip-flops became a hit. Customers love *Gandys'* stylish, fashionable and eco-friendly designs and that the brothers give 10% of the profits to their charity. In 2014, *Orphans for Orphans* opened its first children's home in Sri Lanka. They now also work with schools, charities and education professionals in Guatemala, Brazil, Ghana, Malawi, Bali, Nepal and Mongolia.

Cool flip-flops

In 2014, the brothers got an invitation to Buckingham Palace; they ignored the dress code and looked cool in their colourful flip-flops!

Conclusion

Rob and Paul's story shows that positive can follow negative and that you don't have to wear a smart suit to be successful in business!

7. **SDG SPEAK** In your notebook, write the words that you agree with most. Then work in pairs and explain why.

1. I think that flip-flops are **too casual / perfect** for wearing around town.
2. I prefer clothes with **colourful / cool and simple** designs.
3. People **spend too much / don't spend enough** time and money trying to look attractive.
4. You **can / can't** be stylish by wearing cheap clothes.
5. I think it **is / isn't** important to wear fashionable clothes.



GRAMMAR

Modal verbs: *can / could / be able to*

8. Look at the grammar table. Say one thing you **can do** now that you **couldn't** do five years ago.

Possibility and ability

Present

I only work weekends, so I **can study** during the week.

They **cannot / can't come** to the party.

He **is / isn't able to take** long holidays in his last job.

Past

In my last job I **could choose** when I wanted to work.

They **couldn't come** to the meeting last Saturday.

I **was / wasn't able to take** an extra afternoon off each week.

They **were / weren't able to get** the bus to work.

9. **RULES** Write the correct options in your notebook.

1. We use *can* and *am / is / are able to* to talk about possibility and ability in the **present / past**.
2. We use *could* and *was / were able to* to talk about possibility and ability in the **present / past**.
3. We use *can* and *could + infinitive with / without to*, and *be able to + infinitive / gerund*.

10. Complete the sentences with the correct words in your notebook.

1. I **do** this. Can you help me?
2. She's not **to** work on Saturday.
3. We **able** to get a lot of work done yesterday.
4. In my last job, I **only** start late on Fridays.
5. I'm self-employed so I'm **able** **choose** when I work.

Modal verbs: *must / have to / can*

11. Look at the grammar table. Say things you **must**, **can**, **don't have to** and **mustn't** do at school.

Obligation, necessity, permission, prohibition

Obligation and necessity

You **must wear** smart clothes at Buckingham Palace.

He **has to get** to work before 9 am.

Lack of necessity (possibility)

You **don't have to dress** really smartly for work in summer.

Permission

You **can wear** flip-flops to work.

Prohibition

You **mustn't use** your phone while you are driving.

12. **RULES** Write the correct options in your notebook.

1. We use **must and have to / can** for something that is necessary or a rule.
2. We use **don't have to / can** for something that is allowed.
3. We use **don't / doesn't have to** for something that is **possible / impossible** and unnecessary.
4. We use **mustn't** for something that **is / is not** allowed.

13. Write the correct options in your notebook.

1. You **can't / can** do this job unless you have training.
2. You **mustn't / don't have to** finish this work today. Next week is fine.
3. We **can / must** wear casual clothes. It's our choice.
4. Simon **mustn't / doesn't have to** be rude to the manager. He'll lose his job!
5. Everyone **can / must** start work at 9. It's a rule.

14. **SPEAK** Work in groups. Write ten rules for the perfect workplace in your notebook. Use these ideas.

rules for workers

pay

rules for managers

working hours

dress code

holidays

PRONUNCIATION

can / can't and must / mustn't

15. Listen and write the sentence you hear in your notebook.

1. a. You **must** wear large earrings.
b. You **mustn't** wear large earrings.
2. a. You **can** wear a baseball cap.
b. You **can't** wear a baseball cap.
3. a. You **must** leave your coat downstairs.
b. You **mustn't** leave your coat downstairs.
4. a. You **can** hang your coat on your chair.
b. You **can't** hang your coat on your chair.

4.2 Don't call us

—Talk about job interviews and work

LISTENING

A job interview

1. **SDG SPEAK** Work in groups. What are the most important tips for a good job interview?

- 25 2. **LISTEN FOR GIST** Listen to a job interview and write the best summary a-c in your notebook.

- The interview goes well. Gemma and Barry have a good conversation. Barry will probably get the job.
- The interview goes quite well. Barry has lots of experience working in a team. Barry might get the job.
- The interview does not go well. Barry lies. Gemma is annoyed. Barry will definitely not get the job.



- 25 3. **LISTEN FOR DETAIL** Listen again and write the things Barry has done in your notebook.

1. work in a call centre
2. work in a team
3. go skydiving
4. read French poetry
5. work for a telemarketing company

- 26 4. **LISTEN FOR INFERENCE** Read the Tips Hub! box. Then listen to extracts 1-3 from the interview and answer the questions in your notebook.

Extract 1

1. Does Barry check whether he needs to tell the truth?
2. Does he give a real example?
3. Do you think he has ever worked as part of a team?

Extract 2

4. Is Barry interested in skydiving?
5. Does he think it is exciting?
6. Do you think he has ever actually done it?

Extract 3

7. Does Barry remember what he wrote on his CV?
8. Does he tell the truth about what he wrote on his CV?
9. Do you think he enjoys French poetry?

Tips Hub!

Listen for inference

Use vocabulary, context clues and your knowledge to work out the meaning of what you hear. Think about the speaker's tone and attitude, as well as what they don't say.

5. **SPEAK** Work in groups. Have you ever had an interview for a job, course, scholarship or internship? Tell your group.

GRAMMAR

Present perfect with *for* and *since*

6. Look at the grammar table. How long have you studied at your school?

Present perfect

Form

I **have / I've / I haven't spoken** to my trainee teacher.

He **has / He's / He hasn't been** to a job interview.

Have they **listened** carefully to que questions?

Yes, they **have**. / No, they **haven't**.

Present perfect with *for* and *since*

How long **have you worked** as an accountant here?

I **'ve worked** as an accountant here **for** 10 years.

I **'ve worked** as an accountant here **since** 2014.

7. **RULES** Write the correct options in your notebook.

1. We use the present perfect to talk about actions that started in the **present / past** but continue until the present time.
2. We use **how long + present perfect** to ask about the **end / duration** of an action.
3. We use the present perfect with **for / since** to talk about a length of time until the present time (**three hours, two weeks, 10 years, etc.**).
4. We use the present perfect with **for / since** to talk about the point in time when something started (**yesterday, I was young, 2023, etc.**).

8. In your notebook, complete the sentences with the present perfect form of the verbs in brackets and *for* or *since*.

1. We **live** in this city **we are children**.
2. I **not have** a day off **a long time**.
3. He **be** a Sale Techniques teacher **a long time**.
4. She **not speak** to the manager **months**.
5. They **work** as mechanical technicians **2020**.



Present perfect with *just*, *already* and *yet*

9. Look at the grammar table. Say one thing you have just finished doing now.

Present perfect with *just*, *already* and *yet*

Affirmative

I've **just** set up the window display for the new season.

He's **already** left the hospital with his family.

Negative

We **haven't** seen the new lab technician **yet**.

Questions

Has the dietician **just given** you a new diet?

Have you **finished** your internship at the restaurant **yet**?

10. RULES Write the correct options in your notebook.

1. We use **just** in **affirmative / negative** sentences and questions to say if something happened very recently.
2. We use **already** in **affirmative / negative** sentences to say that something happened before now or earlier than expected.
3. We use **yet** in **affirmative / negative** sentences to say that something hasn't happened, but it still might, and in **negative sentences / questions** to ask if something has happened.
4. **Just** and **already** usually come **before / after** the past participle and **yet** comes at the **beginning / end** of a sentence or question.

11. Write *just*, *already* or *yet* in your notebook.

1. Have you had anything to eat **_____**?
2. I've **_____** run two marathons this year.
3. She's **_____** finished her workout – she's showering now.
4. It's only 11 am, but Jack's **_____** eaten his lunch.
5. He hasn't asked her to work out with him **_____**.

12. In your notebook, write sentences with the present perfect and the words in brackets in the correct place.

1. they / be / in your office / an hour. (for)
2. I / have / a phone call / from the nurse assistant. (just)
3. we / not use / our new computer. (yet)
4. she / take / her medicine / today. (already)
5. he / not have / a pay rise / 2022. (since)

VOCABULARY

Work collocations

13. **SDG SPEAK** Work in groups. Answer the questions.

1. Are there equal job opportunities in your country?
2. Are some jobs more important than others? Why? / Why not?

14. Listen and repeat the phrases in the box. How do you say them in your language? Add more phrases.

be self-employed be unemployed do an internship
earn a salary gain work experience get a bonus
get a pay rise get a promotion take a day off
work long hours work regular hours work shifts

15. Complete the work collocations in your notebook.

Lena, Sales manager

I **(1)** **make** an average salary. However, if I make a lot of sales, I **(2)** **get** a bonus and I find that motivating. I recently got a **(3)** **promotion** which meant more responsibility and working longer hours. But at least, I don't **(4)** **work** shifts. I got a small **(5)** **pay rise** and as a manager I was able to **(6)** **have** an extra afternoon off each week.

16. Read the Tips Hub! box. Then complete the profile with *at* / *in* / *for* in your notebook.

Andrew works **at** **IT** **for** **a software company**. He's a computer programmer. He works **at** **their city centre office**. He'd like to work **for** **Google** in the future.



Tips Hub!

work + prepositions

- work **at** / **for** + a named company = work **at** / **for** Blues SL
- work **for** + type of company = work **for** a cosmetics company
- work **in** + area of business = work **in** the tourism sector
- work **at** / **in** + place = work **at** / **in** the head office

17. Write a description of the kind of work a relative does in your notebook. Use exercise 16 as a model.

Jo is my aunt. She works **in** gardening for ...

SPEAKING

Compare jobs

18. Work in pairs. Choose two jobs and answer the questions.

politician **stylist** **soldier** **social worker** **actor**

1. Who do you know that do these job?
2. Do they earn a high, medium or low salary?
3. What are the best and worst parts of the jobs?
4. Describe briefly how the jobs help society.

4.3 The cat

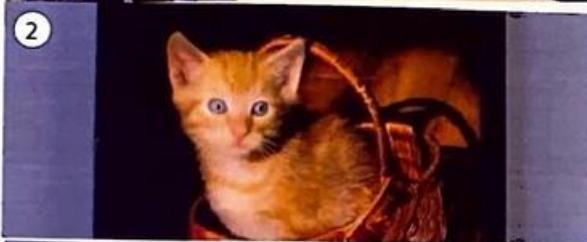
Do a job interview

Use encouraging phrases in an interview

COMPREHENSION

Strengths and weak points

- SPEAK** Work in pairs. What is your employment track record? What are your future expectations?
 - SPEAK** Look at the photos. Answer the questions in your notebook. Watch the video and check your answers. Tell the story in pairs.
1. Who are the people? 3. Whose cat is it?
 2. Where are they? 4. What happened?



- 00:27-03:09 Complete Neena's job interview form in your notebook. Watch the video again and check your answers.

JOBS, JOBS, JOBS AND JOBS

Job interview

Name: Neena Patel

Current job: Working for a (1) firm
Responsible for international (2)

Time in current job: (3) years

Reasons for changing job: Looking for a (4) challenge

Strengths: Good at working (5) pressure
Can (6) her time
Very organised
Good at (7) management
Works well in a (8)

Weak points: Perfectionist – enjoys getting everything (9)

A good candidate for the job?: (10)

FUNCTIONAL LANGUAGE

Do a job interview

- In your notebook, copy the table and complete it with the words in the box.

about current for good have how questions
strengths touch weak work you

At a job interview

Interviewer	Applicant
So Neena, tell me (1) yourself.	Currently I'm working for ... I'm responsible for ... I (2) to manage a team. I like working hard. I'm (3) at working under pressure. I (4) well in a team.
What have you learnt from your (5) job?	I've learnt (6) to manage my time.
Do you have any special (7) ?	I think I'm good at ... I enjoy ...
And any (8) points?	Maybe, I'm a perfectionist.
Finally, do you have any (9) for us?	Does the job involve much teamwork?
Thank you (10) coming. I'm sure we'll be in (11) soon.	Thanks. Thank (12).

- 00:27-03:09 Watch the video again. Check your answers.



MILLY



SAM



NEENA



ZAC



GABY

USEFUL PHRASES

Encouraging phrases

6. 00:00-04:06 Complete the dialogues a-e with the useful phrases in your notebook. Watch the video again and check your answers.

Go on. How did it go? It was going so well ...
 Just go! Let me think. Please take a seat.
 Tell me about yourself. That's a good question.

a Gaby: (1)

Neena: Oh, Gaby, it was awful.

Gaby: What happened?

Neena: (2)

b Mr Williams: Good afternoon, Neena. (3)

So Neena ... (4)

What have you learnt from your current job?

Neena: (5)

c Mr Williams: And any weak points?

Neena: (6)

d Neena: Well, I have one question.

Mr Williams: (7)

e Neena: So, will you call me?

Ms Bridges: (8)



7. How do you say these useful phrases in your language?

PRONUNCIATION

Singular and plural forms

8. Listen and repeat the singular and plural forms of the nouns in the box. Which noun has an extra syllable in the plural form?

account(s) challenge(s) job(s) perfectionist(s)
 pressure(s) project(s) question(s) strength(s)

9. SPEAK Work in pairs. Practise saying the words in exercise 8 and your own words. Listen and check your partner's pronunciation.

SPEAKING

Talk about your work experience

10. Work in pairs. What are your strengths and weak points at work?

11. Work in pairs. Write down three important skills for each of the jobs in the box.

accountant football team manager
 leisure time monitor website manager

12. Roleplay a job interview. Use the Functional language box, the useful phrases, the job interview form in exercise 3 and your ideas from exercises 10 and 11.

Interviewer

Choose a job from exercise 11.
 Introduce yourself.
 Interview the applicant for the job.

Applicant

Greet and answer the interviewer's questions.

Interviewer

Complete the job interview form.
 Decide if they are suitable for the job and say.



4.4 I have applied for a job

→ Write a covering email for a job

WRITING

A covering email

1. Greeting
Use a formal greeting.

3. Attachments
Remember to attach the documents before sending the email.

5. Details
Give details about your experience and character.

7. Ending
Use a formal and polite ending. Sign the email.

From: mauriceG@english.nett
To: ol.evans@holidayhands.nett
Subject: Holiday childcare worker job

Dear Ms Evans,
I would like to apply for the job of holiday childcare worker with the Holiday Hands agency.
I attach a copy of my CV.
At the moment, I am studying Higher Technician in Pre-Primary Education and am available to work from 1st July to 30th September.
I am fluent in English and Spanish and enjoy working with children. Last summer, I was a leisure time monitor at a summer camp for 6–12-year-olds. I believe this experience will be very useful.
Working for your agency would be an exciting opportunity to learn new skills and work in an international environment.
I look forward to hearing from you.
Yours sincerely,
Maurice Garcia

2. Reason for writing
Explain briefly why you are writing the email.

4. Actual situation
Explain what you are doing now and your availability.

6. Reason for applying
Explain briefly why you want the job.

1. Complete the advert with the words in the box in your notebook. Would you apply for the job? Why? / Why not?

advantage CV families holidays pay take care

English-speaking holiday childcare worker

English-speaking childcare worker wanted to travel with (1) on their . You will of three children. Experience is an . Good , plus all expenses included. Reply with a to Olga Evans at ol.evans@holidayhands.nett

2. Read the model covering email and correct the mistakes in the sentences in your notebook. Is Maurice a good candidate for the job? Why? / Why not?

- Olga is writing a covering email to Maurice.
- Maurice is sending a photo to apply for the position.
- He is a Social and Sports Teaching and Animation student.
- He can speak English and French.
- He doesn't have any experience with children.

Tips Hub!



Formal email beginnings

Dear Sir / Madam,
Dear Mr / Mrs Cox,
I would like to ...

Formal email endings

Yours sincerely,
Faithfully,
(Kind) regards,

3. Read the Tips Hub! box. Match informal phrases 1–6 with the formal phrases in the box in your notebook.

- | | | |
|--------------------------------|----------------|-----------------|
| 1. I'm writing to tell you ... | 2. Warmly | 3. Hello, / Hi! |
| 4. Dear Sue, | 5. Best wishes | 6. Love, |



It's your turn!



1. **PLAN** You are going to write a covering email to apply for the job in exercise 1. Make notes about:

- your reasons for writing
- your availability
- your experience and skills
- your attachments

2. **WRITE** Use the model text, the Tips Hub! box and your notes from exercise 1 to write your email.

3. **CHECK** Check your writing using this list.

- I have used appropriate openings and endings.
- I have used a formal tone and paragraphs.
- I have included the attachments.

4. **SHARE** Send your email or share it with the class.

5. **REVIEW** Work in groups. Are your classmates good candidates for the job? Why? / Why not?

Review

VOCABULARY

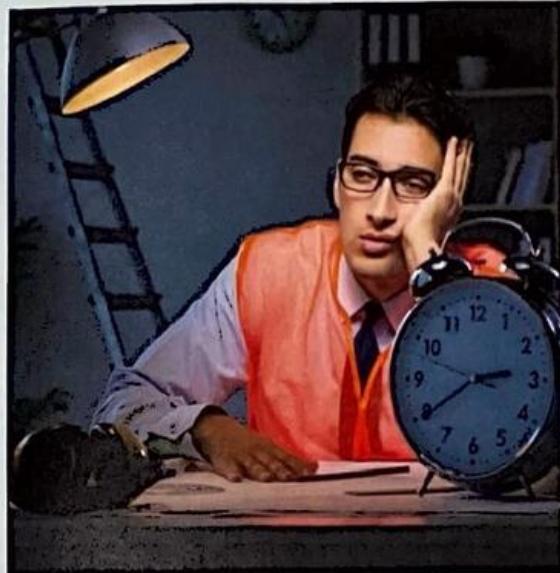
1. Complete the adjectives for appearance in your notebook.

1. My brother is very c_____; he always looks good.
2. She's not allowed to wear c_____ clothes to work.
3. I love those high-heeled shoes – they have a very s_____ design.
4. I don't like that T-shirt. I don't think those colours look a_____.
5. In Amina's country, you must wear s_____ clothes to a wedding.

2. Complete the questions with the phrases in the box in your notebook. There are three extra phrases.

being self-employed be unemployed
do an internship earn a high salary
gain work experience get a pay rise
take a day off work shifts

1. When did you last from work or study? What did you do?
2. What are the disadvantages of and being your own boss?
3. How important is it to in your job? Or is money not the most important thing?
4. Should people every year or only when they have done well at work?
5. What are the advantages of a job where you , so sometimes you start at night or early in the morning?



3. Write the correct options in your notebook. In three examples, both prepositions are possible.

1. They work at / for the IT department.
2. He works in / at marketing.
3. She works at / for Bluemoon Software Services.
4. She works at / for an advertising firm.
5. I work at / in a library.
6. We work in / for a telemarketing company.

4. **SDG SPEAK** Work in pairs. Answer the questions in exercise 2.

GRAMMAR

5. Match rules 1–6 with meanings a–d in your notebook.

a. This is necessary or is a rule.

b. This is not allowed.

c. This is not necessary but allowed.

d. This is allowed but not necessary.

Information for museum staff

1. You can park your car in the staff car park.
2. You have to wear the uniform at all times.
3. You mustn't be late for work.
4. You must be polite to visitors all the time.
5. You can't take any pictures while at work.
6. You don't have to bring your lunch; the canteen has a free menu for staff.

6. In your notebook, write sentences with the present perfect and the words in brackets in the correct place.

1. she / do / charity work / about 2018. (since)
2. my sister / get back / from a business trip. (just)
3. they / be / the owners / of the company / six years. (for)
4. you / change / your doctor's appointment? (already)
5. I / not have / a phone call / from the interviewer. (yet)

FUNCTIONAL LANGUAGE

7. Match 1–5 with a–e to make job interview questions.

- | | |
|--------------------|---------------------------|
| 1. So tell | a. points? |
| 2. What have you | b. me about yourself. |
| 3. Do you have | c. any special strengths? |
| 4. And any weak | d. question for us? |
| 5. Do you have any | e. learnt from your job? |

8. **SPEAK** Work in pairs. Take turns to ask and answer the questions in exercise 7 with your own ideas.

LET'S GET STARTED!

- SDG** Work in groups. What safety rules are there in your school? Discuss the role of education in promoting safety awareness.
- Complete safety rules 1–8 with the words in the box in your notebook.

carry clean hands lift routine run tools wear

- Do not in the corridors.
- weights properly.
- Wash your often.
- Keep your work area .
- Do a warm-up and cool-down .
- Always your seat belt.
- Use and equipment properly.
- Always your ID proof at site.

- SDG** Work in pairs. Answer the questions.

- Where can you see the safety rules from exercise 2?
- Which of the rules above do you usually follow?

LET'S FIND OUT!

- Look at the model infographic. Answer the questions in your notebook.

- What is the infographic about?
- Who is it for?
- How many safety rules are there?
- Which safety rules from exercise 2 would you include in this infographic?

- Work in groups. Add two extra safety rules to the model infographic below in your notebook. Draw an icon for each safety rule.

LET'S DO IT!

- Think of a workplace that fits your professional field. Read the box and make an infographic on safety rules for that place. Use the model infographic and your own ideas.

It's your turn!

A work safety rules infographic

1. PLAN

- Choose a workplace.
- Think about important safety rules for the place.

2. DESIGN

- Choose an infographic tool and maker software (Canva, Genially, etc.).
- Choose a suitable design for your infographic.
- Decide on the type of images you want to use.
- Decide on how to organise the content.

3. WRITE

- Write between 5–7 safety rules.
- Classify them in groups (clothes, tools, etc.) or make a numbered list.

4. SAVE

- Save your infographic and edit as necessary.

5. SHARE

- Make a presentation of your infographic in class.

- Give feedback on the infographics. Have you all used the same safety rules? Which infographic do you like best?

LAB SAFETY RULES

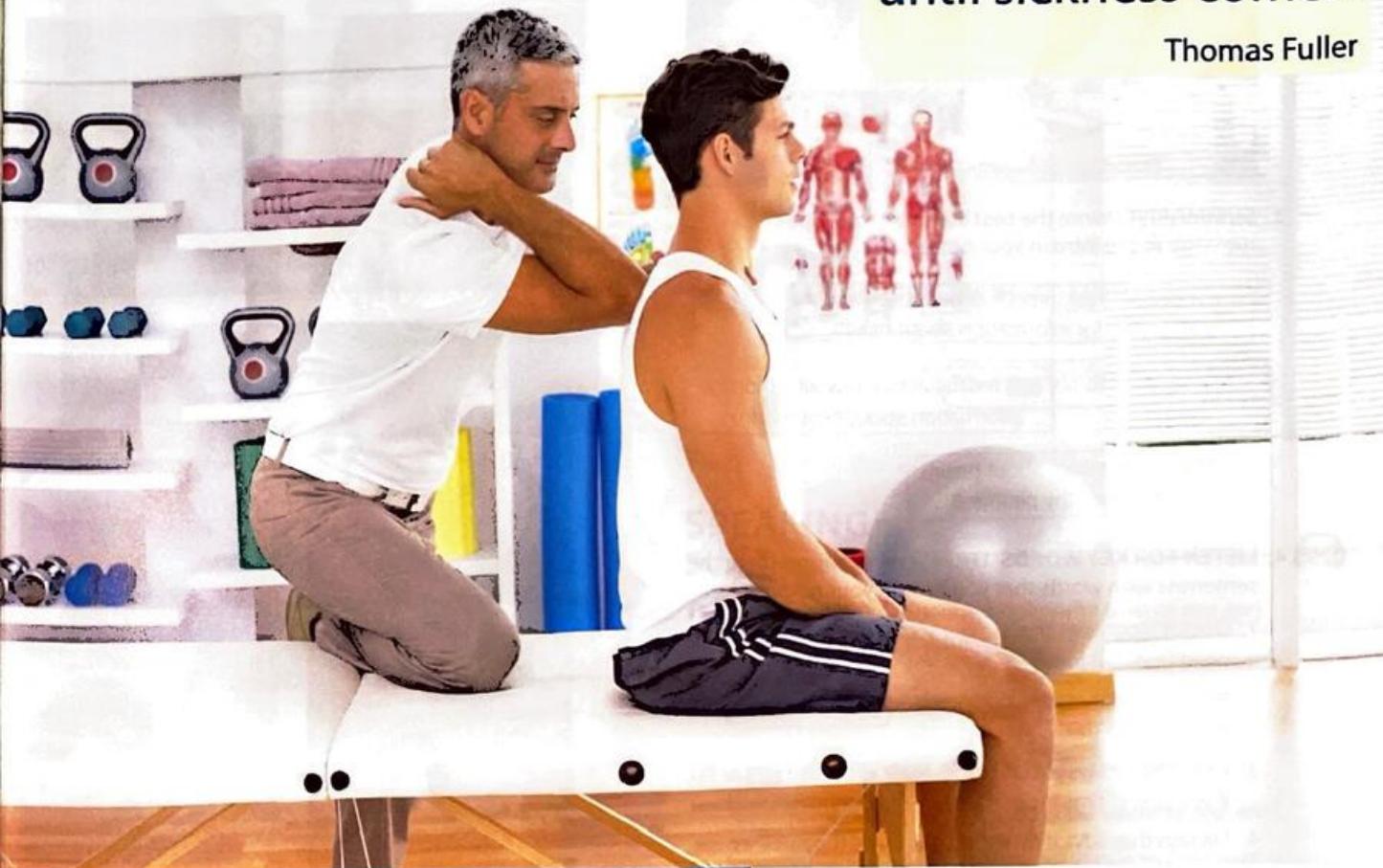
- 1 Wash your hands after experiments.
- 2 Wear required safety equipment.
- 3 Report unsafe conditions and accidents.
- 4 Do not taste or sniff chemicals.
- 5 Do not eat or drink in the lab.
- 6 Know emergency response procedures.

Unit contents

Vocabulary	minor illnesses, feelings, phrasal verbs	Speaking	talk about symptoms, pharmacy phrases
Grammar	quantifiers <i>too</i> and <i>enough</i> , articles and no article, <i>used to</i>	Pronunciation	<i>the</i> : /ði:/ or /də/, vowel sounds
Listening	a radio show	Writing	a survey report
Reading	a report	Project	a product review video

Health is not valued until sickness comes.

Thomas Fuller



OBJECTIVES

- Talk about minor illnesses and how to be healthy and fit
- Understand and express feelings
- Talk about symptoms
- Use pharmacy phrases in a conversation
- Write a survey report about happiness
- Make a product review video

SDG Work with a partner. Discuss the questions.

1. Look at the photo. What can you see?
2. Who is Thomas Fuller? What does the quote mean? Do you agree?
3. What is more important to take care of, mental or physical health? Why?
4. Are you a health-conscious person?
5. Have you ever stopped doing something for your health?

5.1 Health myths

— Talk about minor illnesses and how to be healthy and fit

LISTENING

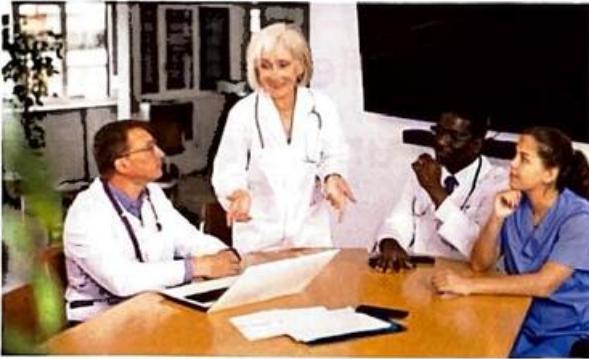
A radio show

1. **SDG SPEAK** Work in groups. Answer the questions.

1. Do you usually read articles about health?
Why? / Why not?
2. Do you think traditional medicines work better than modern drugs? Why? / Why not?

29 2. **LISTEN FOR GIST** Listen to a radio show about health myths. Answer the questions in your notebook.

1. What are health myths?
2. How many experts does Pippa speak to?
3. Where do they work?
4. What do they do?



3. **SUMMARISE** Write the best summary of Pippa's message in the intro in your notebook.

- a. It is better to ask a medical professional than look online for information about health.
- b. It is difficult to know which online information about health is true.
- c. Bad online advice about health is making healthy people ill.

29 4. **LISTEN FOR KEY WORDS** Listen again and complete the sentences with words that you hear in your notebook.

1. Doctor Singh says that we get some of the we need from our food.
2. Michael says that everyone needs some in their diets.
3. Dr Tremblay says you are more likely to catch a or flu if you spend time indoors with a lot of people.
4. Lia says that advice on eating is not the same as it was in the past.

29 5. **LISTEN FOR DETAIL** Listen again. In your notebook, write *T* for ideas that are true and *M* for myths.

1. Everyone should drink eight glasses of water per day.
2. Eating too many calories makes you gain weight.
3. Cold weather doesn't cause colds.
4. It is good to take antibiotics when you have a cold.
5. Eggs are bad for your heart.

6. **SDG SPEAK** What 'health myths' do you know or have you heard of?

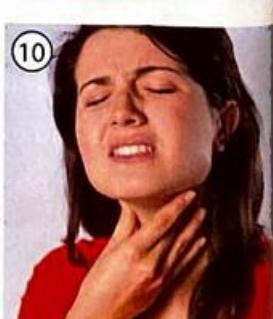
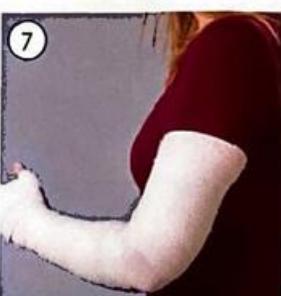
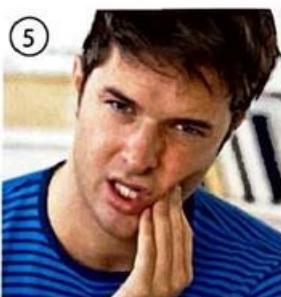
VOCABULARY

Minor illnesses

7. **SDG SPEAK** Work in pairs. How often do you get a medical check-up? Have you ever been in the hospital?

30 8. Match photos 1–10 with the words in the box in your notebook. Listen, repeat and check your answers.

broken bone cold cough flu headache sore throat
stomach ache sunburn temperature toothache



9. Listen to Dr Tremblay again. Complete the information with some of the minor illnesses from exercise 8 in your notebook.

Cold weather doesn't cause colds and (1) _____. They are caused by viruses. If you have a (2) ___ and are suffering with a (3) ___, a (4) ___ or a (5) ___, get plenty of rest, drink warm drinks – unless you have a (6) ___. Don't take antibiotics!



GRAMMAR

Quantifiers *too* and *enough*

10. Look at the grammar table. Say something you have *too much / many* and something you do not have *enough*.

Quantifiers *too* and *enough*

<i>too many / much + nouns</i>	<i>(not) enough + nouns</i>
They buy too many snacks every day.	We have enough drinks for everyone.
You drink too much coffee in the morning.	She doesn't have enough time to cook.
too + adjectives / adverbs	adjectives / adverbs + enough
I feel too ill to have dinner at the restaurant.	I don't feel well enough to have dinner.
You exercise too hard when you go to the gym.	You don't exercise hard enough at the gym.

11. RULES Write the correct options in your notebook.

1. We use **too, too much** and **too many** to mean **more / less** than the right amount.
2. We use **too many** with **countable / uncountable nouns** and **too much** with **countable / uncountable nouns**.
3. We use **enough / not enough** to mean the right amount and **enough / not enough** to mean less than the right amount.
4. We use **too before / after** adjectives and adverbs, **(not) enough before / after** nouns and **before / after** adjectives and adverbs.

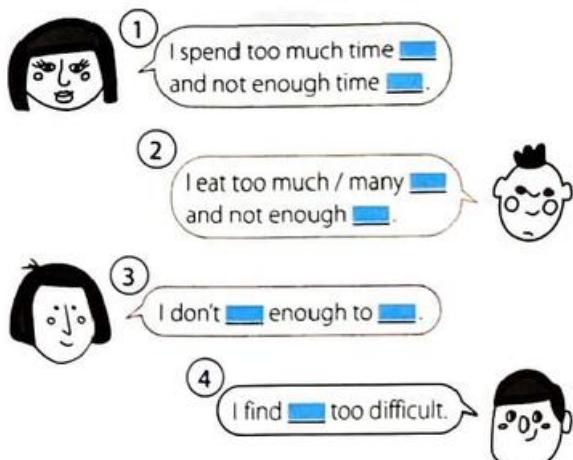
12. Match the sentence halves in your notebook.

- | | |
|------------------------------|--------------------------------|
| 1. We've got too | a. enough exercise. |
| 2. You don't do | b. sick for football practice. |
| 3. We haven't got | c. people in this yoga class. |
| 4. There are too many | d. enough milk. |
| 5. She has too much | e. many cups on the table. |
| 6. He's too | f. energy to sit still. |

13. Order the words to make sentences in your notebook.

1. sugar / much / eat / don't / too / .
2. to / I'm / the exam / too / for / study / tired / .
3. sure / sleep / are getting / make / enough / you / .
4. calls / had / too / morning / I've / many / this / .
5. enough / engineering / your / to study / good / marks / are / .

14. SPEAK Work in pairs. Complete the sentences so they are true for you.



SPEAKING

Stay fit and healthy

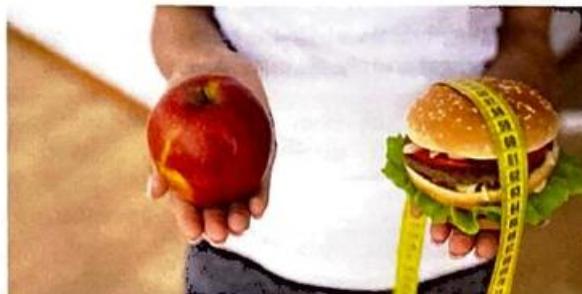
15. Work in pairs. In your notebook, write a list of dos and don'ts for each of the topics.

food and drink stress sleep illness exercise

Too many eggs are bad for your heart.

You need to sleep at least eight hours to feel good.

16. Plan and give a short presentation called *The dos and don'ts of staying fit and healthy*. Ask which piece of advice is a myth or bad advice.



READING**A report**

1. **SDG SPEAK** Read the title of the report. What does it mean? Do you agree? Why? / Why not?

32) 2. **READ FOR GIST** Read and listen to the report. Answer the questions in your notebook.

1. How many times a day a person laughs on average?
2. How is laughing good for our health?
3. What is the writer's advice?

3. **FACTS AND OPINIONS** Read the Tips Hub! box. In your notebook, write **F** for facts and **O** for opinions.

1. Happy people are likely to live to an older age.
2. Laughing can have a similar effect to working out in the gym.
3. Laughing slows blood flow and increases our heartbeat.
4. Laughing produces chemicals in our brain.
5. You can make friends thanks to your smile.

Tips Hub!

- **Facts** are clearly true ideas which are often presented with support. To express them we use *report, show, find*, etc.
- **Opinions** are things that people believe, but may not be true. To express them we use *seem, think, believe*, etc.

4. **SDG SPEAK** Work in pairs. Answer the questions.

1. When did you last laugh today? What did you laugh at?
2. What everyday things make you feel good?

VOCABULARY**Feelings**

5. **SPEAK** Do you talk to people about feelings? Would you say you are able to manage your emotions well?

33) 6. Listen and repeat the words in the box. What do they mean? Which feelings are positive and which are negative?

anxious cheerful confused grateful interested
pleased relaxed scared stressed surprised

7. In your notebook, match definitions 1–6 with adjectives from exercise 6. Write a definition for the other adjectives.

- | | |
|-------------------------|-------------------------------|
| 1. frightened | 4. happy and satisfied |
| 2. calm and not worried | 5. behaving in a friendly way |
| 3. thankful | 6. unable to think clearly |

Phrasal verbs

34) 8. Match the phrasal verbs in the box with meanings 1–6. Listen, repeat and check your answers.

cheer (somebody) up come down with
fight off get over go down go up

- | | |
|---------------------|------------------------------|
| 1. lower | 4. be in a positive mood |
| 2. increase | 5. recover from an illness |
| 3. catch an illness | 6. defend against an illness |

A smile a day keeps the pain away!

We all know that a cheerful state of mind makes us happy but it could also help us live longer. Laughing out loud seems to be particularly good for your health.

Fun facts

Did you know that we laugh out loud on average 17 times a day? Yes, and we use between 5 and 55 muscles every time we smile. Maybe that is why it is also widely believed that laughing 100 times is equal to 10 minutes' light exercise in the gym. Not too bad!

Research studies

A study by the University of Maryland School of Medicine showed that laughter makes your blood pressure go down and your heart rate and blood flow go up in a healthy way. This can lead to a healthier heart and also make you less likely to come down with colds and other minor illnesses. The research also suggests that people who are happy are likely to live longer. Laughing also produces chemicals in the brain that make you feel pleased and cheer you up.

Social relationships

Smiling and laughing are also important for social relationships. While in the past public laughter used to be associated with madness, today, experts believe that smiling and laughing help the mind and body to feel relaxed and therefore help to show trust between people. A smile has the ability to initiate emotions in another person, which often results in a smile back. A nice start of friendship!

Conclusion

Remember Charles Chaplin's famous quote: 'A day without laughter is a day wasted'. So keep on smiling and laughing out loud! It is healthy and helps you feel less stressed, and you might even make new friends!

9. Write the correct options in your notebook.

- I hope she **cheers up / gets over** her flu before the weekend.
- Have outdoor equipment prices gone **up / down** yet? Last week they went **up / down** and everything was very expensive!
- Jo never **comes down with / gets over** a cold. He is so healthy!
- To **come down with / fight off** sore throat it is good to have honey every day.
- The solution to **cheer / go** you up is to have a party.

GRAMMAR

Articles and no article

- 10.** Look at the grammar table. Say one sentence with *a*, one with *an*, one with *the* and one with no article.

Articles and no article

Indefinite: <i>a / an</i>	Definite: <i>the</i>
He told me a funny joke.	The joke was about tomatoes.
I've just dropped a euro.	Do you often use the internet?
I'm reading an article about a university. I read an hour every day.	I've been to the United States and sailed the Atlantic Ocean and the River Nile.
No article	
I love finding bargains .	See you on Monday .
Carrots are very healthy.	I live at Sunny Street .
We drink milk at night.	I eat dinner at 8 every day.

- 11. RULES** Write the correct options in your notebook.

- We use **a or an / the** to refer to something for the first time and **a or an / the** to refer to something which has already been mentioned.
- We use **a or an / the** when there is only one of something.
- We use **the / no article** before the names of seas, rivers and countries with plural form.
- We use **the / no article** to refer to a plural noun, uncountable nouns or something in a general sense.
- We **use / don't use** articles before days, street names and meals.

- 12. Correct two mistakes in each sentence in your notebook.**

- The smiley is a famous image all over world. Why do you think an image is so successful and popular?
- Do you own or have you ever owned anything with smiley on it, such as the T-shirt? Where else do we see it?
- Do you use an emojis or icons in your online messaging? Do you have a favourite emoji? Are there the emojis for your country or culture?

- 13. SPEAK** Work in pairs. Answer the questions in exercise 12.



used to

- 14.** Look at the grammar table. What did you use to do in your free time when you were a child?

used to

Affirmative	Negative
I used to work in a café.	She didn't use to drink tea.
He used to feel tired.	You never used to sing.
Questions	Short answers
Did they use to call you?	Yes, they did . / No, they didn't

- 15. RULES** Write the correct options in your notebook.

- We use **used to** to talk about past situations that **do not exist now / continue now**. These include **present / past** habits and states.
- Used to** **changes / doesn't change** form for person.
- In negative sentences and questions we use **do / did**.
- Didn't use to** and **never used to** mean **the same / different**.

- 16. Correct one mistake in each sentence in your notebook.**

- I used working in a restaurant.
- Did you used to live here?
- They didn't used to work shifts.
- She use to study all the time.
- He used to surfing the internet for hours every day.

- 17. SPEAK** Work in pairs. Make sentences that are true for you with **used to** and these verbs.

eat

read

listen to

watch

play

PRONUNCIATION

the: /ði:/ or /də/

(35)

- 18.** Listen and repeat. How do you pronounce **the**? Match sentences 1–2 with **a–b** and write the correct options in your notebook.

- Have you ever been to **the** East coast of America?
- No, but I've been to **the** West coast.

- Say /ði:/ before a **vowel / consonant** sound.
- Say /də/ before a **vowel / consonant** sound.

Café Hub

5.3 Painful experience

- Talk about symptoms
- Use pharmacy phrases in a conversation

COMPREHENSION

Feeling unwell

1. SDG SPEAK Work in pairs. Answer the questions.

- When was the last time you came down with a minor illness?
- What happened to you?
- What symptoms did you have?
- How did you get over?
- What are the health care problems in your country?

2. 00:00-03:06 Watch the video. Answer the questions in your notebook.

- Who are the people?
- Where are they?
- How does the pharmacist feel?
- How does Gaby feel?
- Do they have a cold?

3. 00:00-03:06 Watch the video again. In your notebook, match Gaby and the pharmacist with the parts of the bodies that hurt each of them.



Gaby



Pharmacist

- | | | | |
|---------|-------------|----------|-----------|
| 1. nose | 2. back | 3. head | 4. eyes |
| 5. hand | 6. throat | 7. ears | 8. leg |
| 9. arm | 10. stomach | 11. foot | 12. tooth |

4. 03:06-04:54 Watch the video. Write the correct options in your notebook.

- The pharmacist suggests that Gaby takes tablets / syrup for her health issue.
- Gaby is / isn't allergic to medicines.
- Gaby needs to take one tablet every six / eight hours to get over.
- Gaby suggests that the pharmacist rests / call the doctor.
- Gaby also buys tissues / hot lemon.
- Gaby / The pharmacist gets asleep.

5. SPEAK Work in groups. What advice would you give Gaby? And the pharmacist?

FUNCTIONAL LANGUAGE

Talk about symptoms

6. In your notebook, copy the table and complete it with the words in the box.

anything are cold every feeling have
hurts should sure tablets to try

At the pharmacy

Ask about health	Explain symptoms
Are you OK?	I'm not <input type="text"/> very well.
Are you <input type="text"/> you're OK?	I have a terrible <input type="text"/> .
What's painful?	Everything <input type="text"/> .
What <input type="text"/> your symptoms?	My head / throat / nose hurts.
Do you have <input type="text"/> for a sore throat / headache?	Yes, sure. These are good for a sore throat.
Do you <input type="text"/> sore eyes / a temperature?	Yes, very sore. No, not really.
Are you allergic <input type="text"/> anything?	Yes, I'm allergic to nuts. I have a nut allergy.
Do you have an allergy to ...?	No, I'm not.

Give advice

I suggest these / this medicine.

Take one eight hours.

You could drinking a hot lemon and honey.

I think you rest / relax / call the doctor.

7. 03:06-04:54 Watch the video again. Check your answers.





MILLY



SAM



NEENA



ZAC



GABY

USEFUL PHRASES

Pharmacy phrases

8. Match useful phrases 1–6 with phrases a–f with a similar meaning in your notebook.

1. I know how you feel.
2. We are both not very well today.
3. Is one enough?
4. It's common at this time of year.
5. I'll be fine.
6. That usually makes me feel better.

- a. A lot of people get this in summer.
- b. Don't I need more?
- c. I have the same symptoms as you.
- d. It's my favourite cure.
- e. You and I are ill today.
- f. Don't worry about me.

9. How do you say the useful phrases 1–6 in exercise 8 in your language?

PRONUNCIATION

Vowel sounds

10. Match words 1–5 and a–e which have the same vowel sound in your notebook. Then listen and check.

- 1. cough
- 2. hurt
- 3. pain
- 4. sore
- 5. throat

- a. allergic
- b. jaw
- c. nose
- d. same
- e. wrong

11. In your notebook, copy and complete the table with the words from exercise 10. Listen, repeat and check your answers.

1. /ɒ/	2. /ɔ:/	3. /ɜ:/	4. /əʊ/	5. /eɪ/
● ● ●	● ● ●	● ● ●	● ● ●	● ● ●

12. SPEAK Work in pairs. Practise saying the words and add more examples for each sound. Check your partner's pronunciation.

SPEAKING

A health conversation

13. Work in pairs. Write a conversation about health in your notebook. Use the Functional Language box and the useful phrases. Follow the instructions.

Student A

Ask Student B about how they are feeling.

Student B

Choose an ailment from photos 1–6 and answer the question.

Student A

Ask Student B about their symptoms.

Student B

Explain your symptoms. Use *feeling*, *have*, *hurt(s)*, *painful*, etc.

Student A

Ask questions and give advice. Use *allergic*, *take*, *temperature*, *try*, etc.



14. Perform your roleplay to the class. Compare the performances and give your opinion.

Review

VOCABULARY

1. Read and complete the minor illnesses in your notebook.

- Graham's tired. He's got a runny nose and a bit of a headache. He has a cold.
- Ray feels cold and shaky and his temperature is very high. He has a fever.
- Jane's sitting in the dark. Light makes her feel worse. She's taken painkillers. She has a headache and a stomach ache.
- Adam fell asleep on the beach. His shoulders and back are very red. He has a sore back and shoulders.
- Tina thinks she's got an infection. It hurts when she swallows. She has a sore throat and stomach ache.

2. Write the correct options in your notebook. Use the information in brackets to help you.

- I feel really anxious / cheerful now the holidays have started. (positive)
- Lola is a little nervous / glad about the interview tomorrow. (negative)
- I always feel scared / pleased when I get a lot of 'likes' for my posts on X. (positive)
- I'm really confused / glad that you liked the cake I made. (positive)
- Casper didn't go to the top of the building because he was too surprised / scared. (negative)

3. In your notebook, swap phrasal verbs in bold 1–6 for the text to make sense.

Janet is my personal trainer. She is always trying to ⁽¹⁾ **went up** sore throats. She drinks a lot of water and always wears a scarf. However, she ⁽²⁾ **got over** the flu last week. Her temperature ⁽³⁾ **cheered up** and her defences ⁽⁴⁾ **fight off** and she felt very tired. But today I ⁽⁵⁾ **came down with** when I saw her again! She has already ⁽⁶⁾ **went down** and we are back to our training.



GRAMMAR

4. Complete the sentences with *too, too many, too much* and *not enough* in your notebook.

- We can't finish the wall today. There are too many bricks.
- There are too many hair styles – I can't decide!
- There are too many chairs here. I'll get two more from the meeting room.
- We shouldn't eat too much sugar in our diets. It's unhealthy.
- He is too tired to football practice.

5. Write the correct options in your notebook.

Humans are not in an/the/a only animals that laugh. Other animals such as a/the/the gorillas, chimpanzees and orang-utans also laugh. A/The/the main reason for laughter in an/the/a animals is when they are playing. A/The/the laughter indicates that it is a/the/a game and that no one is going to get hurt. A/The/the laughter has also been observed in a/the/a rats.



6. For each pair of words or phrases, write what people *used to* and *didn't use to* do 40 years ago in your notebook.

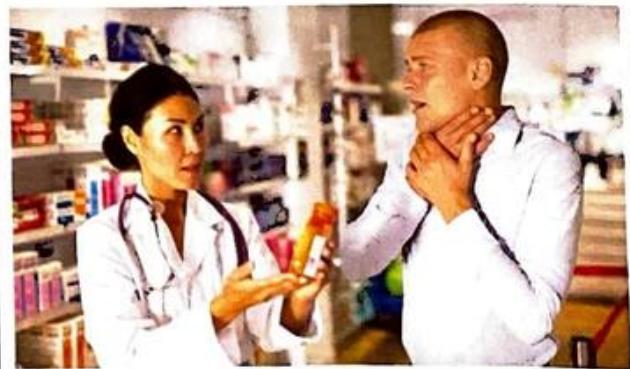
- online maps and satnavs / paper maps (use)
- on the phone / on social media (chat)
- films online / videos (watch)
- letters / emails (write)
- by landline / by mobile phone (call)

FUNCTIONAL LANGUAGE

7. Complete the sentences in the conversation with the words in the box in your notebook.

have hurts not OK really suggest what

- Customer:** I'm ⁽¹⁾ not feeling very well.
- Pharmacist:** Do you ⁽²⁾ have a headache?
- Customer:** My throat ⁽³⁾ hurts.
- Pharmacist:** Are you ⁽⁴⁾ OK?
- Pharmacist:** I ⁽⁵⁾ suggest these tablets.
- Customer:** No, not ⁽⁶⁾ really.
- Pharmacist:** ⁽⁷⁾ What are your symptoms?



8. Put sentences a–g in the conversation in the correct order 1–7 in your notebook.

9. SPEAK Work in pairs. Practise the conversation in exercise 8. Use your own ideas.

5.4 Give us your opinion

Write a survey report about happiness

WRITING

A survey report

1. Title

Summarise the main idea.

University degrees in English-speaking countries (2015)

3. Key fact

Briefly explain the survey results.

The survey compares the percentage of people aged 25 to 34 with a university degree in English-speaking countries in 2015.

According to the survey, an average of 42% of the population of these countries were graduates.

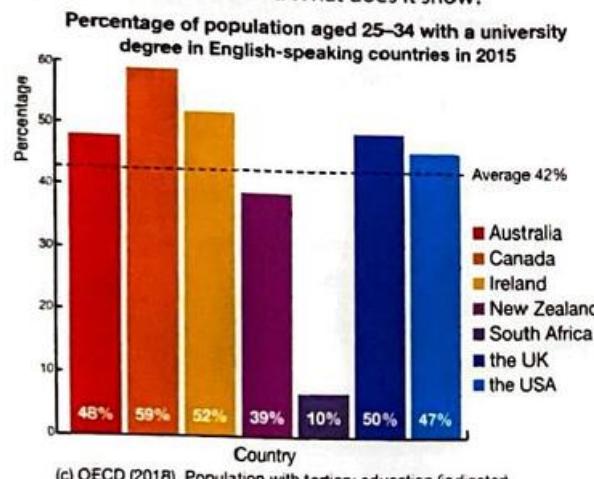
5. Conclusion

Summarise your findings.

Canada had the highest percentage of graduates at 59%. In contrast, South Africa had the lowest with just 10% of the population having a university degree. The number of graduates in Ireland was just over 50%, while in Australia the figure was just under 50%. Similarly, the figure for the USA was 47%, while in New Zealand, 39% of people aged 25 to 34 were graduates.

Overall, in most English-speaking countries almost half of the population had a university level of education in 2015.

1. SPEAK Look at the chart. What does it show?



2. Read the model survey report. Then read the Tips Hub! box and answer the questions in your notebook.

1. How are percentages expressed in the report?
2. What tense is used to show data? Why?
3. Which phrases in the Tips Hub! box:
 - a. express differences?
 - b. show the topic report?
 - c. express similarities?
 - d. give data?
4. Do you think the conclusion is positive or negative? Why?



Tips Hub!

Survey report language

- You can write % or percent, but be consistent.
- Use the correct tense (present, past, future) depending on the data time period.
- Use the correct language:
 - The survey shows / compares ...; According to the survey ...
 - an average of, just over / under / at 50%
 - By / In comparison / contrast ...; Similarly, ...; Both ...

2. Introduction

Say what the survey shows

4. Categorise results

Group similar data together
Express similarities and differences.

It's your turn!

1. PREPARE You are going to write a survey report about World Happiness. Read about the report. What areas of life do you think the survey asks questions about?

World Happiness report

Top four countries	score (out of 10)
Norway	7.54
Denmark	7.52
Iceland	7.50
Switzerland	7.50
Bottom four countries	score
Syria	3.46
Tanzania	3.35
Burundi	2.91
Central African Republic	2.69

Helliwell, J., Layard, R., & Sachs, J. (2017). World Happiness Report 2017, New York: Sustainable Development Solutions Network.

2. PLAN Make notes about:

- the data you will include
- how you can compare and contrast the data
- your conclusion

3. WRITE Use the model text, the information in the World Happiness report from exercise 1 and your notes from exercise 2 to write your survey report.

4. CHECK Check your writing using this list.

- I have used the correct tense.
- I have included phrases to compare and contrast the information.
- I have included a final conclusion.

5. REVIEW Work in groups. Read your reports and compare them. How are they similar / different?

Review

VOCABULARY

- ### 1. Read and complete the minor illnesses in your notebook.

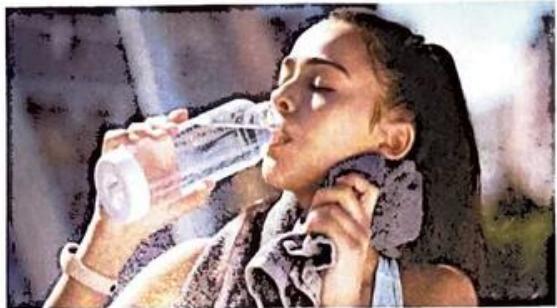
1. Graham's tired. He's got a runny nose and a bit of a headache. He has a cold.
 2. Ray feels cold and shaky and his temperature is very high. He has a fever.
 3. Jane's sitting in the dark. Light makes her feel worse. She's taken painkillers. She has a headache.
 4. Adam fell asleep on the beach. His shoulders and back are very red. He has a sunburn.
 5. Tina thinks she's got an infection. It hurts when she swallows. She has a sore throat.

2. Write the correct options in your notebook. Use the information in brackets to help you.

1. I feel really **anxious / cheerful** now the holidays have started. (positive)
 2. Lola is a little **nervous / glad** about the interview tomorrow. (negative)
 3. I always feel **scared / pleased** when I get a lot of 'likes' for my posts on X. (positive)
 4. I'm really **confused / glad** that you liked the cake I made. (positive)
 5. Casper didn't go to the top of the building because he was too **surprised / scared**. (negative)

3. In your notebook, swap phrasal verbs in bold 1–6 for the text to make sense.

Janet is my personal trainer. She is always trying to (1) **went up** sore throats. She drinks a lot of water and always wears a scarf. However, she (2) **got over** the flu last week. Her temperature (3) **cheered up** and her defences (4) **fight off** and she felt very tired. But today I (5) **came down with** when I saw her again! She has already (6) **went down** and we are back to our training.



GRAMMAR

- 4.** Complete the sentences with *too*, *too many*, *too much* and *not enough* in your notebook.

1. We can't finish the wall today. There are ___ bricks.
 2. There are ___ hair styles – I can't decide!
 3. There are ___ chairs here. I'll get two more from the meeting room.
 4. We shouldn't eat ___ sugar in our diets. It's unhealthy.
 5. He is ___ tired to football practice.

- 5.** Write the correct options in your notebook.

Humans are not **an / the /** – only animals that laugh. Other animals such as **a / the /** – gorillas, chimpanzees and orang-utans also laugh. **A / The /** – main reason for laughter in **an / the /** – animals is when they are playing. **A / The /** – laughter indicates that it is **a / the /** – game and that no one is going to get hurt. **A / The /** – laughter has also been observed in **a / the /** – rats.



6. For each pair of words or phrases, write what people used to and didn't use to do 40 years ago in your notebook.

1. online maps and satnavs / paper maps (use)
 2. on the phone / on social media (chat)
 3. films online / videos (watch)
 4. letters / emails (write)
 5. by landline / by mobile phone (call)

FUNCTIONAL LANGUAGE

7. Complete the sentences in the conversation with the words in the box in your notebook.

have hurts not OK really suggest what

- a. **Customer:** I'm (1) feeling very well.
 - b. **Pharmacist:** Do you (2) a headache?
 - c. **Customer:** My throat (3) .
 - d. **Pharmacist:** Are you (4) ?
 - e. **Pharmacist:** I (5) these tablets.
 - f. **Customer:** No, not (6) .
 - g. **Pharmacist:** (7) are your symptoms?



8. Put sentences a–g in the conversation in the correct order 1–7 in your notebook.

- #### **9. SPEAK** Work in pairs. Practise the conversation in exercise 8. Use your own ideas.

LET'S GET STARTED!

1. SDG Work in groups. Answer the questions.

- Why are product reviews so important to businesses?
- Do you read or watch reviews before buying something?
- Have you ever bought a bad product after reading a good review about it?
- Would you write a good review for a bad product for money?
- Look at the travel bag and complete the description in your notebook. Would you buy it? Why? / Why not?

Look at the new (brand + name) **1** travel bag. It is made in (country) **2** using (materials) **3**. It is very practical. It has **4** and it only weights **5**. You can buy it in (colours) **6**. It costs **7**.



LET'S FIND OUT!

3. Complete the steps to make a product review video with the words in the box in your notebook.

don't edit leave like prepare write

- ✓ Choose the product and **1** the script:
 - Highlight what you **2** about the product.
 - Explain what you **3** like and why.
 - Say thank you and ask people to **4** you a comment.
- ✓ Choose a recording location and **5** your equipment.
- ✓ Record, **6** and upload the video

4. Look at the model product review video. Answer the questions in your notebook.

- What is the product? Who is it for?
- What are the pros and cons?
- Does it follow the steps in activity 3?

5. In pairs, add two pros and two cons to the product.

LET'S DO IT!

6. Think of a product you use in your professional field. Read the box and create your product review video. Use the model text, the tips from exercise 3 and your own ideas.

It's your turn!

A product review video

1. PLAN

- Think about what you like and don't like of the product.
- Think about locations, music and design for the video.

2. WRITE

- Make an introduction of the product.
- Include pros and cons of the product.
- Keep your content short and attractive.

3. RECORD

- Prepare the equipment.
- Practise the script and record the video.

4. EDIT

- Edit the content as necessary: use transitions, music, etc.

5. SHARE

- Upload and watch the video in class.

7. Give feedback on the product review video. How can you improve yours? Which product would you buy? Why?

BIO IONIC SUPERAIRFLOW PROFESSIONAL HAIRDRYER



ARE YOU LOOKING FOR A PROFESSIONAL HAIRDRYER FOR YOUR SALON?

THIS POWERFUL HAIRDRYER GETS GREAT RESULTS FOR UNDER £100!

1.000.000 views

10k

Share

...

27 Comments
Add a comment

SUBSCRIBE 2M



What we like

It has five heat settings, including a cold shot and a powerful airflow for faster drying. Its ergonomic design makes it comfortable enough to handle.



What we don't like

It doesn't come with too many attachments. Cord is a little short.



Thanks for watching

Bio Ionic SuperAirflow Professional Hairdryer is the best hairdryer for your salon. Hope you find this video helpful. Leave me a comment below.

CINEMA AND LITERATURE

Unit contents

Vocabulary	film and book genres, descriptive adjectives (films and books), television	Speaking	show interest in a topic, British and American English
Grammar	zero and first conditionals, past perfect and past simple	Pronunciation	word stress in longer words, intonation
Listening	a podcast	Writing	a film review
Reading	a report	Project	a design of your workplace



OBJECTIVES

- Describe films and books
- Talk about different TV viewing habits
- Understand how to order past events
- Show interest in a topic
- Understand British and American English phrases
- Write a film review
- Design your workplace

SDG Work with a partner. Discuss the questions.

1. Look at the photo. What can you see?
2. Who is Seth Grahame-Smith? What does the quote mean? Do you agree?
3. Can you think of some films that are adapted from novels?
4. Do you think some books or films should be banned? Why? / Why not?
5. Can we learn about a culture from their films and books?

6.1 Telling stories

● Describe films and books

VOCABULARY

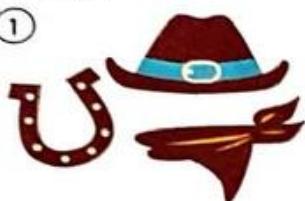
Film and book genres

- 1. SPEAK** Work in pairs. In your notebook, make a list of male and female writers and film directors.
- 38 2. SPEAK** Listen and repeat the words in the box. In pairs, say one film or book for each type of genre.

action animated biopic comedy fantasy historical
horror musical romantic comedy (rom-com)
science fiction (sci-fi) thriller western

3. In your notebook, match icons 1–8 with genres from exercise 2.

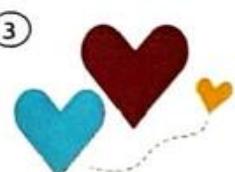
1



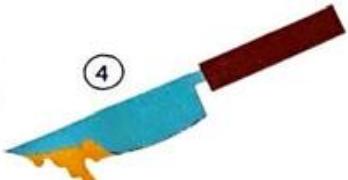
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3



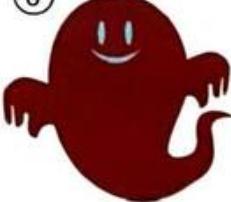
4



5



6



7



8



4. Write the correct genre for each definition 1–8 in your notebook.

1. a scary film
2. a mystery story
3. a very funny story
4. a love story
5. a story set in space
6. a computer-made film
7. a story which is sung to music
8. a film about somebody's life

Descriptive adjectives (films and books)

- 39 5. Listen and repeat the words in the box. Translate them into your language. Describe your favourite film and book.

amusing boring disappointing engaging
entertaining exciting gripping
interesting memorable scaring

6. Read the Tips Hub box. Then write the correct options in your notebook.

1. The play was totally **engaged / engaging** and the acting was **amazed / amazing**.
2. I was a bit **bored / boring** by the end. The plot isn't very **interested / interesting** I'm afraid.
3. You won't be **disappointed / disappointing**. The singing is **excited / exciting**.
4. The actor's performance was really **gripped / gripping**.

Tips Hub!

- The film was **disappointing** (what caused the feeling)
- I was **disappointed** by the film. (how we feel)

7. **SPEAK** Work in pairs. What do you think about these ideas? Use descriptive adjectives.

a cookery class

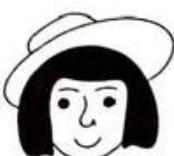
go shopping

play cards

read comics

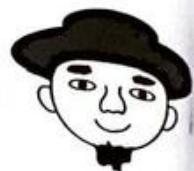
travel abroad

horror films



I love travelling abroad.
It's exciting and you never get bored.

Well, I agree. Travelling abroad is very interesting, but it can also be tiring.



LISTENING

A podcast

8. **SPEAK** Work in groups. Have you enjoyed film versions of books you have read? Is it better to read the book or to see the film first?

- 40 9. **LISTEN FOR GIST** Listen to a podcast comparing films and books. Write **F** for films and **B** for books in your notebook.

1. They allow us to imagine and see things in our own way.
2. We get to know the characters more.
3. They connect with our different senses at the same time.
4. It is an experience we often share with friends.



- 10. LISTEN FOR KEY WORDS** Listen to three extracts from the podcast. Complete the sentences with the correct descriptive adjectives.

1 So I think that if you read the book, the experience will be more and .

2 A film can be much more and than a book. Music can also make the film more and .

3 Some people think that if you read the book first, you will be by the film.

- 11. IDENTIFY CONTRAST** Read the Tips Hub! box. Listen and complete the sentences with linking words and phrases in your notebook.

- Books allow the reader to use their imagination. With films, , we see what the director and the actors want us to see.
- With books, the story generally moves more slowly. With a film, , the whole story needs to start and finish in 90 minutes.
- We generally watch a film with other people. reading a book is more individual and personal.
- Reading is a less sociable activity. , book clubs are very popular these days.
- People often say they are disappointed by the film. , I think in many cases people actually prefer the film.

Tips Hub!

Identify contrast: linking words and phrases

but, though, however, although → (but) at the same time
on the other hand → compared to
another (important) difference is → and one more thing



GRAMMAR

Zero and first conditionals

12. Look at the grammar table. What will you do this summer if you pass all your exams?

Zero conditional

Condition	Result
If / When you heat ice,	it melts.

First conditional

Condition	Result
If you go to the book fair,	you will have a great time.
If you read the book first,	you won't want to watch the film.

Result	Condition
You will have a great time	if you go to the book fair.

13. RULES Write the correct options in your notebook.

- Zero / First conditionals talk about things that are generally true (laws and rules).
- Zero / First conditionals talk about possible situations in the future.
- The **if-clause / result clause** describes the action or condition and the **if-clause / result clause** says what will happen.
- We **use / don't use** a comma (,) when the **if-clause** comes first.

14. Complete the conditional sentences with the correct form of the verbs in brackets in your notebook.

- If you mix red and blue, you (get) purple.
- I (buy) the snacks if you get the cinema tickets.
- If it rains, we (not have) a concert in the park.
- I (go) to the job interview if you come with me.
- Plants die if they (not get) enough water.

15. Correct one mistake in each sentence in your notebook.

- If I will have time, I will paint your portrait tomorrow.
- He stars in the film if they pay him well.
- If you will freeze water it becomes a solid.
- I go with you to the cinema if we watch a comedy.
- You get burned if you'll touch fire.

PRONUNCIATION

Word stress in longer words



16. Copy the table in your notebook and complete it with the words in the box. Listen, repeat and check your answers.

adventure animated biography engaging
fantasy historical interested memorable

1. ●●●	2. ●●●	3. ●●●●	4. ●●●●
● ● ●	● ● ●	● ● ● ●	● ● ● ●

6.2 On the box

— Talk about different TV viewing habits
— Understand how to order past events

READING

A report

- SPEAK** How long do you spend watching TV? Do you try to limit the number of hours?
- PREDICTING** Look at the title, the images and the headings. What is the text about? What is binge-watching?
- (44) **Read and listen to the report.** Were you right about your predictions from exercise 2?
- READ FOR DETAIL** Read the report again. Write True or False in your notebook. Correct the false sentences.
 - In the past, people used to watch a series once a week.
 - People binge-watch because they want to find out what happens next.
 - We are now watching less TV than in the past.
 - Today, TV shows need to have a complete story in one episode.
 - More and more famous film actors are starring in TV shows.
- SPEAK** Work in pairs. What do these ideas from the report mean?

1. the 'now' generation

2. TV is the new cinema

3. programme-makers can be much more creative

VOCABULARY

Television

- (45) 6. Listen and repeat the words in the box. Read the report again. Which three words are not in the text?

binge-watching box set channels episode
on-demand TV online streaming services
programmes season finales seasons series

7. Complete the questions with the words from exercise 5 in your notebook.

- Which TV (BBC, Neox, Euronews, etc.) do you watch the most often?
- What kind of (sports, music, news, etc.) do you generally watch?
- Do you own any DVD ?
- Do you watch TV or online ? What's your favourite platform for ?
- Are there any that you always watch on TV or online? How long is each ? How many are there? Have there been any exciting season ?

8. SPEAK Work in groups. Answer the questions in exercise 7.



Which TV channel do you watch the most often?



I watch Eurosport because I love sports very much.

How binge-watching has changed TV forever



Once upon a time

Not long ago, people had to wait seven days to watch the next episode in a series on TV. Missing an episode meant that somebody had to tell you what had happened because you could not watch it again. But those days are gone.

What changed?

First came the DVD box set. And now, thanks to on-demand TV and online streaming services, the way we watch television has changed forever. At the heart of this is binge-watching.

The 'now' generation

People spend hours and even weekends watching episode after episode. They do not want to wait to find out what happens next. As a result, audiences are now watching more TV than ever. It is now the 'new normal'.

A new kind of show

Today, programmes are made differently. Now, there is no need for a whole story to be contained in one episode. This is changing the familiar format of TV series, and programme-makers now can be much more creative.

TV is the new cinema

Budgets for this new generation of TV shows are high and the shows have huge international audiences. Consequently, a lot of Hollywood stars are moving away from making traditional cinema films and appearing more on TV. At the same time, binge-watching is replacing going to the cinema as a social occasion.

Is binge-watching here to stay?

In today's online world, people are becoming more demanding and want everything to be immediately available.

TV companies will therefore need to make more shows that meet this demand. As other media companies are starting to make their own TV programmes, too, binge-watching will continue to be big business.



GRAMMAR

Past perfect

9. Look at the grammar table. Had you studied this tense at school before?

Past perfect

Affirmative	Negative
I had just heard the news.	You had not seen the series.
He'd already read the book.	We hadn't watched the film.
Questions	Short answers
Had she visited the website?	Yes, she had / No, she hadn't .

10. RULES Write the correct options in your notebook.

1. We use the past perfect to refer to a **present / past** action that occurred before another past action.
2. We make the past perfect with **have / had** + past participle.
3. We **use / don't use** the past perfect with *already* and *just*.

11. Correct one mistake in each sentence in your notebook.

1. Someone had drop a newspaper on the ground.
2. 'Had she posted it before?' 'Yes, she did.'
3. The show just had begun when we arrived.
4. Had already you read the book before last night?
5. I was late, but the film wasn't started, so it was OK.



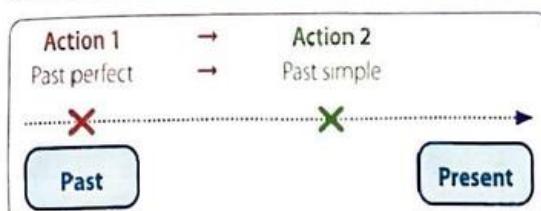
Past simple and past perfect

12. Look at the grammar table. What had you done before you started studying at this school?

Past simple and past perfect

I **had seen** the news **before** Jo arrived.

Before Jo arrived I **had seen** the news.



13. RULES Write the correct options in your notebook.

1. When we are talking about two events in the past, one is in the **present / past** simple and the other is in the past **perfect / continuous**.
2. The past perfect shows the **earlier / later** action in the past and the past simple shows the **earlier / later** action.

14. In your notebook, complete the sentences with the past simple or past perfect form of the verbs in brackets.

1. The talk **_____** (already / begin) when I arrived.
2. I **_____** (not watch) the film because I had already seen it.
3. They didn't want to watch the news because they **_____** (just / read) them.
4. We had just started the journey home when the accident **_____** (happen).
5. I found the DVD that my friend **_____** (drop) behind the sofa.

SPEAKING

Are you addicted to TV?

15. Read the questionnaire and write the statements 1–8 that are true for you in your notebook.

Are you a binge-watcher and addicted to TV?

1. Until I saw this last series, I had never said or thought 'Just one more episode'.
2. I dream, or daydream, about the series I'm currently watching.
3. I feel that I know the series' characters as well as if they had been my lifelong friends.
4. When the series ends, I feel depressed (for around ten seconds until I start the next one).
5. I've stayed up all night, or at least until 3 am, watching episodes of a series.
6. The series is my favourite topic of conversation.
7. I want other people to watch the series and love it as much as I do.
8. Watching the series, or even thinking about watching it, is the best part of my day.



16. **SDG** Work in groups. Count your statements and read the score. Do you agree? Discuss.

1–3 statements: You enjoy watching TV series. You are not addicted to TV, yet, but you are perhaps an occasional binge-watcher.

4–6 statements: You are addicted to TV and probably a frequent binge-watcher. Be careful this doesn't take over your life.

7–8 statements: You need to get a life!

Café Hub

6.3 First date

- Show interest in a topic
- Understand American and British English phrases

COMPREHENSION

Getting to know each other

- SPEAK** Have you ever been on a blind date? Do you believe in love at first sight? Why? / Why not?
- SPEAK** Work in pairs. Look at photos a-f. Who are they? Where are they?

a



b



c



d



e



f



- Watch the video. In your notebook, put photos a-f in order they happen in the story 1-6. What are they doing?

- In your notebook, write the topics they talk about. Then watch the video again and check your answers.

children	marriage	food	family	music
home	culture	money	the weather	work

- Watch the video again. Write True or False in your notebook. Correct the false sentences.

- Zac arrives first at the park.
- Zac and Milly have tickets to the same show.
- It's Milly's birthday today.
- Zac thinks Milly is shy.
- Milly wants to go home.

FUNCTIONAL LANGUAGE

Show interest in a topic

- In your notebook, copy the table and complete it with the words in the box.

am are believe did do for
it's kidding no so too

Show interest

Comment	Reply: show surprise
Listen to this.	(1) way! Is this Gold Sounds?
It's their new record.	(2) real?
I have tickets to their show.	You're (3) ! I don't (4) it!
I'm going with my sister.	(5) you?
She got the tickets for my birthday.	She (6) ?
My birthday is today.	Really? on (7) your birthday today?
I like that about you.	You (8) ?
Comment	Reply: show you understand
I miss my family.	(9) do I.
I'm not crazy about English food.	Neither (10) I.
I feel like I can be myself here.	Me (11) .

- 00:00-03:00 Watch the video again. Check your answers.



MILLY



SAM



NEENA



ZAC



GABY

USEFUL PHRASES

British and American English

8. In your notebook, match the pairs of sentences with similar meaning. Write Br for British English and Am for American English phrases.

- | | |
|--------------------------|-------------------------------|
| 1. He's gotten very shy. | 2. Let's have / take a break. |
| 3. Really? | 4. For real? |
| 5. You must be kidding. | |
| 6. Ace! | 7. You must be joking. |
| 8. He's got very shy. | |
| 9. Let's take a break. | 10. Awesome! |

9. Listen, repeat and check your answers to exercise 8.



PRONUNCIATION

Intonation

10. Listen and repeat the replies. Copy the sentences in your notebook. Draw ↑ if the intonation goes up or ↓ if it goes down.

- | | | | |
|--------------------|-------------------------|-------------------|-------------|
| 1. No way! | 2. For real? | 3. You do? | 4. So do I. |
| 5. Really? | 6. Are you? | 7. Me too. | 8. She did? |
| 9. You're kidding! | 10. I don't believe it! | 11. Neither I am. | |

11. SPEAK Work in pairs. Practise the phrases. Listen and check your partner's pronunciation.

SPEAKING

Reply with interest in a conversation

12. Write a sentence about these topics in your notebook. Give more details (what / where / when happened).

1. something surprising
2. something shocking
3. something you like
4. something that isn't true
5. something about the past
6. something about the future

13. Work in pairs. Roleplay a conversation showing interest. Use the Functional language box and your ideas from exercise 12.

Student A

Read out your first sentence.

Student B

Show interest and reply.

Student A

Continue the conversation with more details.

Student B

Show interest and reply again.

14. Take turns to practise your conversation. Then perform it for the class.



I've got tickets for Billie Eilish!

You do?



The concert is on 15 June in Barcelona.

Really?



15. Compare the performances and give your opinion.

6.4 Opinions count

Write a film review

WRITING A film review

1. Title

Use an eye-catching headline as a title



★★★ Posted on 19/05/25 at 16:24
A story of dreams, music and love

La La Land is a 2016 American musical romantic drama film written and directed by Damien Chazelle. It tells the story of a romance between Mia (Emma Stone) and Seb (Ryan Gosling).

3. Summary

Explain the film's story but do not mention the ending.

La La Land is set in modern-day Los Angeles. Mia is an actor and Seb is a jazz pianist. They fall in love and struggle to pursue their dreams in a city known for destroying hopes and breaking hearts.

The film has some wonderful music and singing and some old-fashioned dancing. At the same time, it is exciting, beautiful and heartbreakingly. The acting was excellent and the ending was unexpected.

5. Conclusion

Give your personal opinion of the film.

If you like musicals, you'll love this film.

2. Introduction

Include the title, the director, the main actors and a brief summary of the plot.

4. Analysis

Describe the different aspects of the film: script, acting, music, etc.

1. SPEAK Do you read reviews of series, films or books before watching or reading them? Why? / Why not?

2. Read the model review and answer the questions in your notebook.

- What is the title of the film? What genre is it?
- Who are the main characters?
- Where is the film set?
- What is it about?
- What does Joe like about the film?

3. Read the Tips Hub! box. Write examples of the uses of the -ing form in the model review in your notebook.



Tips Hub!

The -ing form

- A noun: **Writing** is an important skill.
- An adjective: I'm reading an **interesting book**.
- After prepositions: He is good **at writing**.

It's your turn!



1. PLAN You are going to write a review about a film you have recently seen. Make notes about:

- | | |
|----------------|-----------------------|
| • the genre | • the plot |
| • the director | • your opinion |
| • the actors | • your recommendation |

2. WRITE Use the model text and your notes from exercise 1 to write your review.

3. CHECK Check your writing using this list.

- I have included an eye-catching headline.
- I have included all the important information about the film.
- I have used descriptive adjectives and given a rate.

4. SWAP Swap your review with a partner and check their work for mistakes.

5. SHARE Read your review to the class. Which film would you like to see? Why?

Review

VOCABULARY

1. Match film and book genres 1–6 with descriptions a–f in your notebook. Then write the correct adjectives.

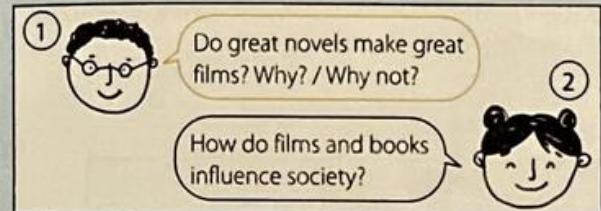
- | | | |
|------------|-------------|------------|
| 1. comedy | 2. thriller | 3. biopic |
| 4. fantasy | 5. horror | 6. musical |

- a. It isn't scary at all and I was pretty **bored / boring** for most of it.
- b. It's really funny. I couldn't stop laughing. Go see it, you won't be **disappointed / disappointing**.
- c. It's got lots of strange creatures in it. The visuals are **amazed / amazing**.
- d. I was really **amused / amusing** by the singing and dancing. I loved it!
- e. The story of his life was very **engaged / engaging** and quite **moved / moving**.
- f. It's very **excited / exciting** and **gripped / gripping**. I couldn't stop reading it.

2. Complete the words about television in your notebook.

- 1. A **s**a**o**f**n**l**i**s is the last episode of a season.
- 2. An **e**i**o**e is one show in a TV series.
- 3. BBC, HBO, Cartoon Network and MTV are TV **c**a**n**l**is**.
- 4. A **p**o**r**m**e** is a show that is broadcast on television or radio.
- 5. A collection of DVDs or Blu-rays of the same series is called a **b**x**s**t.
- 6. A **s**r**e** is a set of shows that have the same main characters or the same topic.

3. **SPEAK** Work in pairs. Answer the questions.



GRAMMAR

4. Complete the zero and first conditional sentences with the correct form of the verbs in brackets in your notebook.

- 1. If you see Janice this evening, you / say hello from me?
- 2. If you mix water and electricity, you get a shock.
- 3. A: If we miss the bus, we get a taxi.
B: OK, or if it stop raining, we walk.
It isn't far to the cinema.
- 4. If you like reggae, you love this band.
I get you a ticket if you like.
- 5. If you not use suncream when you go to the beach, you get sunburned.

5. Write the correct options in your notebook.

- 1. When I arrived at the concert hall, the concert **had already / already had** started.
- 2. 'He had / Had he already applied for this job before?' 'Yes, he **had / hadn't**'
- 3. She told me that she **just had / had just** started her internship at the hospital today.
- 4. We **hadn't / not had** placed an order for office supplies before.
- 5. Before working as web programmers they had **been / were** IT technicians.

6. Complete the text with the past simple or past perfect form of the verbs in brackets in your notebook.

The invention of the television

Before it **(1)** (become) a reality, television **(2)** (be) a dream of inventors for over 100 years. And by the time it was finally invented there **(3)** (be) many different ideas. Despite the many inventors who **(4)** (each / play) an important part in its development, it was the British John Logie Baird who on 26th January 1926 **(5)** (give) the world's first demonstration of true television.

FUNCTIONAL LANGUAGE

7. Complete the conversations with the words in the box in your notebook.

believe did do real so too

- 1. A: Alice got a place on the food control course.
B: She ? That's great news.
- 2. A: Jimmy's band have got a record contract.
B: For ?
- 3. A: This year I want to go to the Organic Food Iberia fair.
B: You ? I didn't think you liked fairs.
- 4. A: This week we have to do the medical check at work.
B: Yeah. Me .
- 5. A: I love the Agricultural Botany module.
B: do I!
- 6. A: Did you know that the film won three Oscars?
B: Really? I don't it! It was terrible.



LET'S GET STARTED!

- SDG** How do you think the design of a workplace can affect workers' health?
- Match items 1–6 with workplaces in the box in your notebook.

fitness centre massage room nursery classroom



- Work in pairs. Add more items to each workplace in your notebook.

LET'S FIND OUT!

- Work in groups. What is important for a good workplace? In your notebook, number the ideas from 1–6 (1 = the most important).

lighting storage materials
colours comfort safety

MY PERFECT NURSERY CLASSROOM

Active play area
Include building blocks, toys, a big mirror, etc. for physical activities.

Quiet area
Include bean bags, yoga mats and cushions for kids to rest.

Role-playing area
Include a kitchen, costumes and add new items each week.

Reading corner
Include comfortable sofas, nice light and lots of books.

- Look at the model workplace. Answer the questions in your notebook.

- Which of the three workplaces in activity 2 is it?
- How many different areas are there? What are they for?
- What furniture is there? Is there natural light?
- Is it a good workplace? Why? / Why not?

LET'S DO IT!

- Think of a workplace within your professional field. Read the box and design your own workplace. Use the model workplace, the tips from exercise 4 and your own ideas.

It's your turn!

A design of your workplace

1. PREPARE

- Think about the different areas you want to have.
- Make a list of the elements you want to include.

2. CHOOSE

- Use a free plan design programme (SmartDraw, Planner 5D, etc.).
- You can also create the plan manually.

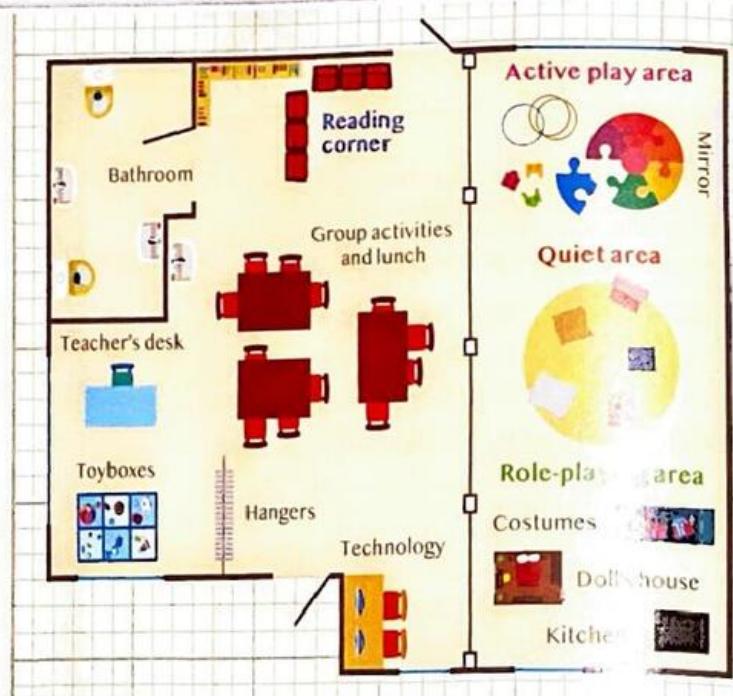
3. DESIGN

- Organise the workplace in different areas.
- Label furniture and key elements.
- Describe briefly the design.

4. PRESENT

- Make a presentation in class of the design of your workplace.

- Give feedback on the designs. Which one do you like best? How can you improve yours?



Unit contents

Vocabulary	make and do collocations, money verbs, money phrases	Speaking	go shopping and ask for a refund, shopping phrases
Grammar	second conditional, defining relative clauses	Pronunciation	/s/ and /z/, add emphasis
Listening	a lecture	Writing	a 'for sale' advert
Reading	a magazine article	Project	a business promo on TikTok

There are people who have money and people who are rich.

Coco Chanel



OBJECTIVES

- Discuss your skills and how they could help others
- Imagine situations that are unlikely in reality
- Talk about money, philanthropy and charities
- Go shopping for clothes and ask for a refund
- Use shopping phrases in a conversation
- Write a 'for sale' advert
- Make a business promo on TikTok

SDG Work with a partner. Discuss the questions.

1. Look at the photo. What can you see?
2. Who is Coco Chanel? What does the quote mean? Do you agree?
3. Would the world be a better place if we all had the same amount of money? Why? / Why not?
4. What do you think about cryptocurrencies? Are they the future?

7.1 Who needs money?

READING

A magazine article

- SPEAK** Did you exchange anything with other people when you were younger (toys, books, etc.)? What about later in life?
- PREDICT** Look at the title of the article and the photos on the page. What do you think the article is about?



- 48 3. **READ FOR DETAIL** Read and listen to the magazine article. Complete the notes with one or two words from the text in your notebook.

- Kyle McDonald started a website, and after one year exchanged a for a .
- Through websites such as Craigslist.org, people can exchange or for another.
- There are other websites such as Time banks, where, for every you work, you earn .
- The two basic rules of bartering are to ask for what you are offering and to reach a .

4. **UNKNOWN WORDS** Read the Tips Hub! box. Find words 1–5 in the article and guess their meanings.

1. set up 2. swapped 3. trades
4. below its value 5. break down

Tips Hub!



Guess the meaning of unknown words

- Read the sentence before and after the unknown word.
- Use the text topic and the message of the paragraph.
- Identify the grammatical form and function.
- Keep reading the text for clues.

5. Match words 1–5 from exercise 4 with their meanings a–h in your notebook. There are three extra definitions. Were you right?

- | | |
|------------------------|-------------------|
| a. become ineffective | e. exchanged |
| b. begin | f. more expensive |
| c. cheaper | g. business deals |
| d. sell at good prices | h. work |

6. **SDG SPEAK** Work in groups. Do you think bartering items and services is a good idea? What are the pros and the cons?

- Discuss your skills and how they could help
- Imagine situations that are unlikely in reality

Bartering is back

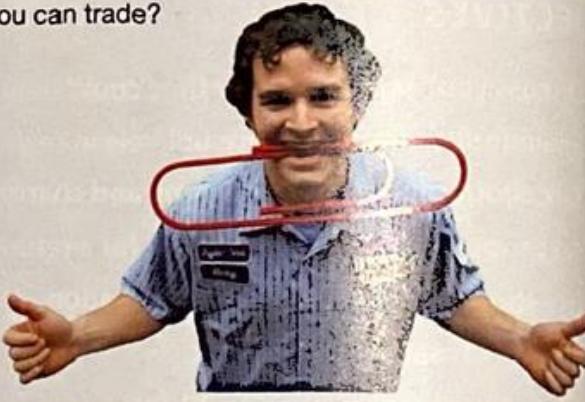
Back in 2005, Canadian Kyle MacDonald set up a website and offered a red paperclip in exchange for 'something bigger and better'. One year later, and after 14 exchanges, he had swapped the paperclip for a house! First, he swapped the paperclip for a pen. After that, the trades included a snowmobile, a van, an afternoon with rock star Alice Cooper and a role in a Hollywood film. Finally, he swapped the film role for a house.

But trading or bartering one item for another is nothing new. It was how people 'shopped' before the invention of money. Today, the number of people who use websites such as Craigslist.org, where you can exchange one item or service for another, is increasing. People also offer to trade professional services such as legal advice and accountancy.

Time banks are another development. You register at your local Time Bank's website and list the services you have to offer. For each hour of work you provide to another member, you earn 'time credits', which you can then spend on another service on the site.

Doing your research and suggesting realistic prices are the basic rules with both barter sites and time banks. It's important not to try to make a profit. At the same time, if someone does you a favour, don't give them something below its value. If you do this, the system will break down and stop working. If you are bartering, it is important to agree with the other person what is a fair exchange. So, for example, you might agree that fixing someone's washing machine is equal to a half-hour guitar lesson.

So, next time you need something, don't reach for your wallet or bankcard. Who needs money when you can trade?

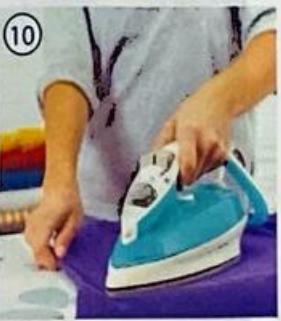
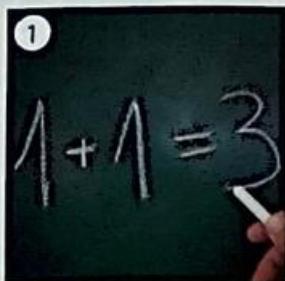


VOCABULARY

make and do collocations

7. Match photos 1–10 with the collocations in the box in your notebook. Then listen, repeat and check your answers.

do a favour do some damage do some research
 do the ironing make a complaint
 make a decision make a mess make a mistake
 make an offer make a profit



8. Read the magazine article again. Which collocations from exercise 7 do not appear in the text? Make a sentence with each of them.

GRAMMAR

Second conditional

9. Look at the grammar table. What would you do if you won €6,000?

Second conditional

Condition	Result
If you spent less money,	you would be happier.
If it were expensive,	I wouldn't buy it.
Result	Condition
She wouldn't do it	if she didn't want to.

10. RULES Write the correct options in your notebook.

- We use the second conditional to talk about **real / hypothetical** situations in the present or future.
 - To make a second conditional sentence, we use **if + past simple / would** in the condition, and **past simple / would + infinitive** without to in the result.
 - We only use a comma (,) when the if-clause comes **first / at the end**.
 - With I, he, she and it, we **can / can't** use were in the if-clause.
11. In your notebook, complete the second conditional sentences in the conversation with the correct form of the verbs in brackets.



I just did the lotto. It's £10 million tonight. Imagine what (1) **happen** if I (2) **win**!



Well, you (3) **be** rich – that's for sure! What (4) **you / do** with the money?



If I (5) **have** £10 million, I (6) **give** most of it to my family, or to charity, you know.



Really? I (7) **not do** that if I (8) **get** that money! I'd buy some expensive artworks.

SPEAKING

Swap skills and services

12. Think about three skills and services you could offer and decide on their value (one hour doing the ironing = one hour of gardening).

13. Work in groups. Try to exchange your skills and services with your classmates. Use second conditional sentences.

Would you do an hour of ironing for me if I did an hour of gardening for you?

7.2 Getting and giving

— Talk about money, philanthropy and charities

VOCABULARY

Money verbs

1. **SDG SPEAK** Have you ever regretted spending money on something?
- 50 2. Listen and repeat the words in the box. How do you say them in your language? Can you think of more money verbs?

donate earn give away lose
make owe raise support

3. Complete the sentences with the correct form of the verbs from exercise 2 in your notebook.

1. The radio station is six tickets for Rosalia's concert.
2. Penélope Cruz many charities such as Red Cross and UNICEF.
3. Does an assistant director more than €25,000 a year?
4. The school will 95% of the money they at the festival to charity.
5. Eike Batista was a millionaire who a fortune, then he went bankrupt and all his money and millions to the banks.

Money phrases

- 51 4. Listen and repeat the phrases in the box. What do they mean? Write one sentence with each phrase in your notebook.

borrow money from lend money to pay by card
pay for things pay in cash save up
spend money on take money out of an ATM

5. Write the correct options in your notebook.

1. I'm always saving up / on so I can go away at least once or twice a year.
 2. I spend a lot of my money in / on travelling.
 3. I usually take about 30 euros out of / by the ATM once or twice a week.
 4. For things under five euros, I generally pay by / in cash.
I usually pay for / to things over five euros by / in card.
 5. I occasionally borrow 10 or 20 euros from / to my friends and I also sometimes lend it from / to them.
6. **SDG SPEAK** Work in pairs. Change the sentences in exercise 5 so they are true for you.



I'm always saving up so I can go to music festivals.

LISTENING

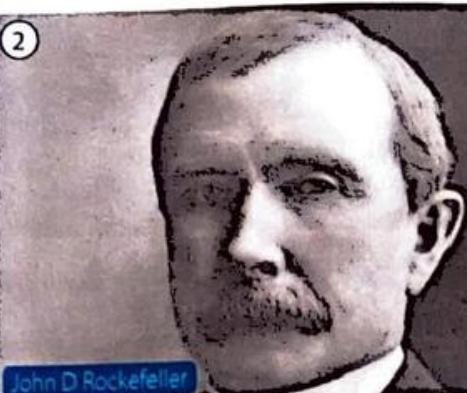
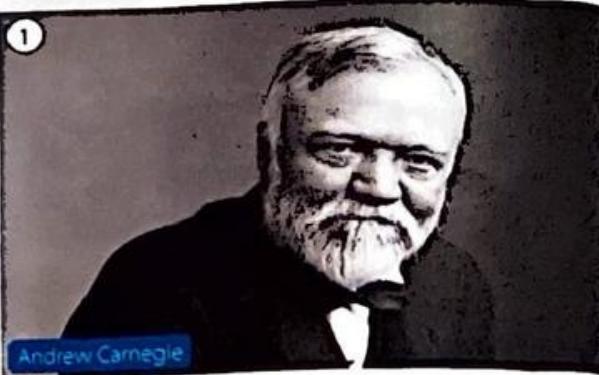
A lecture

7. **SDG SPEAK** Work in groups. If you were a billionaire, would you donate money and support charities? Why? / Why not?

8. **LISTEN FOR GIST** Listen to Part 1 of a lecture. What is philanthropy? What do people 1–4 have in common?

- 52 9. **LISTEN FOR KEY WORDS** Listen again. What is this money? Match people 1–4 with amounts a–d in your notebook.

- a. half a billion dollars c. \$540 million
b. tens of billions of dollars d. \$350 million



10. **LISTEN FOR GIST** Listen to Part 2 of the lecture. Write the correct options in your notebook.

The Giving Pledge asks people to give at least **50% / 15%** of their wealth to charity **when / before** they die.

11. **LISTEN FOR MAIN IDEA** Listen to Part 2 again. Write the two philanthropists that joined the Giving Pledge in your notebook.

1. Azim Premji 2. Li Ka-shing 3. Carlos Slim 4. Sara Blakely
5. Mark Zuckerberg 6. Meg Whitman 7. Richard Branson

12. **LISTEN FOR DETAIL** Listen to Part 2 again. Write the names of the philanthropists in your notebook.

- has started a university.
- would refuse to join the Giving Pledge if they were invited.
- believes that there should be more women in powerful positions.
- believes the best way to end poverty is through education and jobs.
- is mostly concerned with education and health in their own country.

GRAMMAR

Defining relative clauses

13. Look at the grammar table. Complete the defining relative clause: 'The school ... I study is ...'.

Defining relative clauses

Relative pronouns

Person	who	The friend who lent me the money is Jo.
	that	The person that gave away the money is a billionaire.
Thing	which	The salary (which) I earn is too small.
	that	The donation (that) he made is very large.
Possession	whose	The man whose wallet I found thanked me.
Place	where	The company where I work supports many charities.
Time	when	The year when Rockefeller died was 1937.

14. **RULES** Write the correct options in your notebook.

- A defining relative clause identifies a **verb / noun** and gives essential information about them.
- A defining relative clause comes **before / after** the noun and starts with a **relative pronoun / verb**.
- We use **who / which** when the noun is a person and **who / which** when the noun is a thing.
- We can use **when / that** for a person or a thing.
- We **can / cannot** miss out the relative pronoun when the word after the pronoun is a subject (*I, you, people, etc.*).

15. Complete the sentences with the correct relative pronouns. Sometimes more than one answer is possible.

- I know many people would love to travel.
- The student results were excellent got a job very quickly.
- This is the city I went to college.
- That was the time I was doing my internship in an IT company.
- He decided to start his own charity helps protect the environment.
- The charity I often donate to is *Help the Children*.



16. **SPEAK** Work in pairs. Choose one of these words and say a definition for your partner to guess. Use *This is ...* and a relative clause.

- | | | | |
|-----------------|-----------------|---------------|-----------------|
| a grant | a surgery | a salary | a plant nursery |
| an entrepreneur | a sales manager | an internship | |



This is money that you receive to pay for your studies.

It's a grant.



PRONUNCIATION

/s/ and /z/



17. Copy the table in your notebook and complete it with the words in the box. Listen, repeat and check your answers.

across also baseball Facebook givers
organisation promise raises salary
same supports Switzerland

/s/	/z/
• • •	• • •

Café Hub

7.3 Difficult customer

Go shopping for clothes and ask for a refund

Use shopping phrases in a conversation

COMPREHENSION

Here's your refund

- SPEAK** Work in pairs. Think of a time when you bought something in a shop and then returned it. Answer the questions.
- What was the item?
Which shop?
- What was the problem?
What happened in the end?
- Look at photos 1–4 and try to answer the questions in exercise 1. Then watch the video and check your answers.



- SPEAK** Work in pairs. Describe Milly and the customer. Use these adjectives and your own ideas. Give your reasons.

anxious

relaxed

dishonest

shy

kind

FUNCTIONAL LANGUAGE

Go shopping and ask for a refund

- In your notebook, copy the table and complete it with the words in the box.

enter fit for help here's kind like
pay receipt refund return so

Go shopping

Shop assistant	Customer
Can I (1) <input type="text"/> you?	I'm looking (2) <input type="text"/> a gift
What (3) <input type="text"/> of thing are you looking for?	A blue sweater. A T-shirt for a 15 year-old boy.
The sweaters are over there.	I'll take this one.
How would you like to (4) <input type="text"/> cash or card?	Card, please. In cash, please.
Can you (5) <input type="text"/> your PIN please?	Yes, sure.
Would you (6) <input type="text"/> me to gift wrap it for you?	Yes, please. No, thanks. It's OK.

Ask for a refund

Shop assistant	Customer
How can I help you?	I'd like to (7) <input type="text"/> this, please.
What's the problem?	It doesn't (8) <input type="text"/> well. It's the wrong size.
Have you got your (9) <input type="text"/> ?	It's in here somewhere. Yes, here it is.
Would you like to exchange it or would you prefer a refund?	I'd like a (10) <input type="text"/> , please. I'd like to exchange it for a larger size.
Don't worry about it. (11) <input type="text"/> your refund.	Thank you. Thank you (12) <input type="text"/> much.

- Watch the video again. Check your answers.

USEFUL PHRASES

Shopping phrases

- Complete the useful phrases with the words in the box in your notebook. Watch the video again and check your answers.

about be must only over right

- You're a yoga teacher, ?
- The sweaters are there.
- It says 'hand wash ' on the label.
- I have to quick.
- It be here!
- Don't worry it.
- Who says the phrases in exercise 6? Write M for Milly or C for the customer in your notebook. How do you say them in your language?



MILLY



SAM



NEENA



ZAC



GABY

PRONUNCIATION

Add emphasis

8. To emphasise a point in a sentence change the stressed word. Copy the sentences in your notebook. Then listen and underline the stressed words.

1. a. He is so special to me.
b. He is so special to me.
2. a. My niece is really tall.
b. My niece is really tall.
3. a. These shoes are very comfortable.
b. These shoes are very comfortable.
4. a. You've been extremely helpful.
b. You've been extremely helpful.

9. SPEAK Work in pairs. One says a sentence from exercise 8 and your partner points to the sentence.



SPEAKING

Buy and return a gift

10. Work in pairs. One is the shop assistant and one is the customer. Write a conversation in your notebook. Follow the instructions, use the gifts below, the Functional language box and the useful phrases.

Customer

Tell you want to buy a gift.

Assistant

Ask about the kind of gift.

Customer

Choose one gift from the photos.

Assistant

Ask about payment method and gift-wrapping.

Customer

Answer the assistant's questions.

11. Work in the same pairs. Imagine the customer is returning the gift they bought in exercise 10.

Customer

Tell you want to return the gift and say why.

Assistant

Listen to the customer and give options.

Customer

Choose one of the assistant's options.

12. Perform your roleplay to the class. Compare the performances and give your opinion.

7.4 Buying and selling

Write a 'for sale' advert

WRITING A 'for sale' advert

1. Title

Keep short and simple to get the buyer's attention.
Highlight a key feature (price, design, etc.)

Digital reflex camera – only €125

Nearly new and hardly used digital reflex camera. Some signs of use such as a few scratches but no dents or scores. No fungus and no dust in the optics.

It comes in the original box and is supplied with all essential accessories: a case, a strap, a spare battery and a charger.

Please contact me if you have any questions.

Free home delivery.



2. Description

Include specifications (size, height, etc.), condition (scratches, dents, etc.) and accessories.

3. Action

Invite buyer to ask questions or for more details.
Explain delivery details.

4. Images

Include photos which show condition.

1. **SPEAK** Work in pairs. Answer the questions.

1. Do you buy or sell second-hand goods?
2. What are the pros and cons of buying / selling second-hand?

2. Look at the model advert. Write examples of these ideas in your notebook.

- | | |
|-------------------|--------------------------|
| 1. the price | 4. condition |
| 2. specifications | 5. contacting the seller |
| 3. accessories | 6. delivery |

3. Read the Tips Hub! box. Find examples of impersonal language in the model advert.

Tips Hub!



Impersonal style

- noun phrases • use of *it* or no subject pronouns
- imperative • passive structures (*be* + past participle)

4. Rewrite the sentences in an impersonal style in your notebook.

1. I'm selling a new Led Smart TV in perfect condition.
2. The item has just a few light marks because I have hardly used it.
3. I have the original box the phone came in.
4. You can call me if you want to ask me any question.
5. I can send the watch to your home for free.

5. SPEAK Work in pairs. Answer the questions.

1. Would you ask any question to the camera seller?
2. Would you buy the camera? Why? / Why not?

It's your turn!



1. PLAN You are going to write a 'for sale' advert. Choose an item of your own. Make notes about:

- a key feature
- the price
- the characteristics
- the condition
- the accessories
- the delivery details

2. WRITE Use the model text, the Tips Hub! box and your notes from exercise 1 to write your advert.

3. CHECK Check your writing using this list.

- I have included a short and simple title.
- I have included the price, specifications and condition.
- I have used impersonal language.
- I have included several photos.

4. SWAP Swap your advert with a partner and check their work for mistakes.

5. SHARE Show your advert to the class. Are you interested in any item? Is anyone interested in yours?

Review

VOCABULARY

1. Complete the sentences with the correct form of *make* or *do* in your notebook. Then finish the sentences so they are true for you.

1. I need to a decision about ...
2. I usually some research when ...
3. I often mistakes when ...
4. I a mess when I was ...
5. I my friend a favour when ...

2. Complete the money verbs in your notebook.

1. I o you €5, but I'll pay you back tomorrow.
2. I s p o t this charity because it r i s money for the homeless.
3. Philanthropists around the world d n t around \$500 billion a year to charities and other organisations.
4. People who e r a lot of money or who have m d a fortune should g v some of it a y to charities.



3. Complete the questions with the prepositions in the box in your notebook.

by for from in on out of to up

1. What do you spend most money ?
2. Do you ever lend money your friends?
Or do you borrow it them?
3. How often do you take money the ATM?
4. Do you pay things mostly card, cash or do you use your phone?
5. What kind of things do you save for?

4. SPEAK Work in pairs. Answer the questions in exercise 3.

GRAMMAR

5. Correct the mistakes in the second conditional sentences in your notebook.

1. If people aren't obsessed with money, the world would be a better place.
2. If I had the choice, I will buy experiences, not possessions.
3. Carol would travel more if she have more time.
4. You would inspire other people if you would do something amazing.
5. Did you throw away all your possessions if I asked you?

6. SPEAK What would you do? In your notebook, write sentences using the second conditional. Check with your partner. Would you do the same?

(1)

You buy a phone from an online company, but they sent you two by mistake. Would you tell them or keep both phones?

(2)

You find a wallet with €500 in the street. Would you keep it or take it to the police?

7. Match the sentence halves to make defining relative clauses in your notebook.

1. My smartphone is the possession
 2. The money
 3. She's the woman
 4. South America is
 5. She gained a lot of experience
- a. when she was working in the hotel.
 - b. where she travelled as a student.
 - c. that he left will be given to charity.
 - d. which I could never give away!
 - e. who set up the new business in town.

FUNCTIONAL LANGUAGE

8. Order the words to complete the conversation in your notebook.

Assistant: m / help / you / can / ?

Customer: for / I'm / for / a gift / my mum / looking / . It's her birthday.

Assistant: you / thing / kind / what / of / are / looking for / ?

Customer: I like these gloves. much / they / are / how / ?

Assistant: Let me see. They're £20.

Customer: Great. them / I'll / take / .

Assistant: card / like / you / how / would / pay, / to / cash or / ?

Customer: Card, please.

Assistant: Thank you very much.



LET'S GET STARTED!

1. Match photos 1–4 with the type of business in the box in your notebook. Can you think of others?

corner shop franchise online shop second-hand shop



2. **SDG SPEAK** Work in pairs. Answer the questions.

1. Do you ever visit small shops or do you buy online?
2. What kind of businesses are there in your neighbourhood?
3. Would you like to set up your own business in your neighbourhood? Why? / Why not?

LET'S FIND OUT!

3. Complete the ideas to start a small business with the words in the box in your notebook.

campaign licenses look make
research structure think

1. Do market about your idea.
2. at competitors and identify your target audience.
3. a business plan and about the money you need.
4. Choose your business (franchise, online), name and location, and get any necessary and permits.
5. Create a marketing .

4. Read the model business promo below and answer the questions in your notebook.

1. What type of business is it?
2. What is its name? Where is it?
3. Who is the target audience?
4. What are the strengths?
5. How is the business promoted?

LET'S DO IT!

5. Think of a type of business in your professional field to open in your neighbourhood. Read the box and make your business promo on TikTok. Use the model text, the tips on exercise 3 and your own ideas.

It's your turn!

A business promo on TikTok

1. PLAN

- Think about the business you want to open.
- Study the competitors and your target audience.
- Think of a name.

2. WRITE

- Prepare the script. Use short sentences.
- Focus on its strengths.

3. RECORD

- Use TikTok or any other recording tool.
- Read the script loud and clear.

4. EDIT

- Choose the music, sound effects, etc.

5. SHARE

- Post your video.

6. Give feedback on the TikToks. Which business do you find most interesting? Would you go to any of them?

Unit contents

Vocabulary	electronic devices, the internet, natural features, indefinite pronouns	Speaking	make and receive phone calls, voicemail messages, phone problems phrases
Grammar	comparatives and superlatives, the passive: present and past simple	Pronunciation	pronounced and silent /r/, word stress and intonation
Listening	descriptions	Writing	a product recommendation
Reading	a news report	Project	a job comparative table



I wake up in the morning asking myself:
What can I do today? How can I help the world today?

Julia Hill

OBJECTIVES

- Describe and compare personal possessions and technology
- Talk about natural features
- Talk about the causes and effects of plastic pollution
- Make and receive formal and informal phone calls
- Understand voicemail messages and explain phone problems
- Write a product recommendation
- Make a job comparative table

SDG Work with a partner. Discuss the questions.

1. Look at the photo. What can you see?
2. Who is Julia Hill? Do you feel the same as she does? Why? / Why not?
3. What are the problems you are most concerned about in the world?
4. How can you help the world today?

8.1 Devices everywhere

● **Describe and compare personal possessions and technology**

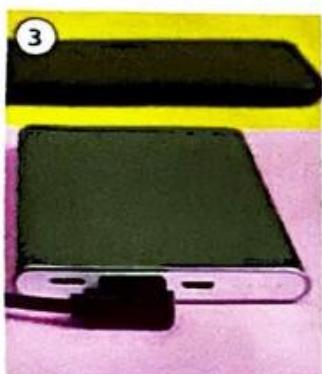
VOCABULARY

Electronic devices

1. **SDG SPEAK** How important is technology in your daily life? Do you think you are suffering from FOMO (Fear Of Missing Out)? Why? / Why not?

- 56 2. Match photos 1–8 with the words in the box in your notebook. Listen, repeat and check your answers.

drone e-reader fitness tracker GPS
power bank smart speaker tablet VR headset



3. Complete the sentences with some devices from exercise 1 in your notebook.

1. A is great when you are not at home and your phone battery runs out.
2. With my I can switch the lights on and off without touching any button.
3. I wear my 24 hours a day. It tells me how many steps I take every day.
4. My sister captures aerial stills and videos of properties for sale with a for a job.
5. I don't want an because I still love the feel and smell of paper books.

The internet

- 57 4. Listen and repeat the phrases in the box. How do you say them in your language? Add more phrases.

block an account click on a link connect a drive
crash (a computer) freeze (the screen) install an app
make a video call remember your password

5. Match definitions 1–5 with phrases from exercise 4.

1. use the internet to talk to and see someone else
2. add a small device with extra memory to your computer
3. press the button on your mouse to connect quickly to a website
4. your computer stops working
5. add a new application to your phone or tablet

6. **SDG SPEAK** Work in groups. What do you think the next biggest technological advance will be?

LISTENING

Descriptions

7. **SPEAK** What is your favourite tech device? Why?

- 58 8. **LISTEN FOR MAIN IDEA** Listen to four people talking about devices. What question are they answering?

- a. Which device do you use every day?
- b. What is the most useful device you own?
- c. What device do you most regret buying?

- 58 9. **LISTEN FOR KEY WORDS** Listen again. In your notebook, match speakers 1–4 with four devices from exercise 2 they are describing.

- 58 10. **LISTEN FOR DETAIL** Listen again. Write True or False in your notebook. Correct the false sentences.

1. Speaker 1 has got a device with a dictionary.
2. Speaker 2 has got an unreliable device which makes many mistakes.
3. Speaker 3 has got a device which is faster than a laptop.
4. Speaker 4 has got a device to take photos in the water.
5. Only two speakers are happy with their gadgets.

11. **SDG SPEAK** Which invention from exercise 9 do you think is most useful? Why?

GRAMMAR

Comparatives and superlatives

12. Look at the grammar table. What are the rules for forming comparative and superlative adjectives?

Comparatives and superlatives

	Comparatives	Superlatives
Short adjectives	slower / later / bigger / easier than	the slowest / latest / biggest / easiest
Longer adjectives	more expensive than more useful than	the most expensive the most useful
Irregular adjectives	little → less than many → more than	the least the most
Adverbs	harder than more quickly than	the hardest the most quickly
Comparison of equality		
Adjectives	Your phone is / isn't as good as mine	
Adverbs	My drone flies / doesn't fly as quickly as yours.	
Comparatives to express change		
Adjectives	Computers are getting smaller and smaller . Robots are becoming more and more useful .	

13. RULES Write the correct options in your notebook.

1. We use **comparatives / superlatives** to say how two or more things are different.
2. We use **comparatives / superlatives** to say that something is top or bottom of a group.
3. We use **as + adjective / adverb + as** to say that two things are **the same / different** in some way.
4. We use **get / become + comparative adjective / adverb + and + the same comparative adjective / adverb** to talk about change over time.

14. Correct the mistakes in each sentence in your notebook.

1. Exercising is most interesting with a fitness tracker.
2. This is the better device for laser hair removal.
3. My toolbox is as heavier as my teacher's.
4. Your tablet is more light than mine.
5. This tablet starts the more quickly than my other devices.
6. Technology is getting more the more advanced.

15. Complete the sentences with the comparative or superlative form of the words in brackets in your notebook.

1. This new mobile phone is (light) than my old one.
2. My computer is (expensive) thing I own.
3. A laptop is (bad) for reading books than an e-reader.
4. Computers are getting and (cheap) every year.
5. You can check spelling (quickly) online than you can by using a dictionary.
6. Uninstalling an app is (easy) as installing it.

16. Listen to some extracts from the gadget descriptions and complete the sentences in your notebook.

1. I can honestly say it's gadget I've ever bought.
2. This is definitely the piece of technology I own.
3. I can find my way so much in the past.
4. This has to be invention of the 21st century!
5. Mine is a bit some of them because it has a camera.

SPEAKING

Compare technology

17. Work in pairs. Look at the photos and describe the way the people are communicating. Who are they? What are they doing?



18. Work in groups. Compare the four ways of communicating.

1. Which do you think is the easiest / most difficult / funniest / nicest? Why?
2. Which one is your favourite and least favourite? Why?

8.2 Throw-away world

- Talk about natural features
- Talk about the causes and effects of plastic pollution

READING

A news report

1. SDG SPEAK Work in pairs. Answer the questions.

1. What kind of things do you recycle?
2. What happens to things you throw away that are not recycled?
3. How does ocean pollution affect marine life and ecosystems?

2. PREDICT Look at the title and the images. What do you think the text is about?

60 3. READ FOR KEY WORDS Read and listen to the news report. Complete the summary with words from the text.

(1) [] is carried around the world by ocean (2) [] and reaches the most remote (3) [] and other places. The photos of Henderson (4) [] show how serious the plastic (5) [] problem is.

4. READ FOR DETAIL Look at the Tips Hub! box. Then read the report again and answer the questions in your notebook.

1. Why is there plastic everywhere?
2. Why was plastic successful when it first appeared?
3. Some marine animals eat plastic. How can this affect humans?
4. Why is the Henderson Island mentioned in the text?
5. What can individuals do to help reduce the amount of plastic pollution?



Tips Hub!

Cause and effect

- verbs: *This means there are ...; This has led to ...*
- nouns: *And as a result, ...*
- linking phrases: *This is because ...; Because of this, ...; If we do this, ...*

5. SDG SPEAK Work in groups. Which plastic items would be easier and more difficult to stop using in your daily life?



Plastic bottles would be the most difficult, because most drinks are sold in this packaging.

VOCABULARY

Natural features

6. SPEAK Work in pairs. What natural features are mentioned in the news report?

61 7. Listen and repeat the words in the box. Give an example of each natural feature.

bay canyon cliff dune glacier harbour
ocean rainforest reef valley

The nightmare of Plastic Island

Plastic is everywhere. It is at the bottom of the oceans, on tropical beaches and at the top of Mount Everest. Each year, over 430 million tonnes of plastic is produced, used and thrown away.



Plastic was invented over 100 years ago and it was an instant success. It was cheap, had many uses and was long-lasting. And that is the problem. Plastic will not go away. It may break into smaller and smaller pieces, but every piece of plastic ever made still exists somewhere in the world.

Up to 13 million tonnes of plastic enters the world's oceans every year. It can be carried by the currents for many years and travel thousands of kilometres. Some of it is eaten by marine wildlife and enters the food chain. As a result, marine plastic is also consumed by humans each year when they eat fish and other seafood.

However, most of the plastic in the seas and oceans eventually washes up on beaches. Nowhere on Earth has as much plastic as the remote beaches of Henderson Island, a UNESCO World Heritage site in the South Pacific. The island is uninhabited and yet the most polluted anywhere in the world, and 99.8 percent of this pollution is plastic. This means that nowhere is safe from plastic pollution. Because of this, there is a global effort to reduce the amount of plastic pollution.

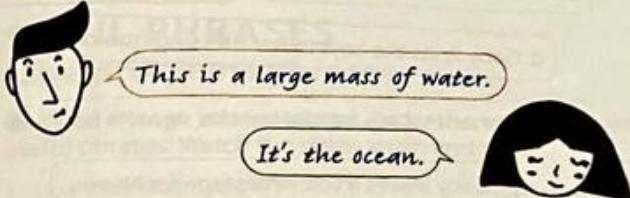
Nevertheless, the best way to prevent rubbish from washing up on beaches is for us as individuals to use less plastic. We can also buy products with less packaging and recycle more. This will reduce the amount of plastic that ends up in our oceans and on our beaches and even in our dinner plates.



8. Match definitions 1–5 with words from exercise 7 in your notebook.

- bank of rocks near the surface of the water
- a sand hill
- an area on the coast protected by walls
- a large mass of ice that moves slowly
- a deep valley with steep sides of rock

9. SPEAK Work in pairs. Give a definition of the words from exercise 7 for your partner to guess.



Indefinite pronouns

10. Listen and repeat the words in the box. Read the news report on page 78 again and find examples.

anywhere everywhere nowhere somewhere

11. Read the Tips Hub! box. Then complete the sentences with the indefinite pronouns in your notebook.

- I'd like to live by the sea, near a big sandy beach.
- There is like India. It's unique.
- If I could visit in the world, I'd go to California.
- I was very impressed by Singapore. was so clean.
There was no litter .

Tips Hub!

Indefinite pronouns

- anywhere** = any place, it doesn't matter where
- everywhere** = every place, all the places
- nowhere** = no place, not anywhere
- somewhere** = some place

GRAMMAR

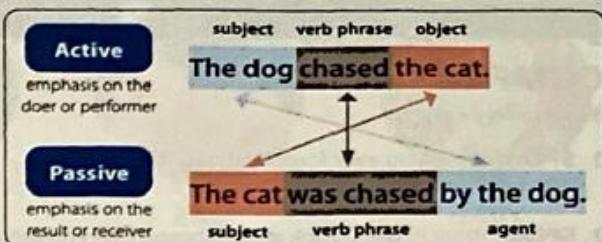
The passive: present and past simple

12. Look at the grammar table. How much plastic is used in your family?

The passive

	Active	Passive
Present simple	People use too much plastic.	Too much plastic is used (by people).
	Humans pollute all ecosystems.	All ecosystems are polluted by humans .
Past simple	My friends planned a plastic clean-up.	A plastic clean-up was planned by my friends .
	I visited polluted beaches.	Polluted beaches were visited (by me).

From active to passive



13. RULES Write the correct options in your notebook.

- We use the passive when who or what performs or causes the action **is / is not** important.
- We make the passive with the auxiliary verb **be** + the past **participle / simple** of the main verb.
- In the **active / passive** there may be an agent (the person or thing that performs or causes the action). We use **by after / before** the agent.

14. Read the news report on page 78 again and find all the passive sentences. Are they in the present or in the past?

15. Rewrite the active sentences into the passive in your notebook.

- This IT company organises my internship.
- The technician repaired the short-circuit.
- The school director opened the academic year yesterday.
- The nursing assistant cares for new patients at the hospital.
- The monitors organised a forest clean-up activity during the camp.



PRONUNCIATION

Pronounced and silent /r/

16. Listen to the words. Is the letter **r** pronounced in all the words 1–8?

- | | | | |
|-----------|-----------|-------------|-------------|
| 1. result | 2. marine | 3. large | 4. consumer |
| 5. remote | 6. world | 7. horrible | 8. major |

17. Copy and complete the table with the words in exercise 16 in your notebook. Listen, repeat and check your answers.

Pronounced /r/	Silent /r/
● ● ●	● ● ●

Café Hub

8.3 Locked out

- Make and receive formal and informal phone calls
- Understand voicemail messages and explain phone problems

COMPREHENSION

Yoga lessons

1. SPEAK Have you ever forgotten your house keys? What did you do?

2. SPEAK Work in pairs. Look at the photos. Can you predict what the story is about? Answer the questions.

- Who is she? Where is she?
- What is she doing in the first photo?
- What happens next? What is the problem?
- What does she do to solve the problem?
- How do you think the story ends?



3. Watch the video. Were your predictions right?

4. Number events a–j in the order they happen in your notebook. Watch the video again and check your answers.

a. The front door closes and locks shut

b. Gaby phones Neena's work.

c. Gaby is put on hold

d. Gaby finds the keys in her dressing gown

e. Gaby phones Zac's mobile but the signal is bad.

f. Gaby leaves a voice message for Neena.

g. It starts raining.

h. Neena's phone is switched off.

i. Gaby phones Neena's mobile.

j. Gaby opens the front door to take the rubbish out.

FUNCTIONAL LANGUAGE

Make and receive phone calls

5. In your notebook, copy the table and complete it with the words in the box.

can hold leave morning off phone
please possible speak this through

On the phone

Receptionist

Good ⁽¹⁾, you're through to Jobs, Jobs, Jobs and Jobs.

How ⁽²⁾ I help?

Thank you for calling AGF. Sam speaking.

I'm afraid the line's busy.
would you like to ⁽³⁾ ?

Yes of course, I'll just try to put you ⁽⁴⁾.

One moment please. / Hold the line please.

I'm sorry but Lia's not here at the moment.

Would you like to leave a message?

Caller

Hello, is it ⁽⁵⁾ to speak to Neena Patel?

Could I ⁽⁶⁾ to Neena Patel, please?

Yes ⁽⁷⁾.

Thank you.

Could you ask her to call Paul when she gets in?

Voicemail messages

The telephone you are calling is switched ⁽⁸⁾.

Please try again later.

Hi ⁽⁹⁾ is Neena Patel, I can't take your call at the moment.
Please ⁽¹⁰⁾ a message after the beep.

Neena, it's Gaby, please ⁽¹¹⁾ me as soon as you get this.

6. 01:33-03:44 Watch the video again. Check your answers.



MILLY



SAM



NEENA



ZAC



GABY

USEFUL PHRASES

Phone problems phrases

7. 00:36–01:31 In your notebook, order the words to make useful phrases. Watch the video again and check.

1. up / breaking / you're / .
2. you / hear / can't / I / .
3. say / did / you / what / ?
4. that / what / was / ?
5. very / the / isn't / signal / good / .
6. speak / could / up / you / ?

8. Copy and complete the table with the phrases from exercise 7 in your notebook.

Describe a phone problem	Ask for clarification
• • •	• • •

PRONUNCIATION

Word stress and intonation

- 65 9. Listen and repeat Amelia's voicemail greeting. Imitate the word stress and intonation.

Hi, this is Amelia Jones.
I can't take your call at
the moment. Please leave
a message after the beep.



10. SPEAK Work in pairs. You are going to record your own voicemail greeting in English.

- Practise your voicemail greeting and record it on your phone.
- Call your partner and listen to their greeting.
- Leave a message for your partner.

SPEAKING

Call a friend

11. Work in groups. Choose one of the problems 1–5 or use your own ideas.

1. You've locked yourself out.

2. You've lost your car keys.

3. You've lost your house keys.

4. You've missed the last bus home.

5. You've forgotten your passport.

12. Roleplay calling two friends to ask for help. Use the Functional language box and the useful phrases.

Student A

Call Student B. The signal is bad.

Student B

Answer Student A. The signal is bad.

Student A

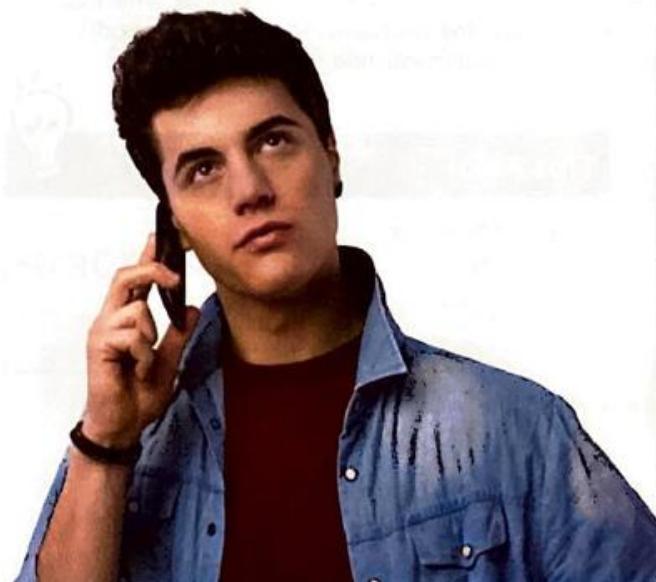
Call another friend at Jones & Jones.

Student C

You are the receptionist at Jones & Jones. Answer and say the line is busy. Suggest leaving a message.

Student A

Leave a message.



8.4 Make a decision

Write a product recommendation

WRITING

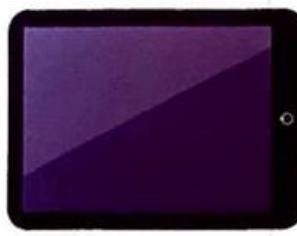
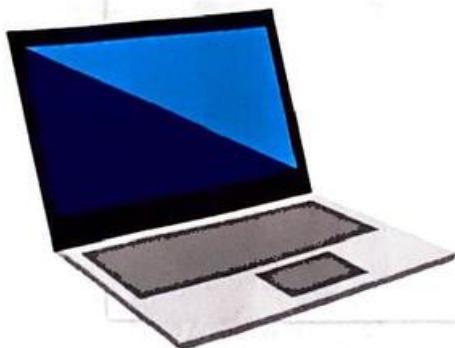
A product recommendation

1. Headline
It must show your query in a simple and clear way.
3. Comparison
Explain each of the key points in more detail, making comparisons.
5. Suggestion
Suggest action to follow.

Dylan, Oxford

Should I buy a laptop or a tablet?

This is not an easy decision. Think about size, weight and price. Most laptops are bigger and heavier than the average tablet. Size and weight may be a problem if you travel a lot. Your budget is also important. Generally speaking, laptops are more expensive than tablets.
If you travel regularly and want to spend less money, I'd recommend a tablet. It's more comfortable.
I think you should do some more research online. You could also talk to someone in a computer shop. Good luck!



2. Introduction

Mention the key points to consider before any decision (size, weight, price, etc.).

4. Opinion

Give your personal opinion and explain your reasons.

1. SPEAK Who do you ask for an opinion when you want to buy something?

2. SPEAK Work in pairs. Read Alice's message. What would you recommend her and why?

Alice, York

Should I buy a laptop or a tablet?

I need a computer for work, but also for entertainment at home and while I'm travelling. What do you think?

3. Read the model product recommendation. Write the advantages and disadvantages of laptops and tablets that Dylan mentions in your notebook.

4. Read the Tips Hub! box. In your notebook, write four examples of the structures in the box in the model product recommendation.

Tips Hub!

Recommendations

I think you should / You could + infinitive (no to)
I'd suggest / recommend + noun or verb + -ing
I'd suggest / recommend + you + infinitive (no to)

5. Correct the mistakes in your notebook.

1. I think you should getting a new phone.
2. I'd recommend you checking a used phone carefully before you buy it.
3. You could reading more about different brands online.
4. I'd suggest to buy a used phone.



It's your turn!



1. PREPARE You are going to write a product recommendation. Read Corey's message. What is her problem?

Corey, Germany

Should I buy a new or used phone?

I don't have a lot of money to spend on it, but I'd like the best one I can afford. What do you think?

2. PLAN Make notes about:

- the key points
- the pros and cons
- your personal opinion
- any other suggestion

3. WRITE Use the model text and your notes from exercise 2 to write your recommendation.

4. CHECK Check your writing using this list.

- I have included pros and cons
- I have included my own opinion
- I have given suggestions.
- I have included recommendation phrases.

5. REVIEW Work in groups. Read your recommendations. How are they similar or different?

8.4 Make a decision

— Write a product recommendation

WRITING

A product recommendation

1. Headline

It must show your query in a simple and clear way

Dylan, Oxford

Should I buy a laptop or a tablet?

This is not an easy decision. Think about size, weight and price.

Most laptops are bigger and heavier than the average tablet. Size and weight may be a problem if you travel a lot.

Your budget is also important. Generally speaking, laptops are more expensive than tablets.

If you travel regularly and want to spend less money, I'd recommend a tablet. It's more comfortable.

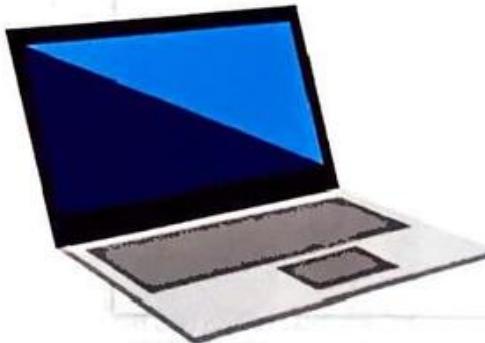
I think you should do some more research online. You could also talk to someone in a computer shop. Good luck!

3. Comparison

Explain each of the key points in more detail, making comparisons.

5. Suggestion

Suggest action to follow



1. SPEAK Who do you ask for an opinion when you want to buy something?

2. SPEAK Work in pairs. Read Alice's message. What would you recommend her and why?

Alice, York

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I need a computer for work, but also for entertainment at home and while I'm travelling. What do you think?

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Tips Hub!



Recommendations

I think you should / You could + infinitive (no to)

I'd suggest / recommend + noun or verb + -ing

I'd suggest / recommend + you + infinitive (no to)

5. Correct the mistakes in your notebook.

1. I think you should getting a new phone.
2. I'd recommend you checking a used phone carefully before you buy it.
3. You could reading more about different brands online
4. I'd suggest to buy a used phone.

2. Introduction

Mention the key points to consider before any decision (size, weight, price, etc.)

4. Opinion

Give your personal opinion and explain your reasons

It's your turn!



1. PREPARE You are going to write a product recommendation. Read Corey's message. What is her problem?

Corey, Germany

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I don't have a lot of money to spend on it, but I'd like the best one I can afford. What do you think?

2. PLAN Make notes about:

- the key points
- the pros and cons
- your personal opinion
- any other suggestion

3. WRITE Use the model text and your notes from exercise 2 to write your recommendation.

4. CHECK Check your writing using this list.

- I have included pros and cons.
- I have included my own opinion.
- I have given suggestions.
- I have included recommendation phrases.

5. REVIEW Work in groups. Read your recommendations. How are they similar or different?

Review

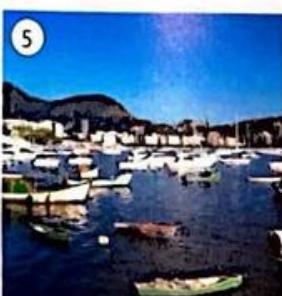
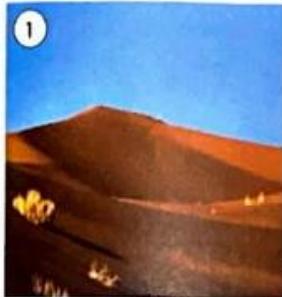
VOCABULARY

1. Write the correct options in your notebook.

- 1 My new **drone / fitness tracker** has arrived. Shall we go to the park and fly it?
- 2 I'm so bad at directions – this **VR headset / GPS** is really useful!
- 3 Have you ever **crashed / blocked** an account by entering the wrong password?
- 4 I always take my **e-reader / power bank** on holiday with me. I love romantic novels.
- 5 If the screen on your computer **freezes / clicks**, restart the computer.

2. Match photos 1–6 with the words in the box in your notebook. There are two extra words.

canyon cliff dune glacier harbour
rainforest reef valley



3. Complete the sentences with *anywhere*, *everywhere*, *nowhere* and *somewhere* in your notebook.

- 1 London is great. you go, you see something incredible.
- 2 I would like to go similar to California with beaches and warm weather.
- 3 What is the most polluted city in the world?
- 4 There is almost on Earth that does not have plastic pollution.

GRAMMAR

4. Complete the article with comparative and superlative adjectives and adverbs in your notebook.

Hi-fi & Wi-fi Magazine Awards

Mobile phones

(1) Chitchat 8 (2) Speakup 4 (3) Talkabout 2

Overall

The Talkabout 2 is a good phone, but the Speakup 4 is (1) . And this year, the Chitchat 8 is (2) .

Is it reliable?

The Talkabout 2 is (3) as the Speakup 4. But again, the Chitchat 8 is (4) .

Is it easy to use?

The Talkabout 2 is quite easy to use, but the Speakup 4 is even (5) to use. However, the Chitchat 8 is definitely (6) to use.

Does it charge quickly?

The Talkabout 2 charges quickly, but the Speakup 4 charges (7) . Again, the Chitchat 8 wins this year because it charges (8) .

5. In your notebook, complete the description with the correct present or past passive form of the verbs in brackets.



Ayers Rock is located in the Uluru-Kata Tjuta National Park in central Australia. It was also known as Uluru, which is its original Aboriginal name. The rock was formed over 600 million years ago and it was originally located under the sea. The summit is generally flat, but there are valleys and caves that were created by the wind and rain over millions of years.

6. SPEAK Work in pairs. Think of a natural site in your area and describe it to your partner.

FUNCTIONAL LANGUAGE

7. In your notebook, match the sentence halves to make phone conversations and voicemail message phrases.

- | | |
|-------------------------|----------------------------|
| 1. Thank you for | a. to Miles Carrie? |
| 2. Could I speak | b. call at the moment |
| 3. I'm afraid the | c. calling. Jill speaking. |
| 4. I can't take your | d. message after the beep |
| 5. I'll just try to put | e. line is busy. |
| 6. Please leave a | f. you through |

LET'S GET STARTED!

1. Work in pairs. Answer the questions.

- Do you have good employment prospects?
- Do you often check the job offers in newspapers or on the Internet? Why? / Why not?

2. Work in pairs. Discuss which skills a-f match jobs 1-2.



- | | |
|----------------------|--|
| a. know first aid | b. know about international gastronomy |
| c. fluent in English | d. plan leisure time projects |
| e. teamwork skills | f. good hygiene and safety practices |

LET'S FIND OUT!

3. Look at the model job comparative table below. Answer the questions in your notebook.

- What can a comparative table be useful for?
- What jobs are compared? Which do you prefer? Why?
- Which skills from exercise 2 match these profiles?
- What are the main differences between the two jobs?

4. Complete the tips to create a comparative table with the words in the box in your notebook.

categories colour information simple table

- Use a template to create your _____.
- List the _____ you want to compare.
- Read the _____ on the jobs you want to compare.
- Place your ideas into the different sections: use _____ and easy-to-interpret language.
- Add visuals and _____ for each category.

LET'S DO IT!

5. Consider two job offers in your professional field. Create a comparative table to make a decision. Use the model table, the tips from exercise 4 and your own ideas.

It's your turn!



A job comparative table

1. PLAN

- Find two job offers that might interest you.
- Make sure you can apply.

2. DESIGN

- Use a free app to create tables or create your own handwritten table.
- Think about the categories you want to compare.

3. COMPLETE

- Complete the table with the correct information.
- Use simple and easy-to-understand language.

4. COMPARE

- Read carefully the information.
- Check the pros and cons and make a decision.

6. Give feedback on the comparative tables. Of all the jobs, which one would you apply for? Why?

CATEGORIES	WEB PROGRAMMER INDUSTRIAL REFRIGERATION SECTOR	WEB DEVELOPER NAVIGATION SECTOR
STUDIES	Higher Vocational Training – (IT)	Higher / Intermediate Vocational Training – (IT)
EXPERIENCE	2 years	1 year
KNOWLEDGE	Application development (SQL) Software development principles	HTML, Javascript and web technology
SKILLS	Problem solving skills Ability to meet deadlines	Analytical skills Organisation skills
SCHEDULE	9:00–18:00 Hybrid (remote + office hours)	Flexible (40 hours / week) Remote
CONTRACT	6 months internship + permanent contract	3 months internship + permanent contract
SALARY	€22,000–€30,000	€24,000–€28,000
BENEFITS	Mobile phone	Professional career plan
VACANCIES	2	1

Vocabulary	news expressions, advertising	Speaking	give and respond to opinions, colloquial phrases at home
Grammar	reported speech: statements, questions, commands and requests	Pronunciation	vowel sounds: /ɒ/, /ɔ:/ and /aʊ/, agree and disagree
Listening	a discussion	Writing	a news story
Reading	an article	Project	a career guidance chart



OBJECTIVES

- Talk about news and online news
- Report people's ideas and thoughts
- Talk about advertising and good adverts
- Give and respond to opinions
- Use colloquial phrases at home
- Write a news story
- Make a career guidance plan

SDG Work with a partner. Discuss the questions.

1. Look at the photo. What do all icons and symbols represent?
2. Who is Jay Griffiths? What does the quote mean? Do you agree?
3. Do you think 24-hour news on TV and the internet is a positive thing? Why? / Why not?
4. Do you trust the media? Should there be any censorship of the media? Why? / Why not?

9.1 The news

● Talk about news and online news
● Report people's ideas and thoughts

READING

An article

1. SPEAK What kind of news stories interest you the most?

66 2. READ FOR GIST Read and listen to the article. Write the best title in your notebook. Give reasons.

- a. The news: here and now
- b. The news: good or bad?
- c. The news: past and present
- d. The news: truth or lies?

3. READ FOR DETAIL Read again and answer the questions in your notebook.

1. Today, what are the main ways we get our news?
2. Do people trust newspapers, radio and TV news more or less than online news sites?
3. Why is there less control over the quality of journalism today than in the past?
4. What is fake news? What is the main reason for it?
5. Why is it often difficult to know if something is fake news?
6. What can help us to decide if a news story is fake or not?

4. SDG SPEAK Work in groups. Answer the questions.

1. What are the pros and cons of online news?
2. Do you think fake news is a problem? Why? / Why not?
3. What do you think about how the news is reported in your country?

VOCABULARY

News expressions

67 5. Listen and repeat the words and phrases in the box. How many of them can you see in the article?

biased news breaking news follow the news
get the news journalist live coverage
news headlines report share viewers

6. Complete the sentences with words from exercise 5 in your notebook.

1. Different news organisations follow the news in different ways.
2. News agencies sometimes report to favour someone.
3. I share news stories with my friends on social media.
4. TV enabled me to watch the match as it happened all over the world.

7. Replace the words in bold with words and phrases with the same meaning from exercise 5 in your notebook.

1. How do you generally watch or listen to the news?
TV, radio, online?
2. How closely do you pay attention to the news?
3. What are the current biggest news stories?
4. How do you usually find out about the very latest news?
5. What qualities do you need to be a person who writes about the news?

8. SPEAK Work in groups. Answer the questions in exercise 7.



Not long ago, television, radio and newspapers were the main ways of receiving the latest news. But the way we get our news today is very different. Most of us have mobile devices and the internet is available almost everywhere. As a result, online news sites and social media give us quick and easy access to what is going on in the world. Headlines change constantly, we get breaking news as it happens and we can follow the latest developments minute by minute.

Most people still believe traditional media more than online news. When questioned further, they said that online news was often unreliable and that they did not trust it because articles tend to have a very one-sided view. This lack of trust in online news is mostly because it is so easy for anyone to set up a website and report the news. This means there is less control over online journalism, and separating fact from fiction is becoming more difficult.

'Fake news' has become a familiar term. It describes invented news stories that are designed to seem real. Fake stories are often used for political reasons or to support some other way of thinking. Also, they are often mixed in with real stories, which makes it difficult to notice them.

So, how do we know if a story is fake or not?

- Check the source of the story.
- Look closely at the website address. Check how much information there is to support the story.
- Look carefully at the pictures – false news stories often contain fake images.
- Check to see if other reliable organisations are reporting the story.
- Use your own common sense and think critically – don't believe everything you read!

GRAMMAR

Reported speech: statements

9. Look at the grammar table. What is the difference between *say* and *tell* in reported speech?

Reported speech: statements

Direct speech	Reported speech
Present simple ‘We like Channel 4 News best.’	Past simple People said (that) they liked Channel 4 News best.
Present continuous ‘We are watching the latest news.’	Past continuous They said (that) they were watching the latest news.
Past simple / Present perfect / Past perfect ‘I met / have met / had met the TV presenter.’	Past perfect She told me (that) she had met the TV presenter.
will ‘Sue will watch TV with Jo at home.’	would He told me (that) Sue would watch TV with Jo at home.

Reported speech: time expressions

10. Look at the grammar table. How would you say ‘this week’, ‘last Monday’ and ‘next year’ in reported speech?

Reported speech: time expressions

Direct speech	Reported speech	Direct speech	Reported speech
now	then	yesterday	the day before
tonight	that night	last week	the week before
today	that day	tomorrow	the next day
this month	that month	next week	the following week

11. RULES Write the correct options in your notebook.

- We use **direct / reported** speech to report what people say or report their thoughts or ideas.
- We generally use a reporting verb (*say*, *tell*, etc.) in the **present / past**.
- Verb tenses **generally change / never change** in reported speech.
- Pronouns (*I, you, he, me, her*, etc.) **generally change / never change** in reported speech.
- Time expressions **generally change / never change** in reported speech.



12. Write the sentences in reported speech in your notebook.

- Paul and James: ‘We’re going shopping tonight.’
They said that _____.
- Tina: ‘I’ll post it online tomorrow.’
She said _____.
- Roy: ‘I’ve helped Sam with the budget this morning.’
He said _____.
- James: ‘I don’t want to drive the lorry now.’
He told me _____.
- Helen: ‘I borrowed Paul’s toolbox yesterday.’
She said that _____.
- Nora: ‘I had already spoken to the journalist.’
She told me that _____.



13. SPEAK Work in pairs. Ask and answer the questions in your notebook. Then work with another person and tell them what your partner’s answers were.

- What’s your favourite series?
- How often do you go to the cinema?
- Did you call a friend yesterday?
- Will you go to class tomorrow?



Ana told me that her favourite series was ‘Stranger Things’.

PRONUNCIATION

Vowel sounds: /ɒ/, /ɔ:/ and /əʊ/



14. Listen to the sounds /ɒ/, /ɔ:/ and /əʊ/ and repeat. Can you think of more words with each sound?

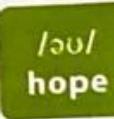
1



2



3



15. Copy the table in your notebook and complete it with the words in the box. Listen, repeat and check your answers.

box caught episode follow honest
more online short show

/ɒ/	/ɔ:/	/əʊ/
• • •	• • •	• • •

9.2 Cool adverts

- Talk about advertising and good adverts
- Report people's ideas and thoughts

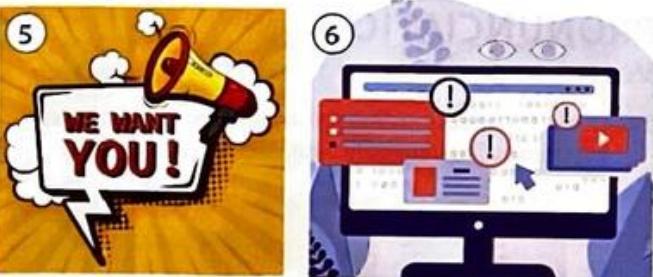
VOCABULARY

Advertising

1. SPEAK Do you think you are easily persuaded to buy things after seeing or hearing an ad? Why? / Why not?

70 2. Match images 1–8 with the words in the box in your notebook. Then listen, repeat and check your answers.

advert (ad) banner ad billboard brand logo pop-up ad slogan TV commercial



3. Complete with the words from exercise 2 in your notebook.

What makes a good advert?

A good (1) needs to make you look at it and want to buy the product. It needs to have the company name or (2) visible and it should also have a catchy (3), like that of the Nike (4), 'Just do it'. You can see a TV (5), or a (6) along the road, and, of course, you can also see a (7) on top or bottom of a webpage or a (8) ad everywhere on your screen as forms of online advertising.

4. SDG SPEAK Work in pairs. Answer the questions.

1. What is your favourite advert, slogan and logo?
2. What regulations should be applied to adverts to protect consumers?

LISTENING

A discussion

5. SDG SPEAK Do you think that adverts stimulate too much consumerism? Why? / Why not?

71 6. LISTEN FOR GIST Listen to Alex and Kerry. What are they talking about?

- a. their favourite podcasts c. online videos
b. two advertising campaigns d. billboards

71 7. LISTEN FOR KEY WORDS Which two products are Alex and Kerry talking about? Listen again and check.

- a. car b. trainers c. vacuum cleaner d. burger

71 8. LISTEN FOR OPINIONS Read the Tips Hub! box. Who thinks what? Write *Alex*, *Kerry* or *Both* in your notebook. Listen again and check.

1. The sports brand advert campaign was clever.
2. The vacuum advert was a real billboard.
3. The best adverts are simple and original.
4. An advert needs a clear message and a catchy slogan.
5. An advert needs to catch your attention.

Tips Hub!

Give opinions

I (don't) think ... / In my opinion ... / ... to be honest.

Agree

I agree. / Yes, (and / but) ... / And yes, ...

Disagree

I don't agree. / I disagree. / Actually, ... / I'm not (so) sure ...

9. SPEAK Work in pairs. Discuss your opinion of the two adverts. Which is the most creative, clever or original? Why?

I think the sports advert is the most original because ...

I disagree. I think the vacuum cleaner ad is ...

GRAMMAR

Reported speech: questions

10. Look at the grammar table. What verb tenses can you see in the table?

Reported speech: questions

Direct speech yes / no questions	Reported speech if + subject + verb
Are you fast enough?	He asked me if I was fast enough.
Is she creating a logo now?	We asked her if she was creating a logo then.
Direct speech wh- questions	Reported speech wh- word + subject + verb
When did you watch TV yesterday?	I asked them when they had watched TV the day before.
Where will you shoot the advert this week?	She asked us where we would shoot the advert that week.

Reported speech: commands and requests

11. Look at the grammar table. Report a command or request given by the teacher in class.

Reported speech: commands and requests

Direct speech Imperative	Reported speech asked / told somebody + (not) to + infinitive
Bring an advert to class tomorrow.	He asked us to bring an advert to class the following day.
Don't copy the logo.	She told me not to copy the logo.

12. RULES Write the correct options in your notebook.

- In reported questions verb tenses **change / don't change** as in statements.
- In reported commands and requests verb tenses **change / don't change** as in statements.
- In reported questions, commands and requests pronouns (*I, you, he, etc.*) **change / don't change** as in statements.
- In reported questions, commands and requests time expressions **change / don't change** as in statements.



13. Write the questions in reported speech in your notebook.

- 'What are you watching on TV now?'
He asked me **_____**.
- 'Will they release the new series soon?'
We asked them **_____**.
- 'Did this slogan catch people's attention?'
I asked her **_____**.
- 'When has your mum invited Amy to watch the show?'
They asked him **_____**.
- 'What had you said to the journalist in the interview?'
She asked me **_____**.

14. Order the words to make reported commands and requests in your notebook.

- our photos / me / asked / not / online / he / share / to / .
- write / the following / his boss / him / day / to / told / an email of complaint / .
- to / I left / my dad / the table / me / before / asked / lay / .
- not / that film / Alice / watch / me / to / told / .
- the screen / she / touch / asked / to / the children / not / .

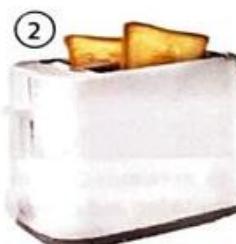
SPEAKING

An advertising campaign

15. Work in groups. You are going to plan an advertising campaign (online, billboard, magazine, etc.). Choose one of the products 1–4.



electric toothbrush



toaster



shaver



coffee machine

16. Think of a name, logo and slogan. Present and explain your advertising campaign to the class.

17. Report your favourite advertising campaign from other group to the class.



They talked about ...
They told us (that) it was ...
They asked us if / to ...

Café Hub

9.3 Watch this

- Give and respond to opinions
- Use colloquial phrases at home

COMPREHENSION

Vote for a TV programme

1. SPEAK Work in pairs. Make a list of ten different types of TV programmes. Then discuss how often you watch them.



I often watch films, but I never watch documentaries on TV. How about you?



I like documentaries, but most of the time I watch series.

2. 00:00–01:04 What do you think Neena, Gaby and Zac want to watch on TV? Then watch the video. Were you right?

football

movie

nature programme



3. 01:14–03:11 Copy the table in your notebook. Then watch the video and complete the table with the housemates' ideas about football.

For football



Against football



4. 03:11–04:14 Look at the photos and answer the questions in your notebook. Watch the video and check your answers.

1. What do you think they are voting?



2. What do you think they are voting now?



3. What does Sam want to watch?
4. What do they watch in the end? Why?
5. How does the story finish?



FUNCTIONAL LANGUAGE

Give and respond to opinions

5. In your notebook, copy the table and complete it with the words in the box.

agree disagree don't fair idea mean
my see so strong that's think

Opinions

Give an opinion

Personally, I **m** it's ...

I don't have a **g** opinion.

It seems to me that ...

I **t** mind.

In **v** view, ...

It's really hard to say.

Look, all I'm saying is (that) ...

I can see both sides.

Agree

I completely **s**.

I totally **s**, I think ...

Exactly!

Oh, please! I **o**, what about ...

Yeah, **t** true.

I'm sorry, but I think ...

That's **e** enough.

I'm not **s** sure about that.

That's a good **s**.

I **s** what you mean, but ...

6. 00:57–03:45 Watch the video again. Check your answers.



MILLY



SAM



NEENA



ZAC



GABY

PRONUNCIATION

Agree and disagree

7. Listen and repeat the conversation. Imitate the word stress and intonation.

Tim: Personally, I think football's pretty boring.

Sarah: It seems to me that football these days is just all about the money.

Tim: In my view, it's just some guys running around a field kicking a ball.

Beth: I completely agree.

Sarah: Exactly.

Andy: I totally disagree.

Sarah: Oh, please!



8. SPEAK Work in groups. Practise the conversation. Talk about other professional sports or your own ideas.



Personally, I think basketball is very exciting.

I totally agree! I love basketball.



USEFUL PHRASES

Colloquial phrases at home

9. In your notebook, match 1–8 with a–h to make colloquial phrases we use at home.

- | | |
|------------------|------------------|
| 1. It's football | a. to one. |
| 2. That's my | b. time! |
| 3. Move up | c. wants to ...? |
| 4. So what's | d. a bit! |
| 5. That's fair | e. wins. |
| 6. Hands up who | f. guy! |
| 7. Two votes | g. going on? |
| 8. Movie | h. enough. |

10. Watch the video again. Check your answers. How do you say them in your language?

SPEAKING

What do you think?

11. Complete sentences 1–4 with your own ideas in your notebook. Think about how to justify your opinions.

1. I think ■ is the greatest band of all time.

2. In my view, ■ is the best food in the world.

3. It seems to me that most celebrities are ■.

4. Personally, I think money makes people ■.

12. Work in pairs. Practise a conversation giving your own opinions. Use the Functional language box and your ideas from exercise 11.

Student A

Read one of your sentences in exercise 11.

Student B

Disagree and give your opinion.

Student A

Disagree and justify your opinion.

Student B

Agree.

13. Perform your roleplay to the class. Compare the performances and give your opinion.

9.4 Good or bad news?

Write a news story

WRITING A news story

1. Headline

Use a catchy headline with the main point of the story.

Texan driver paid speeding ticket with over 22,000 one cent coins

3. Details

Follow those facts with supporting details.

Brett Sanders was driving at 39 mph in a 30 mph zone when he was stopped by police and was given a \$212 fine.

Sanders said the fine was too much and that he wanted to make a complaint. So, he ordered over \$212 in one cent coins from the bank and put them into two large buckets. He then went to the payment office and poured the 22,000 coins onto the counter. A friend filmed him. He told reporters that after he had done it, he 'felt great'.

Actually, the payment office called him to offer a refund of the \$7.81 he had overpaid, but he refused it.

2. The main facts

Begin with the most important and timely information.

4. Conclusion

Add some less important but relevant details.

1. SPEAK Imagine you are a journalist. What kind of news would you like to report? Why?

2. SPEAK Work in pairs. Read the model news story. Then close your books and retell the story.



The news story is about a Texan driver that had to pay a speeding ticket because ...

... because he was driving at 39 mph in a 30 mph zone. Then he ...



3. Read the model news story again and answer the questions in your notebook.

1. Why was Brett Sanders fined?
 2. How much was the fine?
 3. Did Brett agree with the fine? Why? / Why not?
 4. What did he do?
 5. What do you think of Brett Sanders actions?
- 4. Read the Tips Hub! box. In your notebook, write examples of the three verb tenses in the model news story. Then find the sequence words.**

Tips Hub!



Sequencing actions

- Use the past simple (*walked*), past continuous (*was walking*) or past perfect (*had walked*) to order events in the past.
- Use sequence words to connect the events and make the sequence clear (*when, while, so, then, immediately*, etc.).

It's your turn!



1. PLAN You are going to write a news report using the images below. Imagine the story and make notes about:

- who the people are
- where they are
- whose car it is
- what the man did
- what the police did
- how the story ended



2. WRITE Use the model text, the Tips Hub! box and your notes from exercise 1 to write your news story.

3. CHECK Check your writing using this list.

- I have included the necessary info to understand the story.
- I have used the past simple, past continuous and past perfect to tell the story.
- I have used sequence words to order events.

4. SWAP Swap your news story with a partner and check their work for mistakes.

5. SHARE Read your news story to the class. Did you tell the story in the same way?

Review

VOCABULARY

1. Complete the sentences with the words in the box in your notebook. There are two extra words.

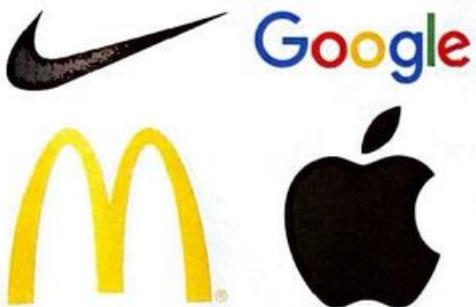
breaking follow headlines live coverage
report share viewers

- I generally the news quite closely and check it every hour or so.
- I think different news channels the same news in different ways.
- I have an alert on my mobile phone that gives me any news.
- I sometimes news stories on social media.
- I always check the news as soon as I get up in the morning.



2. Complete the words about advertising in the sentences in your notebook.

- In recent years, some of the world's most powerful b a s have included Lego, Google and Visa.
- A recent survey has shown that the world's most recognisable l e s that don't contain the company name are Nike, Apple and McDonald's.
- One of the most successful s o s ever is MacDonald's 'I'm loving it'.
- I don't like those p -p ads that appear on screen while I'm browsing.
- A good a t needs to catch your eye and grab your attention.



3. SPEAK Work in groups. Describe your favourite TV commercial. Talk about the logo, the slogan and anything that has caught your attention.



I love the Amazon TV commercial of the biker grandma. The slogan ...

GRAMMAR

4. Complete the reported sentences with the correct form of the verbs in brackets in your notebook.

Pat: Fred said you (1) (go) to the cinema with him the following week.

Eve: Yeah. He told me he (2) (want) to watch a sci-fi film, but I told him I (3) (like) them.

Pat: I know, he told me you (4) (prefer) comedies.

Eve: Yes, so he said he (5) (look) for a very funny one. We'll see!

5. Write the sentences in reported speech in your notebook.

- 'Look at this news website.'
He told me .
- 'She went to the cinema with Jo yesterday.'She told me .
- 'When is the IT technician repairing the computer?'My boss asked me .
- 'Everybody has understood the new advert message.'She said that .
- 'Don't forget to put the tools in their box.'She asked them .
- 'Will we shoot the TV commercial next week?'They asked me .

FUNCTIONAL LANGUAGE

6. Complete the conversation with the words in the box in your notebook.

both disagree see seems
strong think true view

Dana: It (1) to me that football is everywhere I go! Is there no other sport?

Kate: Yeah, that's (2) . But it's fun!

Dana: Fun? Personally, I (3) it's boring! And besides, in my (4) , footballers' pay is disgusting!

Kate: I (5) what you mean, but they do give pleasure to millions of people.

Dana: I'm sorry, but I totally (6) . What about you, Chris? What do you think?

Chris: I don't have a (7) opinion. I can see (8) sides.

7. SPEAK Work in pairs. Practise the conversation in exercise 6. Use your own ideas.

Project Hub

Make a career guidance chart

LET'S GET STARTED!

1. **SPEAK** Work in pairs. What do you think makes people choose one profession over another? Give reasons.



2. **SPEAK** Discuss which studies 1–4 should be necessary to do jobs a–f in the photos. Add more jobs to each study.

1. Compulsory Secondary Education 3. Bachillerato
2. Vocational training 4. University degree



lawyer



waiter



supermarket stocker



firefighter



graphic designer



teacher

LET'S FIND OUT!

3. **SPEAK** Do you ever wish that you had studied something different? Why? / Why not?

4. Read the model career guidance chart. Answer the questions in your notebook.

- What kind of vocational training is it?
- What do you need to study it?
- Can you access further education after getting the diploma?
- How long does it take?
- Which job from exercise 2 would you do with these studies?
- What other categories would you add to the chart?

LET'S DO IT!

5. Think about your current studies. Read the box and make a career guidance chart for new students. Use the model chart and your own ideas.

It's your turn!



A career guidance chart

1. PREPARE

- Think about the different sections you want to highlight.
- Make a list of the details you want to include.

2. CHOOSE

- Use a design tool or software (Canva, Genially, etc.).
- You can also create the chart by hand.

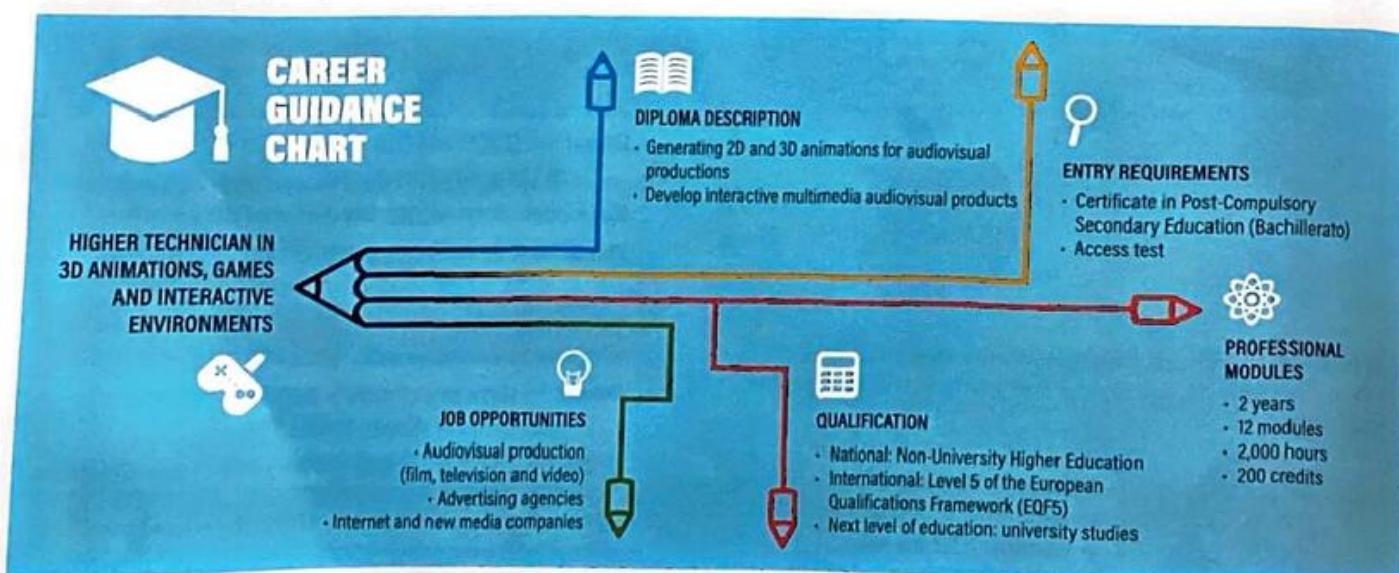
3. DESIGN

- Match carefully the sections with the details.
- Use different colours for each category.
- Include icons or any other visual element.

4. PRESENT

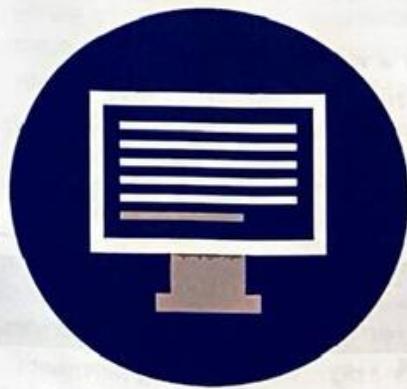
- Make a presentation in class of your career guidance chart.

6. Give feedback on the charts. Which one do you like best? How can you improve yours? Have you all included the same information?



SELF-STUDY BANK

- Grammar reference
- Irregular verbs
- Speaking reference
- Wordlist



Grammar reference

Unit 1 Question forms

Questions with do / does / did

Do / Does / Did + subject + infinitive ... ?

Do you have children?	Does he go to English classes?
Did she write a blog post?	Did they do their homework?

Questions with be

Am / Is / Are + subject ... ?

Am I in this class?	Are they strangers?
---------------------	---------------------

Am / Is / Are + subject + -ing ... ?

Is she studying now?	Are you having fun?
----------------------	---------------------

Was / Were + subject ... ?

Was he a sensible person?	Were they good at English?
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Questions with the present perfect

Have / Has + subject + past participle ... ?

Have you seen Alice?	Has he written a bucket list?
----------------------	-------------------------------

Question words

Question word + do / does / did + subject + infinitive ... ?

When do you study?	Where does he come from?
What did you say to Sam?	Why did she study Art?

- to ask yes/no questions, we use the auxiliary verb (*do*, *does*, *did*) before the subject, without a question word
- to ask yes/no questions, we use *be* (*is*, *are*, *was*, *were*) before the subject, without a question word
- to ask yes/no questions in the present perfect, we use *have*, *has* before the subject, without a question word
- in the present perfect, we can use *ever* to ask about life experiences

Have you ever met a famous person?

- we use question words before auxiliary verbs, the verb *be* and the present perfect
- we use *what* to ask about things, *where* to ask about places, *who* to ask about people, *when* about places and *why* about reasons

Frequency adverbs and phrases

Frequency adverbs

How often do you / are you ... ?

100%	always	I always visit my grandparents.
90%	usually	She usually walks to school.
80%	often / frequently	We often study at the library.
70%	normally	He normally sings in the shower.
50%	sometimes	I'm sometimes tired on Mondays.
30%	occasionally	They occasionally eat burgers and chips.
10%	rarely	You rarely go to the swimming pool.
5%	hardly ever	I hardly ever watch TV.
0%	never	He's never late for class.

Frequency phrases

How often do you / are you ... ?

once	day	Once a week we upload new photos.
twice	week	I go to guitar lessons four times a month .
three times	month	
four times	year	
every so often		She reads online tips every so often .
now and again		Now and again I go to the gym.
most of the time		You go to school by bus most of the time .

- we use frequency adverbs after *be* and *can*

He is normally very sensible.

I can never read your handwriting!

- we use frequency adverbs before other verbs

I sometimes watch vlogs online.

- we usually use frequency phrases at the beginning or end of the sentence

I take my dog for a walk twice a day.

Every so often, I travel to another country.

Unit 2

Present simple and present continuous

Present simple and present continuous

	Present simple	Present continuous
Affirmative	I live in a big city in Spain.	I'm living with my parents.
Negative	He doesn't cook every evening.	He isn't cooking dinner now.
Questions	Do they always work from home during the week?	Are they working in a new project at the moment?
Short answers	Yes, they do. No, they don't.	Yes, they are. No, they aren't.

- we use the present simple to talk about routines and things which are always or generally true

- we use the present continuous to talk about temporary actions happening now or around now and to talk about trends

- we do not usually use the present continuous with stative verbs like *be, like, want, understand, believe, know, mean, need, cost*.
I like going to the gym. ✓
I'm liking going to the gym. ✗
- we often use the present simple with frequency adverbs, such as *always, often, never, etc.*
We often argue about football.
- we often use the present continuous with time expressions, such as *at the moment, now, today, this year, etc.*
He is talking to his boss right now.

Future: *be going to* and *will*

Future: *be going to* and *will*

	<i>be going to</i>	<i>will</i>
Affirmative	I'm going to meet my friends.	She'll definitely go to the concert.
Negative	He isn't going to play cards.	We probably won't go to the party.
Questions	Are you going to spend the evening at home?	Will they stay at home with her family?
Short answers	Yes, we are. No, we aren't.	Yes, they will. No, they won't.

- we use *be going to* + infinitive to talk about intentions
- we use *will* + infinitive to make predictions about the future, when we are certain
- because *will* is a modal verb, it only has one form for all persons
- we use adverbs of probability (*definitely, certainly, probably, maybe*) with *will* to make predictions more or less certain
 100% *We'll definitely/certainly need a blanket.*
 75% *She'll probably stay at home with her family.*
 50% *Maybe they'll go on holiday to Denmark.*
 25% *I probably won't cook a meal.*
 0% *You definitely won't forget the experience.*
- we always use *maybe* at the beginning of the sentence
Maybe you'll play board games. ✓
You'll maybe play board games. ✗

Unit 3 *all / some / most / no / none*

all / some / most / no / none

all / some / most / no + nouns

Give him **all** the money he has saved these months.

Some countries are more dangerous than others.

I like **most** kinds of beach resorts in the Mediterranean.

There are **no** taxis going to the airport right now.

all / some / most / none + of + pronoun or the / this / that / these / those

Did you spend **all (of)** your money on your last trip?

Some of her journeys were by bus, train or on foot.

Most of the people gave him food to help him.

None of these countries were in Africa or in Asia.

- we use *all, some, most* and *no* before nouns
- we can use *all, some, most* and *none* with *of + a pronoun or the, this, that, these and those*
- with *all*, we don't have to use *of* before a pronoun + noun or *the, this, that, these and those*

Did you spend **all (of)** your dollars?

- with *all*, we must use *of* before a pronoun without a noun

Did you spend **all of it?** ✓

Did you spend **all it?** ✗

- we cannot use *no* with *of + a pronoun or the, this, that, these and those*

None of us want to leave. ✓

No **of us** want to leave. ✗

Verbs + gerund and / or infinitive

Verbs + gerund and / or infinitive

Verbs + -ing

advise	(don't) mind	finish	regret
allow	enjoy	keep	spend time

We **enjoy** reading guide books.

Verbs + to + infinitive

can't afford	decide	hope	plan
choose	expect	need	want

I **can't afford** to buy a new car.

Verbs + -ing or + to + infinitive

begin	continue	like	prefer
can't stand	hate	love	start

It **started** raining. / It **started** to rain.

- after some verbs (*avoid, begin, can't help, continue, enjoy, mind*), we use *-ing*
- after some verbs (*agree, manage, refuse, seem*), we use *to + infinitive*
- after some verbs (*begin, hate, start*), we can use either *to + infinitive* or *-ing*

Grammar reference

Past continuous

Past continuous		
	Affirmative	Negative
I / he / she / it	He was sleeping at home.	She wasn't studying in the library.
we / you / they	We were going to Italy.	They weren't packing their bags.
	Questions	Short answers
I / he / she / it	Was he sleeping at home?	Yes, he was . No, he wasn't .
we / you / they	Were they going to Italy?	Yes, they were . No, they weren't .

- we use the past continuous for actions or situations that were unfinished at a past time
- we form the past continuous with the past of **be** + the gerund (-ing) of a verb
- we do not normally use the past continuous with stative verbs such as **like**, **know**, **want**, etc.

He wanted to sail the world. ✓

He was wanting to sail the world. X

Past simple and past continuous

Past simple and past continuous	
Past continuous (long action)	Past simple (short action)
He was riding the bus,	when his phone rang
While / When you were texting me,	the bus arrived

- when used together in the same sentence, the past continuous describes a longer action and the past simple describes a shorter action
- They **were sailing** (= long action) from Portsmouth to Caen when the storm **hit** (= short action)*
- we use **when** or **while** to link past continuous and past simple verbs
 - we use **when** or **while** before the past continuous to describe an action that was in progress when something else happened
 - we always use **when** before the past simple

They were sailing out into the Pacific Ocean when things started to go wrong.

Unit 4 Modal verbs: can / could / be able to

Possibility and ability

Present

I only work weekends, so I **can study** during the week.

They **cannot / can't come** to the party.

He is / isn't able to **take** long holidays in his last job.

Past

In my last job I **could choose** when I wanted to work.

They **couldn't come** to the meeting last Saturday.

I **was / wasn't able to take** an extra afternoon off each week.

They **were / weren't able to get** the bus to work.

- we use **can** to talk about general possibility and ability in the present

I can choose when I work.

- we use **be able to** to talk about possibility and ability in the present and in the past, often at a particular time or for a particular reason

I'm able to work with different people.

She was able to find a new job.

- we use **could** to talk about general possibility and ability in the past

She could work shifts when she was younger.

- we use **can** and **could** + infinitive without **to**, and **be able to** + infinitive

I like being able to work nights. ✓

I like can work nights. X

Modal verbs: must / have to / can

Obligation, necessity, permission, prohibition

Obligation and necessity

You **must wear** smart clothes at Buckingham Palace.

He **has to get** to work before 9 am.

Lack of necessity (possibility)

You **don't have to dress** really smartly for work in summer.

Permission

You **can wear** flip-flops to work.

Prohibition

You **mustn't use** your phone while you are driving.

- we use *must* and *have to* for something that is necessary or a rule
- we use *don't / doesn't have to* for something that is possible and unnecessary
- we use *can* for something that is allowed
- we use *mustn't* for something that is not allowed
- *mustn't* has a different meaning to *don't have to*
mustn't = not allowed
You mustn't wear sportswear in the office.
don't have to = not necessary (but possible)
You don't have to dress really smartly for work, but you can if you want.
- in questions, we usually use *have to* and not *must*.
Do you have to wear boots? ✓
Must you wear boots? X

Present perfect with *for* and *since*

Present perfect

Form

I **have / I've / I haven't spoken** to my trainee teacher.

He **has / He's / He hasn't been** to a job interview.

Have they **listened** carefully to your questions?

Yes, they **have**. / No, they **haven't**.

Present perfect with *for* and *since*

How long **have you worked** as an accountant here?

I **'ve worked** as an accountant here **for** 10 years.

I **'ve worked** as an accountant here **since** 2014.

- we use the present perfect to talk about actions and situations that started in the past but are unfinished and so continue until the present time

I have worked here for three weeks. (= and I am still working here now)

- we also use the present perfect to talk about things that happened in the past at an unspecified time and our experiences up to now

I've done lots of different jobs.

- we use *how long + present perfect* to ask about the length of time until the present
- we use *for* to show the amount of time (*three hours, two weeks, 10 years, etc.*), and *since* to show when the action or situation started (*yesterday, I was young, 2023, etc.*)

She has been at this company since January.

She has been at this company for six months.

- the verb *go* has two past participles: *been* and *gone*; we use *been* when someone has gone somewhere and come back, and *gone* when they have not come back yet

Bill has been to a lot of job interviews.

Jeff has gone for an interview and he'll be back later.

Present perfect with *just*, *already* and *yet*

Present perfect with *just*, *already* and *yet*

Affirmative

I've **just set** up the window display for the new season.

He's **already left** the hospital with his family.

Negative

We **haven't seen** the new lab technician **yet**.

Questions

Has the dietician **just given** you a new diet?

Have you **finished** your internship at the restaurant **yet**?

- we use the present perfect with *just* in affirmative sentences to say that something happened very recently
- we use the present perfect with *already* in affirmative sentences to say that something happened before now, or earlier than expected
- we use the present perfect with *yet* in negative sentences to say that something hasn't happened, but it still might
- we use the present perfect with *yet* in questions to ask if something has happened
- *just* and *already* usually go before the past participle, and *yet* comes at the end of a sentence or question

Unit 5 Quantifiers *too* and *enough*

Quantifiers *too* and *enough*

<i>too many / much + nouns</i>	<i>(not) enough + nouns</i>
They buy too many snacks every day.	We have enough drinks for everyone.
You drink too much coffee in the morning.	She doesn't have enough time to cook.
<i>too + adjectives / adverbs</i>	<i>adjectives / adverbs + enough</i>
I feel too ill to have dinner at the restaurant.	I don't feel well enough to have dinner.
You exercise too hard when you go to the gym.	You don't exercise hard enough at the gym.

Grammar reference

- we use *too + adjective or adverb*, *too much* and *too many* to mean more than the right amount
- we use *too many* with countable nouns
- we use *too much* with uncountable nouns
- we use *enough + noun* to mean the right amount
- we use *not enough + noun* to mean less than the right amount
- we use *too* before the adjective or adverb and *enough* after the adjective or adverb

*I feel **too ill** to have dinner.* ✓

*I feel ill **too** to have dinner.* ✗

*I don't feel **well enough** to have dinner.* ✓

*I don't feel **enough well enough** to have dinner.* ✗

Articles and no article

Articles and no article

Indefinite: <i>a / an</i>	Definite: <i>the</i>
He told me a funny joke.	The joke was about tomatoes.
I've just dropped a euro.	Do you often use the internet?
I'm reading an article about a university. I read for an hour every day.	I've been to the United States and sailed the Atlantic Ocean and the River Nile.
No article	
I love finding bargains .	See you on Monday .
Carrots are very healthy.	I live at Sunny Street .
We drink milk at night.	I eat dinner at 8 every day.

- we use *a / an* to refer to something indefinite when it is one example of many, and when we refer to something for the first time
- we use *a* before a consonant sound, and we use *an* before a vowel sound
a university, a euro an article, an old friend
- we use *the* to refer to something definite, which we know; this is often because it has already been mentioned
*Petros told me **a** funny joke. **The** joke was about ...*
- we use *the* when there is only one of something
*Do you often use **the** internet?*
- we use *the* before the names of seas, rivers and countries whose names are plural
- we don't use *the* before meals, days, streets, and singular place names
- we use no article to refer to a plural or uncountable noun or something in a general sense
- when we are referring to a place in terms of the activity

associated with a place, we use no article

*He studied Maths **at university**.* ✓

*He studied Maths **at the university**.* ✗

- when we are referring to the physical place, we use an article
*This is **a** good school.* ✓
- *This is **good** school.* ✗

used to

used to

Affirmative	Negative
I used to work in a café.	She didn't use to drink tea
He used to feel tired.	You never used to sing.
Questions	Short answers
Did they use to call you?	Yes, they did . / No, they didn't

- we use *used to* to talk about past situations that do not exist now; these include past habits and past states

Past habit: We **used to watch** more TV before we had the internet.

Past state: He **used to be** quite anxious, but he's more relaxed these days.

- *used to* doesn't change form for person
- we use *use to* with the auxiliary verb *did* in negative sentences and questions

*I **didn't use to chat** online for hours.* ✓

*I **didn't use to chat** online for hours.* ✗

- *didn't use to* and *never used to* mean the same

Unit 6 Zero and first conditionals

Zero conditional

Condition	Result
If / When you heat ice,	it melts .

First conditional

Condition	Result
If you go to the book fair,	you will have a great time.
If you read the book first,	you won't want to watch the film.
Result	Condition
You will have a great time	if you go to the book fair.

- we use the zero conditional to talk about things that are generally true (laws and rules)
- we use the first conditional to talk about possible situations in the future
- the *if*-clause describes the action or condition and the

result clause says what will happen

If he sells all his art (action), he'll get a bigger studio (result).

- we can use other modal verbs (*can, could, might, should*) instead of *will*

If you sing really well, you *can / could / might* become famous.

- we always use a comma (.) when the *if*-clause comes first

Past perfect

Past perfect

Affirmative	Negative
I had just heard the news.	You had not seen the series.
He'd already read the book.	We hadn't watched the film.
Questions	Short answers
Had she visited the website?	Yes, she had / No, she hadn't

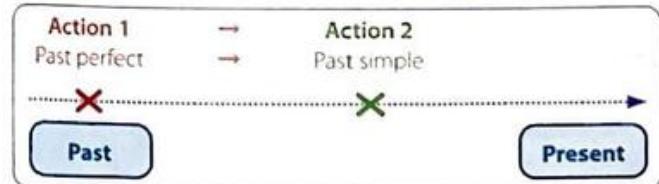
- we use the past perfect to refer to a past action that occurred before another past action
- we form the past perfect with *had + past participle*
- we can use the past perfect with *already* and *just*

Past simple and past perfect

Past simple and past perfect

I had seen the news before Jo arrived.

Before Jo arrived I had seen the news.



- when we are talking about two events in the past, we use the past perfect to show that one event happened before the other
- the past perfect shows the earlier action (action 1) in the past, and the past simple shows the later action (action 2)
- if we use the past simple with *when*, the meaning is different to when we use the past perfect

I checked the news when I left. (= I checked the news after I left)

I had checked the news when I left. (= I checked the news before I left)

Unit 7 Second conditional

Second conditional

Condition	Result
If you spent less money,	you would be happier.
Result	Condition
She wouldn't do it	if she didn't want to.

- we use the second conditional to talk about hypothetical situations in the present or future

- the *if*-clause can be an unlikely or impossible situation

Unlikely: If I won the London marathon, I would be so happy!

Impossible: If I were you, I wouldn't lend him the money.

- to make a second conditional sentence, we use *if + past simple in the condition, and would + infinitive without to* in the result
- we only use a comma (.) when the *if*-clause comes first
- we can use other modal verbs (*could, might*) as an alternative to *would* in the result clause
- with *I, he, she* and *it*, we can use *were* in the *if*-clause

Defining relative clauses

Defining relative clauses

Relative pronouns

Person	who	The friend who lent me the money is Jo.
	that	The person that gave away the money is a billionaire.
Thing	which	The salary (which) I earn is too small.
	that	The donation (that) he made is very large.
Possession	whose	The man whose wallet I found thanked me.
	where	The company where I work supports many charities.
Time	when	The year when Rockefeller died was 1937.

- we use a defining relative clause to give information about and identify a noun (person or thing)
- we can use *who* or *that* for people, and *which* or *that* for things
- we can miss out the relative pronoun when the word following the noun is a subject (*I, you, people, the charity*) + a verb

relative pronoun + subject + verb:

The charity (**that**) she supports helps animals.

relative pronoun + verb:

The person **that** lent me the money is called Jack. ✓

The person **lent me the money** is called Jack. ✗

Grammar reference

Unit 8 Comparatives and superlatives

Comparatives and superlatives

	Comparatives	Superlatives
Short adjectives	slower / later / bigger / easier than	the slowest / latest / biggest / easiest
Longer adjectives	more expensive than more useful than	the most expensive the most useful
Irregular adjectives	little → less than many → more than	the least the most
Adverbs	harder than more quickly than	the hardest the most quickly
	Comparison of equality	
Adjectives	Your phone is / isn't as good as mine	
Adverbs	My drone flies / doesn't fly as quickly as yours.	
	Comparatives to express change	
Adjectives	Computers are getting smaller and smaller. Robots are becoming more and more useful.	

- we use comparatives to say how two or more things are different
- to make a negative comparative, we use *less* instead of *more*
My e-reader was less expensive than yours.
- we only use *than* when it is followed by the thing we are comparing
This phone is good but this one is better. ✓
~~*This phone is good but this one is better than. X*~~
- we use superlatives to say that something is top (*the most*) or bottom (*the least*) of a group

This phone works the most efficiently of them all.
This phone works the least efficiently of them all.

- we don't use *the* before a superlative when we use a possessive adjective

What was your best mark? ✓

~~*What was the best mark? X*~~

- we use *as + adjective / adverb + as* to say that two things are the same in some way
- we use *not as + adjective / adverb + as* to say that two things are different in some way
- we use *get / become + comparative adjective + and + the same comparative adjective* to talk about change over time; for longer adjectives, we use *more and more + adjective*

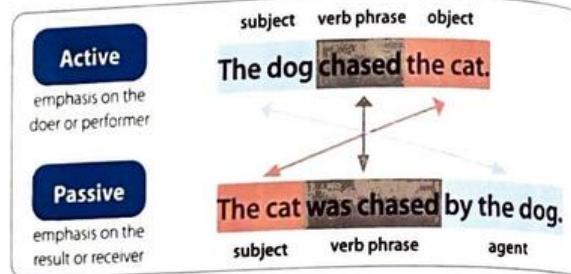
Computers are getting smaller and smaller.

Computer games are becoming more and more realistic.

The passive: present and past simple

The passive

	Active	Passive
Present simple	People use too much plastic.	Too much plastic is used (by people).
Past simple	Humans pollute all ecosystems.	All ecosystems are polluted by humans.



- we use the passive when we don't say who or what causes the action (usually because the person or thing is not known, not important or obvious)
- we can sometimes say the same thing in the active or passive voice; the choice often depends on the topic we are talking about

Active: Many tourists **visit** the site. (the topic is tourists)

Passive: The site **is visited** by many tourists. (the topic is the site)

- we don't use *by + the agent* unless it is important, useful information

The research is paid for by the World Wildlife Fund. ✓

~~*The research is paid for by someone. X*~~

Unit 9 Reported speech: statements

Reported speech: statements

Direct speech	Reported speech
Present simple 'We like Channel 4 News best.'	Past simple People said (that) they liked Channel 4 News best.
Present continuous 'We are watching the latest news.'	Past continuous They said (that) they were watching the latest news.
Past simple / Present perfect / Past perfect 'I met / have met / had met the TV presenter.'	Past perfect She told me (that) she had met the TV presenter.
will 'Sue will watch TV with Jo at home.'	would He told me (that) Sue would watch TV with Jo at home.

Reported speech: time expressions

Reported speech: time expressions

Direct speech	Reported speech	Direct speech	Reported speech
now	then	yesterday	the day before
tonight	that night	last week	the week before
today	that day	tomorrow	the next day
this month	that month	next week	the following week

- we use reported speech to report what people say or report their thoughts or ideas
- we use a reporting verb in the past simple
He said ... They told me ... She asked him ...
- verb tenses generally change in reported speech; we usually go back one tense from the tense the speaker used
- we also need to change some pronouns (*I* to *he / she*, *my* to *his / her*, *your* to *my*, etc.)
- we also need to change time expressions in reported speech

- in *Wh*-questions, we use the question word to report the question

Direct speech: Where did you see the ad?

Reported speech: I asked her where she had seen the ad.

Reported speech: commands and requests

Reported speech: commands and requests

Direct speech Imperative	Reported speech asked / told somebody + (not) to + infinitive
Bring an advert to class tomorrow.	He asked us to bring an advert to class the following day.
Don't copy the logo.	She told me not to copy the logo.

- in reported commands and requests, we don't change verb tenses as it happens in statements; we use (not) *to + infinitive* instead
- if we report somebody's commands, we usually use the verb *told* + somebody; if it is a request, we usually use *asked* + somebody

Reported speech: questions

Reported speech: questions

Direct speech yes / no questions	Reported speech if + subject + verb
Are you fast enough?	He asked me if I was fast enough.
Direct speech wh- questions	Reported speech wh- word + subject + verb
When did you watch TV yesterday?	I asked them when they had watched TV the day before.
Where will you shoot the advert this week?	She asked us where we would shoot the advert that week.

- in reported questions, verb tenses, pronouns and time expressions change as in statements
- in reported questions, we change the question structure to a statement structure

Direct speech: Where is the e-reader?

Reported speech: He asked me where the e-reader was.

- in yes / no questions, we use *if* or *whether* to report the question

Direct speech: Are you reading?

Reported speech: She asked me if / whether I was reading.

Irregular verbs

Infinitive	Past simple	Past participle
be /bi:/	was, were /wəz, wɜ:(r)/	been /bi:n/
beat /bi:t/	beat /bi:t/	beaten /'bi:t(ə)n/
become /bɪ'kʌm/	became /bɪ'keɪm/	become /bɪ'kʌm/
begin /bɪ'gɪn/	began /bɪ'gæn/	begun /bɪ'gʌn/
bite /baɪt/	bit /bɪt/	bitten /'bɪt(ə)n/
break /breɪk/	broke /brəʊk/	broken /'brəʊkən/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/
build /bɪld/	built /bɪlt/	built /bɪlt/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/
choose /tʃu:z/	chose /tʃəuz/	chosen /tʃəuz(ə)n/
come /kʌm/	came /keɪm/	come /kʌm/
cost /kɒst/	cost /kɒst/	cost /kɒst/
cut /kʌt/	cut /kʌt/	cut /kʌt/
do /du:/	did /dɪd/	done /dʌn/
draw /drɔ:/	drew /drʊ:/	drawn /drɔ:n/
dream /dri:m/	dreamt / dreamed /dremt/ /dri:md/	dreamt / dreamed /dremt/ /dri:md/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/
drive /draɪv/	drove /drəʊv/	driven /drɪv(ə)n/
eat /i:t/	ate /eɪt/	eaten /'i:t(ə)n/
fall /fɔ:l/	fell /fel/	fallen /'fɔ:lən/
feed /fi:d/	fed /fed/	fed /fed/
feel /fi:l/	felt /felt/	felt /felt/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/
find /faɪnd/	found /faʊnd/	found /faʊnd/
fly /flai/	flew /flu:/	flown /fləʊn/
forget /fə(r)'get/	forgot /fə(r)'got/	forgotten /fə(r)'gɒt(ə)n/
get /get/	got /gɒt/	got /gɒt/
give /grɪv/	gave /geɪv/	given /'grɪv(ə)n/
go /gəʊ/	went /went/	gone /gən/
grow /grəʊ/	grew /gru:/	grown /grəʊn/
have /hæv/	had /hæd/	had /hæd/
hear /hɪə(r)/	heard /hɜ:(r)d/	heard /hɜ:(r)d/
hide /haɪd/	hid /hid/	hidden /'hɪd(ə)n/
hit /hit/	hit /hit/	hit /hit/
hold /həuld/	held /held/	held /held/
hurt /hɜ:(r)t/	hurt /hɜ:(r)t/	hurt /hɜ:(r)t/
keep /kɪ:p/	kept /kept/	kept /kept/
know /nəʊ/	knew /nju:/	known /nəʊn/
learn /lɜ:(r)n/	learnt / learned /lɜ:(r)nt/ /lɜ:(r)nd/	learnt / learned /lɜ:(r)nt/ /lɜ:(r)nd/

Infinitive	Past simple	Past participle
leave /li:v/	left /left/	left /left/
lend /lend/	lent /lent/	lent /lent/
let /let/	let /let/	let /let/
lose /lu:z/	lost /lost/	lost /lost/
make /meɪk/	made /meɪd/	made /meɪd/
mean /mi:n/	meant /ment/	meant /ment/
meet /mi:t/	met /met/	met /met/
pay /peɪ/	paid /peɪd/	paid /peɪd/
put /put/	put /put/	put /put/
read /ri:d/	read /red/	read /red/
ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
run /rʌn/	ran /ræn/	run /rʌn/
say /seɪ/	said /sed/	said /sed/
see /si:/	saw /so:/	seen /si:n/
sell /sel/	sold /səʊld/	sold /səʊld/
send /send/	sent /sent/	sent /sent/
shine /ʃaɪn/	shone /ʃəʊn/	shone /ʃəʊn/
shoot /ʃu:t/	shot /ʃɒt/	shot /ʃɒt/
show /ʃəʊ/	Showed /ʃəʊd/	shown /ʃəʊn/
shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
sit /sɪt/	sat /sæt/	sat /sæt/
sleep /slɪ:p/	slept /slept/	slept /slept/
speak /spi:k/	spoke /spəʊk/	spoken /'spəʊkən/
spell /spel/	spelt /spelt/	spelt /spelt/
spend /spend/	spent /spent/	spent /spent/
stand /stænd/	stood /stud/	stood /stud/
steal /sti:l/	stole /stəʊl/	stolen /stəʊl(ə)n/
swim /swɪm/	swam /swæm/	swum /swʌm/
take /teɪk/	took /tuk/	taken /'terkən/
teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
tell /tel/	told /təʊld/	told /təʊld/
think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
throw /θrəu/	threw /θru:/	thrown /θrəun/
understand /'ʌndə(r)'stænd/	understood /'ʌndə(r)'stud/	understood /'ʌndə(r)'stud/
wake /weɪk/	woke /wəuk/	woken /'wəukən/
wear /weə(r)/	wore /wɔ:(r)/	worn /wɔ:(r)n/
win /wɪn/	won /wʌn/	won /wʌn/
write /raɪt/	wrote /rəut/	written /'rit(ə)n/

Speaking reference

Unit 1 Greet people

Greeting	Reply
Say hello	
Hello.	Hi there! / Hey!
Greet new people	
Nice / Good to meet you.	Nice / Good to meet you, too.
Greet friends	
How are you? / How's it going? How are you doing?	I'm good. How about you?
What's new?	Not much.
It's great to see you! / What a nice surprise!	Long time, no see.
Say goodbye	
See you later. See you soon. I've gotta (got to) go.	Let's do something soon



Unit 2 Make arrangements

Make arrangements	
Invitations	
Would you like to hang out tonight?	
Would you like to do something then?	
We could go for a coffee, or eat something ...	
Are you free on Saturday?	
How about Sunday instead?	
What time?	
Do you want to meet at the park?	
Saying yes	Saying no
Yeah! Sure! / Awesome!	I'm so sorry, I can't.
I'd love to! / Sounds great.	I'm afraid I can't.
Great. Twelve o'clock it is!	Oh! Wait a minute. I just remembered ...



Unit 3 Ask for travel information

At the train station	
Customer	Ticket officer
Could I have a ticket to St Albans?	Of course.
Do I have to change trains?	No, most trains are direct. I'm afraid so, at Brent Cross station.
What time is the next train?	The next train is in about three minutes. At 11:30.
Which platform is it?	The next train leaves from platform 9. Platform 2, please.
What time does the train arrive in St Albans?	About 9:30.
Ticket officer	Customer
Would you like a single or a return?	A return, please.
That's £20, please.	Here you are.
Here's your ticket and receipt.	Thank you very much.



Unit 4 Do a job interview

At a job interview

Interviewer	Applicant
So Neena, tell me about yourself.	Currently I'm working for ... I'm responsible for ... I have to manage a team. I like working hard. I'm good at working under pressure. I work well in a team.
What have you learnt from your current job?	I've learnt how to manage my time.
Do you have any special strengths?	I think I'm good at ... I enjoy ...
And any weak points?	Maybe, I'm a perfectionist.
Finally, do you have any questions for us?	Does the job involve much teamwork?
Thank you for coming. I'm sure we'll be in touch soon.	Thanks. Thank you.



Unit 5 Talk about symptoms

At the pharmacy

Ask about health	Explain symptoms
Are you OK?	I'm not feeling very well.
Are you sure you're OK?	I have a terrible cold.
What's painful?	Everything hurts.
What are your symptoms?	My head / throat / nose hurts.
Do you have anything for a sore throat / headache?	Yes, sure. These are good for a sore throat.
Do you have sore eyes / a temperature?	Yes, very sore. No, not really.
Are you allergic to anything?	Yes, I'm allergic to nuts. / I have a nut allergy.
Do you have an allergy to ...?	No, I'm not.

Give advice
I suggest these tablets / this medicine.
Take one every eight hours.
You could try drinking a hot lemon and honey.
I think you should rest / relax / call the doctor.



Unit 6 Show interest in a topic

Show interest

Comment	Reply: show surprise
Listen to this.	No way! Is this Gold Sounds?
It's their new record.	For real?
I have tickets to their show.	You're kidding! / I don't believe it!
I'm going with my sister.	Are you?
She got the tickets for my birthday.	She did?
My birthday is today.	Really? / It's your birthday today?
I like that about you.	You do?

Comment	Reply: show you understand
I miss my family.	So do I.
I'm not crazy about English food.	Neither am I.
I feel like I can be myself here.	Me too.



Speaking reference

Unit 7 Go shopping and ask for a refund

Go shopping

Shop assistant	Customer
Can I help you?	I'm looking for a gift.
What kind of thing are you looking for?	A blue sweater.
The sweaters are over there.	A T-shirt for a 15 year-old boy.
How would you like to pay, cash or card?	I'll take this one.
Card, please.	In cash, please.
Can you enter your PIN please?	Yes, sure.
Would you like me to gift wrap it for you?	Yes, please.
	No, thanks. It's OK.

Ask for a refund

Shop assistant	Customer
How can I help you?	I'd like to return this, please.
What's the problem?	It doesn't fit well.
	It's the wrong size.
Have you got your receipt?	It's in here somewhere.
	Yes, here it is.
Would you like to exchange it or would you prefer a refund?	I'd like a refund, please.
Don't worry about it. Here's your refund.	I'd like to exchange it for a larger size.
	Thank you.
	Thank you so much.



Unit 8 Make and receive phone calls

On the phone

Receptionist	Caller
Good morning, you're through to Jobs, Jobs, Jobs and Jobs. How can I help?	Hello, is it possible to speak to Neena Patel?
Thank you for calling AGF. Sam speaking	Could I speak to Neena Patel, please?
I'm afraid the line's busy, would you like to hold?	Yes, please.
Yes of course, I'll just try to put you through. One moment please. / Hold the line please.	Thank you.
I'm sorry but Lia's not here at the moment. Would you like to leave a message?	Could you ask her to call Paul when she gets in?

Voicemail messages

The telephone you are calling is switched off. Please try again later.
Hi this is Neena Patel, I can't take your call at the moment. Please leave a message after the beep.
Neena, it's Gaby, please phone me as soon as you get this.



Unit 9 Give and respond to opinions

Opinions

Give an opinion	Neutral response
Personally, I think it's ...	I don't have a strong opinion.
It seems to me that ...	I don't mind.
In my view, ...	It's really hard to say.
Look, all I'm saying is (that) ...	I can see both sides.
Agree	Disagree
I completely agree.	I totally disagree. I think ...
Exactly!	Oh, please! I mean, what about ...
Yeah, that's true.	I'm sorry, but I think ...
That's fair enough.	I'm not so sure about that.
That's a good idea.	I see what you mean, but ...



Wordlist

Unit 1 RELATIONSHIPS

Word / Phrase	Part of speech	IPA (UK)
People		
children	(n)	'tʃɪldrən
colleagues	(n)	'kɒli:gz
friends	(n)	frendz
grandparents	(n)	'græn(d)peərənts
parents	(n)	'peərənts
relatives	(n)	'relətɪvz
strangers	(n)	'streɪndʒə(r)z
students	(n)	'stju:dənts
teacher	(n)	'ti:tʃə(r)
Types of people		
animal lover	(n)	'æniməl 'laʊə(r)
blogger	(n)	'blɒgə(r)
book lover	(n)	buk 'laʊə(r)
foodie	(n)	'fu:di
gamer	(n)	'geɪmə(r)
mother of three	(n)	'mʌðər θəv θri:
music fan	(n)	'mju:zɪk fæn
people person	(n)	'pi:pə(r)l 'ps:(r)sən
sports fan	(n)	spo:(r)ts fæn
traveller	(n)	'trævə(r)lə(r)
Personality adjectives		
confident	(adj)	'kɒnfɪdənt
creative	(adj)	kri'eɪtɪv
curious	(adj)	'kjʊəriəs
hard-working	(adj)	'ha:(r)d, wə:(r)kɪŋ
independent	(adj)	indi'pendənt
lazy	(adj)	'leɪzi
organised	(adj)	'ɔ:(r)gənaɪzd
sensible	(adj)	'sensəbəl
sociable	(adj)	'səʊʃəbəl

Unit 2 LIVING

Word / Phrase	Part of speech	IPA (UK)
Verb + preposition		
argue about	(v)	'a:(r)gju ə'baut
argue with	(v)	'a:(r)gju wið
help with	(v)	help wið
learn about	(v)	'lɜ:n ə'baut

Word / Phrase	Part of speech	IPA (UK)
live with	(v)	liv wið
look for	(v)	luk fo:(r)
rely on	(v)	rɪ'lai ən
start with	(v)	sta:(r)t wið
talk about	(v)	ta:k ə'baut
talk to	(v)	ta:k tu:
Free time		
go for a meal	(phr)	gəu fo:r ə mi:l
go to a friend's place	(phr)	gəu tu: ə frendz pləs
go for a walk	(phr)	gəu fo:r ə wɔ:k
go to a party	(phr)	gəu tu: ə 'pa:(r)ti
hang out online	(phr)	hæg aut 'onlaɪn
hang out with friends	(phr)	hæg aut wið frendz
play board games	(phr)	pleɪ bo:(r)d geimz
play cards	(phr)	pleɪ ka:(r)dz
see a film	(phr)	si: ə film
see a play	(phr)	si: ə pleɪ
Noun suffixes		
ability	(n)	'ə'biliti
agreement	(n)	'ə'grɪ:mənt
happiness	(n)	'hæpinəs
improvement	(n)	im'pru:vment
invention	(n)	in'venʃən
possibility	(n)	,pə'sə'biliti
prediction	(n)	pri'dɪkʃən
sadness	(n)	'sædnəs

Unit 3 TRAVEL

Word / Phrase	Part of speech	IPA (UK)
Transport and travel		
budget	(n)	'bʌdʒɪt
coach	(n)	'kəʊtʃ
destination	(n)	,desti'neɪʃən
journey	(n)	'dʒɜ:(r)nɪ
minibus	(n)	'mini,bʌs
motorhome	(n)	'məʊtə(r),həʊm
passenger	(n)	'pæsɪndʒə(r)
passport	(n)	'pa:spo:(r)t
taxi	(n)	'tækσi
van	(n)	væn
visa	(n)	'vɪzə
visit	(n)	'vɪzɪt

Wordlist

Word / Phrase	Part of speech	IPA (UK)
Accommodation and facilities		
air con (AC)	(n)	'eə kən ('eɪ sɪ:)
airport transfer	(n)	'eə(r)pɔ:(r)t 'trænsfə:(r)
balcony	(n)	'bækəni
beach resort	(n)	bɪ:tʃ rɪ'zə:(r)t
campsite	(n)	'kæmpsaɪt
chalet	(n)	'ʃælei
cruise ship	(n)	kru:z ʃɪp
double room	(n)	'dʌb(ə)l ru:m
guest house	(n)	'gest haʊs
gym	(n)	dʒɪm
hostel	(n)	'hɒst(ə)l
hotel	(n)	həʊ'tel
reception	(n)	rɪ'sepʃ(ə)n
room service	(n)	ru:m 'sɜ:(r)vɪs
safe	(n)	seif
single room	(n)	'sɪŋg(ə)l ru:m
twin room	(n)	twɪn ru:m

Prefixes: opposite adjectives

dishonest	(adj)	di'sənɪst
disorganised	(adj)	di'sɔ:(r)gənəɪzd
immature	(adj)	,ɪm'ɪtjʊə(r)
impatient	(adj)	ɪm'peɪʃ(ə)nt
impossible	(adj)	ɪm'posəb(ə)l
incorrect	(adj)	,ɪn'kɔ'rekt
invisible	(adj)	ɪn'vezɪb(ə)l
unhealthy	(adj)	ʌn'helθi
unkind	(adj)	ʌn'kaɪnd
unusual	(adj)	ʌn'ju:ʒuəl

Unit 4 WORK

Word / Phrase	Part of speech	IPA (UK)
Adjectives for appearance		
attractive	(adj)	ə'træktyv
casual	(adj)	'kæʒuəl
colourful	(adj)	'kʌlə(r)f(ə)l
cool	(adj)	ku:l
fashionable	(adj)	'fæʃ(ə)nəb(ə)l
smart	(adjt)	sma:(r)t
stylish	(adj)	'staɪliʃ
youthful	(adj)	'ju:θf(ə)l

Word / Phrase	Part of speech	IPA (UK)
Work collocations		
be self-employed	(phr)	bi: ,selfɪm'plɔɪd
be unemployed	(phr)	bi: ,ʌnɪm'plɔɪd
do an internship	(phr)	du: ən ɪn'tɜ:nʃɪp
earn a salary	(phr)	ɜ:(r)n ə 'sæləri
gain work experience	(phr)	geɪn wɜ:k ɪk'spi:rɪəns
get a bonus	(phr)	get ə 'bəʊnəs
get a pay raise	(phr)	get ə peɪ reɪz
get a promotion	(phr)	get ə prə'moʊʃ(ə)n
take a day off	(phr)	teɪk ə dei ɒf
work long hours	(phr)	wɜ:(r)k lɒŋ 'aʊə(r)z
work regular hours	(phr)	wɜ:k 'regjulə(r)'aʊə(r)z
work shifts	(phr)	wɜ:(r)k ʃɪfts
work + preposition		
work at	(v)	wɜ:(r)k ət
work for	(v)	wɜ:(r)k fɔ:(r)
work in	(v)	wɜ:(r)k ɪn

Unit 5 HEALTH

Word / Phrase	Part of speech	IPA (UK)
Minor illnesses		
broken bone	(n)	'brəukən bəun
cold	(n)	kəuld
cough	(n)	kɒf
flu	(n)	flu:
headache	(n)	'hedesk
sore throat	(n)	sɔ: ðrəut
stomachache	(n)	'stʌməkeɪk
sunburn	(n)	'sʌnbɜ:(r)n
temperature	(n)	'temprɪtʃə(r)
toothache	(n)	'tu:θeɪk
Feelings		
anxious	(adj)	'æŋkʃəs
cheerful	(adj)	'tʃiə(r)f(ə)l
confused	(adj)	kən'fju:zd
grateful	(adj)	'greɪtfʊl
interested	(adj)	'intrəstɪd
pleased	(adj)	pli:zd
relaxed	(adj)	rɪ'lækst
scared	(adj)	skeə(r)d
stressed	(adj)	'strest
surprised	(adj)	sə(r)'praɪzd



Word / Phrase	Part of speech	IPA (UK)
Phrasal verbs		
cheer (somebody) up	(phr v)	tʃɪə(r) 'sʌmbədi ʌp
come down with	(phr v)	kʌm daʊn wið
fight off	(phr v)	fait ɒf
get over	(phr v)	get 'əʊvə(r)
go down	(phr v)	gəʊ daʊn
go up	(phr v)	gəʊ ʌp

Unit 6 CINEMA AND LITERATURE

Word / Phrase	Part of speech	IPA (UK)
Film and book genres		
action	(n)	'ækʃ(ə)n
animated	(n)	'ænɪ,meɪtɪd
biopic	(n)	'baɪəpɪk
comedy	(n)	'kɒmədi
fantasy	(n)	'fæntəsi
historical	(adj)	hɪ'stɔːrɪk(ə)l
horror	(n)	'hɔːrə(r)
musical	(n)	'mjuːzɪk(ə)l
romantic comedy (rom-com)	(n)	rəʊ,mæntɪk 'kɒmədi 'rom kom
science fiction (sci-fi)	(n)	'saɪəns 'fɪkʃ(ə)n / 'saɪ,fɪʃən
thriller	(n)	'θrɪlə(r)
western	(n)	'westə(r)n
Descriptive adjectives (films and books)		
amusing	(adj)	ə'mjuːzɪŋ
boring	(adj)	'bɔːrɪŋ
disappointing	(adj)	,dɪsə'pɔɪntɪŋ
engaging	(adj)	ɪn'geɪdʒɪŋ
entertaining	(adj)	,entə(r)'teɪnɪŋ
exciting	(adj)	ɪk'saɪtɪŋ
gripping	(adj)	'grɪpɪŋ
interesting	(adj)	'intrəstɪŋ
memorable	(adj)	'mem(ə)rəb(ə)l
scaring	(adj)	'skeərɪŋ
Television		
binge-watching	(n)	'bɪndʒ ,wɒtʃɪŋ
box set	(n)	'boks set
channels	(n)	'tʃæn(ə)lz
episode	(n)	'epɪsəd
on-demand TV	(phr)	ən di'ma:nd ,ti:'vi:

Word / Phrase	Part of speech	IPA (UK)
online streaming services	(phr)	ən'lайн 'stri:mɪŋ 'sɜ:vɪzɪz
programmes	(n)	'prəʊgræmz
season finales	(n)	'si:zn fi'næ:lɪz
seasons	(n)	'si:z(ə)nズ
series	(n)	'sɪəri:z

Unit 7 MONEY

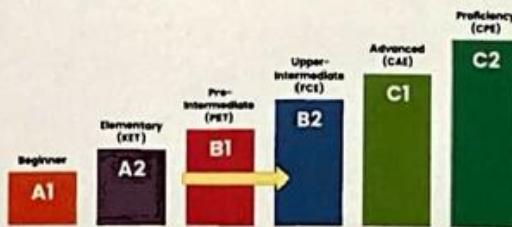
Word / Phrase	Part of speech	IPA (UK)
make and do collocations		
do a favor	(phr)	də: ə 'fervə(r)
do some damage	(phr)	də: səm 'dæmɪdʒ
do some research	(phr)	də: səm ri'sɜ:(r)tʃ
do the ironing	(phr)	də: ði 'aɪrɪŋ
do some research	(phr)	də: səm ri'sɜ:(r)tʃ
make a complaint	(phr)	meɪk ə kəm'pléint
make a decision	(phr)	meɪk ə dɪ'sɪʒ(ə)n
make a mess	(phr)	meɪk ə mes
make a mistake	(phr)	meɪk ə mis'teɪk
make an offer	(phr)	meɪk ən 'ɒfə(r)
make a profit	(phr)	meɪk ə 'prɒfit
Money verbs		
donate	(v)	dəʊ'næɪt
earn	(v)	ə:(r)n
give away	(v)	gɪv ə'weɪ
lose	(v)	lu:z
make	(v)	meɪk
owe	(v)	əʊ
raise	(v)	reɪz
support	(v)	sə'pɔ:(r)t
Money phrases		
borrow money from	(phr)	'bɔːrəu 'mʌni frəm
lend money to	(phr)	lend 'mʌni tu:
pay by card	(phr)	peɪ bai ka:(r)d
pay for things	(phr)	peɪ fɔ: θɪŋz
pay in cash	(phr)	peɪ in kæʃ
save up	(phr)	seɪv ʌp
spend money on	(phr)	spend 'mʌni ən
take money out of an ATM	(phr)	teɪk 'mʌni aut əv ən ,eɪ tɪ: 'em

Wordlist

Unit 8 OUR WORLD

Word / Phrase	Part of speech	IPA (UK)
Electronic devices		
drone	(n)	dru:n
e-reader	(n)	'i:ri:də(r)
fitness tracker	(n)	'fitnəs 'trækə(r)
GPS	(n)	gɛps
power bank	(n)	'paʊə bæŋk
smart speaker	(n)	sma:t 'spi:kə(r)
tablet	(n)	'tæblit
VR headset	(n)	'vi:a:(r) 'hedset
The internet		
block an account	(phr)	blok ən ə'kaunt
click on a link	(phr)	klik ən ə lɪŋk
connect a drive	(phr)	kə'nekt ə draɪv
crash (a computer)	(phr)	kraʃ (ə kəm'pjutə)
freeze (the screen)	(phr)	fri:z (ə skri:n)
install an app	(phr)	ɪnstɔ:l ən æp
make a video call	(phr)	meik ə 'vɪdɪəʊ kɔ:l
remember your password	(phr)	rɪ'membər jɔ:z 'pa:s,wɜ:(r)d
Natural features		
bay	(n)	beɪ
canyon	(n)	'kænjən
cliff	(n)	klɪf
dune	(n)	dju:n
glacier	(n)	'glæsiə(r)
harbor	(n)	'ha:(r)bə(r)
ocean	(n)	'əʊʃ(ə)n
rainforest	(n)	'reɪn,forɪst
reef	(n)	ri:f
valley	(n)	'væli

Word / Phrase	Part of speech	IPA (UK)
Indefinite pronouns		
anywhere	(adv)	'eni,weə(r)
everywhere	(adv)	'evri,weə(r)
nowhere	(adv)	'nəuweə(r)
somewhere	(adv)	'sʌmweə(r)
Unit 9 MEDIA		
News expressions		
biased news	(n)	baɪəst nju:z
breaking news	(n)	'breɪkiŋ 'nju:z
follow the news	(phr)	'fɒləʊ ðə nju:z
get the news	(phr)	get ðə nju:z
journalist	(n)	'dʒɜ:(r)nəlist
live coverage	(n)	lɪv 'kʌvə(r)ɪdʒ
news headlines	(n)	nju:z 'hed,lainz
report	(phr)	ri'pɔ:(r)t
share	(phr)	ʃeə(r)
viewers	(n)	'vju:ə(r)z
Advertising		
advert (ad)	(n)	'ædvə(r)t / æd
banner ad	(n)	'bænə(r) æd
billboard	(n)	'bil,bɔ:(r)d
brand	(n)	brænd
logo	(n)	'laʊgəʊ
pop-up ad	(n)	'pɒpʌp æd
slogan	(n)	'sləʊgən
TV commercial	(n)	,ti:'vi: kə'mɜ:(r)əl



PROFESSIONAL ENGLISH HUB II

Student's Book

Professional English Hub meets the requirements for **Inglés Profesional** and it helps **Ciclos Formativos** students to quickly grasp the **CEFR** learning objectives. Various sections also include topic-related questions to raise awareness of the **Sustainable Development Goals (SDGs)**.

Nine units cover the required grammar, vocabulary, pronunciation and communicative skills in various real-life situations. Grammar is presented in easy-to-understand tables and vocabulary is organised into clear semantic categories.

Reading and **Listening** sections are designed to allow students to practise different types of comprehension. Students will actively use all the grammar, vocabulary and pronunciation rules to complete **speaking** activities in social and vocational contexts. **Café Hub** section focuses on video and **communication skills**, teaching a series of useful phrases and functional language that will help students to communicate effectively and with accuracy and fluency in a wide range of real-life situations.

Writing skills are developed in one lesson in every unit. Students can see completed writing models that can be used as a guide to write their own step by step activity proposed in the section **It's your turn**.

Project Hub is a section where a project will be developed, and each student will be able to adapt and link it to their professional module. With a clear model text and the **It's your turn** box, students will be guided into the creation and organisation of their project.

The **Self-study bank** section includes a concise grammar reference, a list of irregular verbs, a practical speaking reference and a wordlist.

The book also provides an access code to the **digital resources**. They include the digital book together with a list of links to recommended websites and interactive activities. The project in the Project Hub section will also be developed further within the digital book.

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